

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SCIENCE CURRICULUM
SEPTEMBER 2008**

INTRODUCTION & PHILOSOPHY

The goal for science education is to bring about the scientific literacy of all Township of Franklin students. The term “scientific literacy” has a number of meanings, but it is generally acknowledged to include developing an active interest in how scientific and technological advances influence our daily lives; learning the fundamental concepts of science that enables learners to understand natural phenomena; and, applying these conceptual understandings to live as informed citizens in the technologically preeminent society in the world. The companion goal of encouraging and challenging our greatest natural resource - our children - is mutually supportive of the goal to achieve scientific literacy. Teaching more science in the elementary grades reinforces both goals.

This Science Curriculum Guide articulates what students should learn at each grade level in terms of instructional objectives, content, activities, and materials. This curriculum guide is correlated to the following:

- 1) district adopted textbook (Scott-Foresman Science 2003)
- 2) New Jersey Science Core Curriculum Standards

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DISTRICT GOAL

Through the teaching of science and other related experiences, The Township of Franklin Public Schools shall give every pupil the opportunity to:

- 1) acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.
- 2) acquire a stock of basic information concerning the principles of the physical, biological and social science; the historical record of human achievements and failures; and current social issues.
- 3) develop intellectual curiosity and eagerness for learning.
- 4) learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

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STATEMENT OF PURPOSE

The purpose of the Science Curriculum in the Township of Franklin Public Schools is to develop individuals who have proficiencies which will enable them to:

develop an active interest in how scientific and technological advances influence our daily lives.

apply the fundamental concepts of science to understand natural phenomena and apply these conceptual understandings to live as informed citizens in our technologically preeminent society.

Students will have the opportunity to learn science concepts through direct instruction in the classroom. They will develop scientific understanding, strengthen thinking skills, and prepare for the world of technology.

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EVALUATION COMPONENTS

Students will show satisfactory achievement of outcomes by:

participating in Science activities.

mastering grade appropriate skills specified in the New Jersey
Core Curriculum Content Standards.

receiving satisfactory grades in unit/chapter tests.

showing satisfactory progress on report cards.

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SPECIAL EDUCATION MODIFICATIONS

The special education program in the Township of Franklin services the needs of the elementary school disabled population, ages three through twelve, or grades preschool through six. Programs within the district meet the needs of those students classified as Eligible for Special Education and Related Services due to learning, language, behavioral, or multiple disabilities. Students whose disabilities are so severe that their needs cannot be met within the district are placed into appropriate programs outside of the district.

The Township of Franklin is committed to providing a free and appropriate public education to all disabled children in the least restrictive environment. In an effort to insure that each student reaches his/her potential, an educational plan is designed specifically for each child. The special education program is structured to provide resource center, self-contained, and supported regular education instruction based on the educational needs of the student. The curriculum parallels that of the regular classroom with exceptions made for the individuality of the student.

Student progress in meeting the specific goals and objectives of his/her Individual Education Plan is monitored on an on-going basis by both the teacher and the student's case manager. An annual review is held each year to discuss both academic progress and objectives for the following year. Evaluation of progress may include, but is not limited to, teacher-made and standardized tests, informal observation, homework, classwork, and three-year re-evaluation.

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SCIENCE CURRICULUM COMMITTEE

NAME	GRADE	SCHOOL
Susan Buriak	4	Main Road
Benjamin Notaro	5	Main Road
Betty Nichols	6	Caroline L. Reutter