



Curriculum

Elementary School

Celebrate the Children provides a comprehensive program based on the educational and developmental levels of the student. Our mission is to provide a solid foundation of learning while allowing flexibility in meeting the individual needs of our students as required by their Individualized Education Plans. A special education program is required to follow the goals and objectives stated within the student's IEP. Celebrate the Children uses the following curriculum as a guideline and resource to achieving these goals.

Language Arts

The Houghton-Mifflin Reading Series is the core of our reading program for our Pre-K through Sixth Grade students. It is built on a solid foundation of research, aligns with New Jersey Core Content Curriculum Standards and has a tradition of proven programs that help students at each level become successful readers and writers. This series utilizes a variety of text for different instructional purposes, encourages students to become fluent in all phases of the writing process, and provides hands-on activities, which internalize the learning process for our students. Houghton-Mifflin Reading is based on the most respected scientific research in order to deliver effective instruction in the 5 key areas of reading.

Phonemic Awareness

- Skills sequenced by difficulty
- Short engaging activities
- Linked to phonics

Concepts include: recognizing and producing rhyming words, beginning sounds, blending phonemes, alphabet recognition, and distinguishing letters, words, and sentences.

Phonics

- Systematic explicit instruction
- Immediate application of new skills in the Anthology and in decodable books
- Phonics/Decoding strand continues through Grade Six

Concepts include: initial and final consonants, short/long vowels, possessives, contractions, compound words, and syllabication patterns.

Fluency

- Fluent reading modeled in teacher read aloud, audio CD's and more
- Story books for students to read and reread at their own level
- Support for checking oral reading rates, reading fluently at an appropriate rate

Vocabulary

- Direct instruction of key vocabulary
- Development of vocabulary skills and strategies
- Wide reading in text with rich vocabulary

Concepts include: alphabetical order, antonyms, synonyms, homophones, word families, word history, dictionary, glossary, and thesaurus skills.

Comprehension

- Comprehension strategies taught explicitly and consistently to develop monitoring, questioning, previewing, summarizing, and evaluating
- Graphic organizers that support comprehension with every selection

Concepts include: distinguishing between fantasy and realism, predicting outcomes, understanding sequence of events, story structures, cause and effect, drawing conclusions, main idea, topics, and supporting details.



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Scott Foresman

My Sidewalks on Reading Street Intensive Reading Intervention is a research-based intensive reading intervention program that accelerates the reading development of struggling students. The ultimate goal of the My Sidewalks is to improve students' reading and comprehension abilities. My Sidewalks provides instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and strategies.

Daily Phonemic Awareness

Activities incorporate teacher modeling and scaffolding.

Phonics Instruction

Focuses on decoding multisyllabic words. Fluency instruction includes teacher modeling, student practice with repeated readings, and teacher feedback.

Vocabulary Instruction

Is focused on vocabulary that is thematically related to many Science and Social Studies concepts. Instruction includes multiple exposures to each word in the context of reading and multiple opportunities to practice the words.

Comprehension

Skills and strategies instruction includes those skills that struggling readers need to become proficient readers: main idea, compare and contrast, sequence, and drawing conclusions.

Strategy Instruction

Includes strategies such as previewing and setting purposes, asking and answering questions, and summarizing text.

Mathematics

Houghton-Mifflin Mathematics is a comprehensive system from Pre-K through Grade Six which emphasizes learning in small increments through a spiral approach, which reviews previously learned concepts throughout the year. Mathematics curriculum and assessment revolve around the 5 NJ Core Curriculum Standards. These key ideas are a mixture of content and process goals.

Number and Numerical Operations

Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world. Concepts include: adding, subtracting, multiplying, dividing, and estimating whole numbers, fractions, decimals, ratios, and percent.

Measurement and Geometry

Students use measurement and geometry to provide a link between abstract concepts and the real world to describe and compare objects and data. Concepts include: money, time, temperature, inches, feet, miles, area, volume, perimeter, circumference, basic figures, plane figures, shapes, geometric construction.

Patterns and Algebra

Students develop an understanding of patterns, relationships, and functions by solving problems in which there is a need to recognize and extend a variety of patterns and to analyze, represent, model, and describe real world and functional relationships. Concepts include: addition/subtraction number sentences, missing addends, missing factors and digits, inverse operations, Venn Diagrams, linear equations, and writing and solving percent equations.

Data Analysis, Probability, and Discrete Mathematics

Students will formulate their own questions that can be answered with data. They will collect, organize, and display their data through graphs, charts, tables, etc. They will develop an understanding of how to find the average median, mode, and mean of numbers. Students will make predictions about the outcome of events and participate in probability investigations where they will collect data through observations, surveys, and experiments. Concepts include: creating bar graphs, circle graphs, tally charts, frequency tables, and pictographs.



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Mathematical Processes

Students will use their acquired mathematical knowledge to make connections and develop strategies to help solve mathematical problems. They will take concepts learned and apply them to situations outside of mathematics. Technology will be used throughout the learning process including calculators and computers. Concepts include: applications in addition, decimals, division, fractions, geometry, measurement, money, ratio, etc.

Social Studies

Grades K through Six utilizes the Houghton- Mifflin Social Studies Series, which emphasizes critical thinking skills and motivates students to become active and informed citizens. The topics covered correspond to the NJ Core Curriculum Standards including civics, history, geography, and economics.

Science

Celebrate the Children uses the Houghton-Mifflin Science Program that is aligned with the NJ Core Curriculum Standards. In addition, Delta Science Modules are utilized to provide the students with hands-on experiments, including, but not limited to, Plant and Animal Life Cycles, Force and Motion, Weather Watching, and the Human Body.

Additional Subjects

Life Skills

Providing opportunities for student development are at the core of our Life Skills Program in the elementary school. Teachers incorporate functional, practical, and essential skills of everyday life through a wide variety of activities based on the Assessment of Functional Living Skills curriculum. Following our overall school philosophy, skills that Celebrate the Children targets are individualized based on the student's developmental profile; however, three main areas of focus include basic living skills, home skills, and community participation. Basic self-help, self-care, self-management, hygiene, routines, and core communication skills are essential in building self-esteem and increasing confidence to take on more challenging goals. These day-to-day mechanics of living are targeted both within our school and out in the community during our Community-Based Instruction times. Participating in the community begins with learning to navigate safely around the various environments that are explored. Other goals include shopping independently in grocery stores, department stores, and shopping malls, eating at various restaurants, as well as participating in recreational and social activities, all of which require a wide variety of skills. Celebrate the Children strives to provide emotionally rich, meaningful experiences based on specific goals for maximizing a student's freedom, independence, and opportunities across all settings.

Physical Education/Health Education

The physical education and health program emphasizes the development of a fundamental understanding of one's self. Learning to function in our society through physical development, social skills, and space relationships help build a strong foundation for the student. Our Health Education Program focuses on personal health, nutrition, self-help skills and safety. Physical Education classes include integrating strategies that improve regulation, using tactile, movement, visual, and auditory input to support student's participation in sports, including soccer, basketball, hockey, volleyball, football, kickball, and softball. An exercise program, which includes Yoga, is incorporated into the daily schedule as well.

Music

The Music Program encompasses both vocal and instrumental music experiences and stresses the development of basic music, melody, harmony, form, dynamics and tone. Materials used include: dance and movement tapes, different types of listening material, rhythm instruments, composer worksheets, instrument workbooks, recorders, and bells, as well as a sound beam. Units and topics include: reading and clapping rhythms, singing different cultural songs, history of songs, shared timing, learning about instruments, listening to different types of music, identifying notes, movement and dancing, playing recorders, and creating original music.



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Art

The Art program at Celebrate the Children gives the student a hands-on experience with a wide variety of materials in a structured but creative setting. Students draw, paint, and create 3 dimensional structures using materials such as paint, crayons, clay, water, paper, papier-mâché, cardboard, and other hands-on materials. Students also create and experience art from other countries. The art classes stress viewing art as a form of self-expression, and with this in mind, all artistic work is recognized as a personal achievement by the individual who created it.

Technology

Students are introduced to basic keyboarding skills appropriate to grade level. In addition to the weekly Technology class, the curriculum is supplemented with educational software from the Houghton-Mifflin programs, as well as independent sources.

Software includes:

- *Kurzweil*
- *Microsoft Word*
- *Microsoft Excel*
- *Power Point*
- *Kidspiration*
- *Inspiration*
- *I-Movie*
- *I-Photo*
- *Choose and Tell*
- *Boardmaker*
- *Get Set for Reading*
- *Big Book Audio CD's*
- *Anthology Audio CD's*
- *Curious George Learns Phonics*
- *Accelerated Reader*
- *Intellikeys*

Assessment

Celebrate the Children provides various options to assess skill levels, instructional strengths, and individual needs:

- *FEAS*
- *Brigance Inventory of Early Development*
- *Brigance Comprehensive Inventory of Basic Skills-Revised*
- *Brigance Diagnostic Life Skills Inventory*
- *Wide Range Achievement Test*
- *Baseline Group Test*
- *Diagnostic Online Math Assessments (DOMA)*
- *Diagnostic Online Reading Assessment (DORA)*
- *Integrated Theme Tests*
- *Theme Skills Tests*
- *Benchmark Progress Tests*
- *Pre/Post Tests*
- *Math Journals*
- *Projects*
- *Portfolio*
- *Daily Data sheets, rating DIR® and Academic Goals*

Other forms of assessment geared toward the individual child include teacher observations, progress reports, CST monitoring, Individualized Education Plans, class work and homework, Standardized Testing, and Alternate Proficiency Assessments.

Incorporating DIR® into the Curriculum Framework

In addition to the core curriculum, skill areas are addressed to support the social, emotional and developmental growth of the students.



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Additional Educational Resources

The nature of the Developmental Individual-Difference Relationship-Based Intervention (DIR®) program is such that our students' academic and developmental abilities are extremely varied. Celebrate the Children will utilize other resources in order to fully target all areas of a student's development. These additional resources include:

- *Developmental, Individual-Difference, Relationship-Based Intervention (Greenspan and Wieder)*
- *Touchpoints (Brazelton)*
- *Thinking Goes to School (Furth and Wachs)*
- *Multiple Intelligence (Howard Gardner)*
- *Theory of Mind (Simon Baron-Cohen)*
- *Sensory Integration (Ayers, D'Gangi and White)*
- *Affect-Based Language Curriculum (Greenspan and Lewis)*
- *Visualize and Verbalize (Lindamood and Bell)*
- *Links to Language (Blank)*
- *Theory of Mind (Simon Baron-Cohen)*
- *Social Stories (Gray)*
- *I Laugh*
- *Childs Work Childs Play (Shapiro)*
- *Raising a Thinking Child (Shure)*
- *Let's Be Social (Communication Skill Builders)*
- *Teaching the Tiger (Dornbush and Pruitt)*
- *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children (Vernon)*
- *Critical Thinking (Frank Schaffer)*
- *Star Power for Preschoolers - Learning Life Skills Through Physical Play (Oser)*
- *Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs (Baker and Brightman)*
- *Sensory Support, Behavior Modification, Social Skills Development*
- *Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)*
- *Children the Challenge (Rudolph Dreikurs)*
- *To Listen to a Child (Brazelton)*
- *Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)*
- *Brain Gym*