

For the 2020-2021 school year, we have made some updates to our curriculum to reflect adjustments to pacing and materials that best support hybrid and remote learning. The pacing calendars will continue to be updated monthly.

Links to CWC Revised 2020-2021 Curriculum by Grade Level

[Kindergarten Curriculum 2020-2021](#)

[Grade 1 Curriculum 2020-2021](#)

[Grade 2 Curriculum 2020-2021](#)

[Grade 3 Curriculum 2020-2021](#)

[Grade 4 Curriculum 2020-2021](#)

[Grade 5 Curriculum 2020-2021](#)

Curriculum Adaptations for the 2020-21 School Year

Reading

Reading units within hybrid/remote learning focus on the essential skills of reading within fiction and nonfiction genres. To that end, four units deemed essential for meeting grade level standards were selected for inclusion in the 2020-2021 curriculum map. These units prioritize fiction and nonfiction reading with genres varying by grade level to provide students with exposure to rich literary experiences.

Writing: Writing units within hybrid/remote learning focus on the essential skills of writing in the three genres of narrative, opinion and information genres. To that end, each grade focuses on four units that are essential for meeting grade level standards. The focus of the units shifts by grade level to provide students with opportunities to expand their repertoire of writing strategies and enhance their writing portfolio.

Phonics: Phonics units within hybrid/remote learning continue to focus on essential word skills. Through the Foundations program students will explore the following concepts and skills in a cumulative manner from unit to unit in grades K-3.:

- Letter formation
- Phonological and phonemic awareness
- Sound mastery
- Phonics, word study, and advanced word study
- Irregular (trick) word instruction
- Vocabulary
- Fluency

- Comprehension strategies
- Written composition (spelling and handwriting)

Math

McGraw-Hill's *My Math* chapters have been reordered and prioritized to scaffold and support student conceptual understanding. Individual lessons have been prioritized within curriculum pacing calendars to support the major content clusters of the grade level. Emphasis is placed on high quality problems that require higher skill application and not just rote computation. Use of manipulatives, guided math discussions, and small group work is still paramount.

Science

Science is a collaborative, inquiry-based subject that requires a hands-on approach to learning and understanding key concepts. Unfortunately in person partnerships, materials sharing and collaborative experiments are not currently permissible. Due to this our adopted program, Carolina Science's *Smithsonian Science*, has been put on pause. Its replacement, *Mystery Science*, is a fully NGSS-aligned science program that also uses students' natural curiosity about the world to leverage engagement and allows the discovery of scientific information through inquiry-based investigations. Major content however, is presented in video format and students are guided through independent activities.

Social Studies: Social Studies units within hybrid/remote learning focus on the essential skills of understanding our world through the study of geography, civics, history and economics. Units have been designed to accommodate the altered learning environment while maintaining enriching learning experiences.

Enrichment

The Caldwell West Caldwell Public Schools is committed to addressing the educational needs of all of its students, and that includes the needs of its advanced learners. The district continues to believe in the philosophy of "gifted education" and recognizes that students' unique and exceptional abilities are to be nurtured in order to ensure they reach their full potential, especially during this challenging time. Below are descriptions of the enrichment services offered to students in Grades K-5:

Grades K-5: All students in these grades receive digital monthly enrichment choice boards via Seesaw. The boards are designed as graphic organizers where each part is an activity or project. The curricular approach changes with each board, some boards may cover a range of subjects, while others may focus on a specific subject area. Choice boards empower students interested in going beyond the classroom curriculum. Throughout the month, students are encouraged to try out as many of the activities as possible.

Grade 3: All 3rd grade students across the district are invited to participate in virtual optional enrichment Meets offered twice monthly. The curriculum is designed to challenge students in

higher order thinking skills through interactive activities. Lessons focuses on convergent, divergent, visual and evaluative thinking.

Grades 4-5: Students identified as “advanced learners” in these grades participate in a virtual “pull out” program known as the Gifted Achievement Program (GAP). Since giftedness occurs in different disciplines and types of learners, the district identifies advanced learners for this program using a multi-pronged approach, based on various measures of success, including aptitude and achievement assessments, teacher nominations, and student portfolios.

The Enrichment Coach meets with GAP students remotely once per week during the regular school day. The GAP curriculum is designed to foster the development of critical thinking and problem-solving skills. The curriculum achieves this in a variety of ways using independent projects and small group activities. The instructional structure of the program provides motivating and engaging hands-on learning experiences. Students’ wonderings are addressed through exploration and experimentation. Program goals focus on self-development, cooperative learning situations, development of leadership skills, and cultural awareness.

Intervention & Referral Services (I&RS)

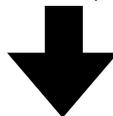
The Intervention and Referral Services (I&RS) process continues to assist students who are experiencing learning, behavior, health, or social-emotional difficulties and continues to assist staff in addressing the student’s learning, behavior, health, or social-emotional needs. The I&RS process is for general education students. It is intended as a primary way in which general education teachers (or specialists) can assist a student who is struggling within the general education environment. I&RS programs focus on particular student problems using available resources within the general education classroom.

Using a multidisciplinary team approach, the I&RS committee meets virtually for planning and delivering the services necessary to help students meet academic, behavioral, health, or social-emotional needs. Parents will be invited to the initial meeting with the I&RS Committee. During this meeting, the teacher will identify one or two behavior or academic skills that need attention. I&RS Committee works with parent(s)/guardian(s) and specialist(s) to create SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals for the student, as well as teacher strategies to support each goal. The I&RS Committee will also discuss implementation of data collection methods related to each teacher strategy. The I&RS team will follow up with families in approximately 6-8 weeks of the implementation of the action plan. The end result of I&RS activities should be student improvement through direct assistance to the student or support to staff who play a role in the student’s school day.

Below is an overview of the I&RS process:

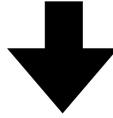
PRE-I&RS

Teacher contacts parent to discuss identified issue(s) in classroom
Teacher works with parent(s), instructional coach(es), and building principal testing strategies



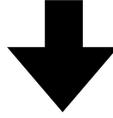
Request for Assistance

Teacher contacts parent to notify about I&RS referral
Teacher submits I&RS paperwork, including interventions tried and signed principal approval



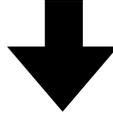
Formal Notification

I&RS Coordinator sends notification letter/forms *with specialist observation permission request (if applicable)*
Parents invited to attend initial I&RS Committee Meeting



Initial I&RS Meeting

Teacher identifies one or two behavior or academic skills that need attention
I&RS Committee with parent(s)/guardian(s) to create an action plan for student S.M.A.R.T. goal(s)
Action plan implemented once signed and returned to school
Progress monitoring and follow-up in 6-8 weeks



Follow Up Meeting

Parents will be invited to follow up meetings on a case by case basis
I&RS Committee reviews data collected
I&RS Committee works with parent(s)/guardian(s) to review SMART goal(s)

SMART Goal(s) Met?

NO

YES

Update/Change SMART goal(s) or data collection method(s)	Continue, expand or conclude intervention
Additional observation(s) of student, as needed	Identify any other academic areas or behavioral gaps and set related SMART goal(s)/data collection method(s)
Collect additional interventions data suggested, as needed	Monitor progress



Referral to School and/or Community Resources

OR

Referral for evaluation by Child Study Team

NOTE: All I&RS communication and meetings will be completed virtually. Links to meetings are sent to families 24 hours prior to the meeting date/time.