

# LANGUAGE ARTS

The Boxford Public Schools Language Arts curriculum provides the foundation for lifelong literacy and focuses on the acquisition of reading, writing, listening, and speaking skills. The overall goal of this curriculum is to help students learn to use language effectively throughout their lives to promote learning, problem-solving and appreciation of literature based on the standards set by the *Massachusetts English/Language Arts Curriculum Framework*. Copies of the standards are available in the Spofford Pond library as well as online at the Massachusetts Department of Education.



Teachers immersed the students in reading and writing for a variety of purposes. Students learn to read through writing and write through reading. Teachers at Spofford Pond use the *Houghton-Mifflin's The Nation's Choice* reading series as a foundation to the language arts program for grades 3-6. The program helps the teachers to provide explicit and systematic instruction in phonics, guided reading, independent reading, and written language. The program also provides students with experiences in many of the crucial areas of reading instruction: phonics, fluency, vocabulary, and comprehension. Students learn to manipulate sounds; work with words; build vocabulary and fluency; organize and develop thoughts using written language; and develop effective decoding skills and comprehension strategies. Reading comprehension is vital to the learning process, for it is with comprehensions that students develop the ability to think and to form ideas and opinions.

Teachers also use a variety of other materials and resources to best meet the instructional needs of their students as well as provide the students with many opportunities to experience a variety of genre.

Writing is a critical part of the language arts program here in the Boxford Schools. The ability to write thoughts, ideas, questions, and reflections down in a clear, complete, interesting manner is a skill that requires direct instruction and guidance during the writing process. Students have many opportunities to write daily across the curriculum and for many different purposes. Each grade level has specific writing skills called focus correction areas (FCAs) which students need to have mastered by the end of the year. These skills relate to four important aspects of writing: content; organization; style and conventions (mechanics). Each grade level also has specific writing outcomes that students must also have mastered by the end of the year. The writing outcomes cover the four domains of writing – narrative; descriptive; informative; and expository.

Teachers use the core spelling lists found in the Houghton- Mifflin program to teach spelling. Beginning in third grade, students begin learning cursive writing. Instruction continues in grade four and is expected to continue begin reinforced in grades five and six.

Students receive a minimum of ninety minutes as day of literacy instruction. In addition, students practice reading and writing skills, as well as speaking and listening skills, throughout the day in all areas of the curriculum.

# 3<sup>rd</sup> Grade Language Arts Standards

## **STANDARD 1: Discussion\***

*Students will use agreed-upon rules for informal and formal discussions in small and large groups.*

1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions. *For example, in literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class*

## **STANDARD 2: Questioning, Listening, and Contributing**

*Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge*

2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.

For example, students interview community helpers, using questions the class has generated, and report the results to the class

2.3 Gather relevant information for a research project or composition through interviews.

For example, students generate questions about their family history, interview family members, and present their information to the class.

## **STANDARD 3: Oral Presentation\***

*Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

3.3 Adapt language to persuade, to explain, or to seek information.

3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.

For example, students give a presentation of information they have acquired from a class visit to the Children's Museum.

3.5 Make informal presentations that have a recognizable organization (sequencing, summarizing).

3.6 Express an opinion of a literary work or film in an organized way, with supporting detail.

3.7 Use teacher-developed assessment criteria to prepare their presentations.

## **STANDARD 4: Vocabulary and Concept Development**

*Students will understand and acquire new vocabulary and use it correctly in reading and writing.*

4.9 Identify the meaning of common prefixes (un-, re-, dis-).

4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.

For example, students discuss the meaning of the common Greek root, graph, to help them understand the meaning of the words telegraph, photograph, and autograph.

4.11 Identify the meaning of common idioms and figurative phrases.

For example, students collect and illustrate idioms, such as: "It's raining cats and dogs"; "It's only the tip of the iceberg"; and "That happens once in a blue moon."

4.12 Identify playful uses of language (puns, jokes, palindromes).

4.13 Determine the meaning of unknown words using their context.

4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence

4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.

4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.

### **STANDARD 5: Structure and Origins of Modern English**

*Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.*

5.4 Recognize the subject-predicate relationship in sentences.

5.6 Identify the three basic parts of speech (adjective, noun, verb).

5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).

5.8 Identify words or word parts from other languages that have been adopted into the English language.

### **STANDARD 6: Formal and Informal English**

*Students will describe, analyze, and use appropriately formal and informal English.*

6.2 Recognize dialect in the conversational voices in American folk tales.

6.3 Identify formal and informal language use in advertisements read, heard, and/or seen.

### **STANDARD 7: Beginning Reader**

*Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.*

7.8 Use letter-sound knowledge to decode written English

7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension

7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression

### **STANDARD 8: Understanding a Text**

*Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.*

8.11 Identify foreshadowing clues as part of a text that help the reader predict what will happen in a story

8.12 Identify sensory details in literature

8.13 Identify the speaker of a poem or narrator of a story

*Retell the events of a story in sequence*

8.14 Identify narrative elements of character, setting, and plot

8.15 Form questions about the text and locate facts/details in order to answer those questions

8.16 Distinguish cause from effect

8.17 Distinguish fact from fiction

8.18 Identify main ideas and supporting details

### **STANDARD 9: Making Connections**

*Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.*

9.2 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.

### **STANDARD 10: Genre**

*Students will identify, analyze, and apply knowledge of the characteristics of different genres.*

10.2 Distinguish among forms of literature ( for example, poetry, fiction, nonfiction, and drama)

### **STANDARD 11: Theme**

*Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.*

11.2 Identify themes as lessons in fables, stories, and poems

### **STANDARD 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding*

- 12.2 Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution
- 12.2a Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities

**STANDARD 13: Nonfiction**

*Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence*

- 13.6 Identify and use knowledge of common textual features. (title, headings, key words, paragraphs, table of contents, glossary, captions, accompanying illustrations, or photographs)
- 13.7 Identify and use knowledge of common graphic features (charts, graphs, maps, diagrams, illustrations)
- 13.9 Form questions about the text and locate facts/details in order to answer those questions
- 13.10 Distinguish cause from effect.
- 13.11 Distinguish fact from fiction.
- 13.12 Identify main ideas and supporting details.

**STANDARD 14: Poetry**

*Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding*

- 14.2 Identify poetic elements: rhyme, rhythm, repetition, and sensory images in poems.  
Identify terminology for structural elements of poems (for example, stanza and verse)

**STANDARD 15: Style and Language**

*Students will identify, analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.*

- 15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.

**STANDARD 16: Myth, Traditional Narrative, and Classical Literature**

*Students will identify, analyze and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.*

- 16.4 Identify natural events explained in origin myths.
- 16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.

**STANDARD 17: Dramatic Literature**

*Students will identify, analyze and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.*

- 17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, listened, or performed

**STANDARD 18: Dramatic Reading and Performance\***

*Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.*

- 18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.

## **STANDARD 19: Writing**

*Students will write with a clear focus, coherent organization, and sufficient detail*

For imaginative/literary writing:\*

19.9 Write stories that have a beginning, middle, and end and contain details of setting.

19.10 Write short poems that contain simple sense details.

For informational/expository writing:

19.11 Write brief summaries of information gathered through research.

For example, students plan a mini-encyclopedia on birds. As a group, they generate a set of questions they want to answer, choose individual birds to research, gather information, compose individual illustrated reports, and organize their reports for a classroom encyclopedia.

19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.

19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.

## **STANDARD 20: Consideration of Audience and Purpose**

*Students will write for different audiences and purposes.* (See also Standards 3, 6, and 19.)

20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).

## **STANDARD 21: Revising**

*Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.*

21.2 Revise writing to improve level of detail after determining what could be added or deleted.

21.3 Improve word choice by using dictionaries.

## **STANDARD 22: Standard English Conventions**

*Students will use knowledge of standard English conventions in their writing, revising, and editing.*

22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.

22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.

22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

22.6 Spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).

## **STANDARD 23: Organizing Ideas in Writing**

*Students will organize ideas in writing in a way that makes sense for their purpose.*

23.3 Organize plot events of a story in an order that leads to a climax.

23.4 Organize ideas for a brief response to a reading.

23.5 Organize ideas for an account of personal experience in a way that makes sense.

## **STANDARD 24: Research\***

*Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*

24.2 Identify and apply steps in conducting and reporting research:

- Define the need for information and formulate open-ended research questions.
- Initiate a plan for searching for information.
- Locate resources.
- Evaluate the relevance of the information.
- Interpret, use, and communicate the information.

- Evaluate the research project as a whole.

**STANDARD 25: Evaluating Writing and Presentations\***

*Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.*

25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.

**STANDARD 26: Analysis of Media\***

*Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.*

26.2 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.

**STANDARD 27: Media Production\***

*Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.*

27.2 Create presentations using computer technology. For example, students make energy conservation pamphlets using elementary-level graphics software and digital photographs

# Focus Correction Areas for Writing

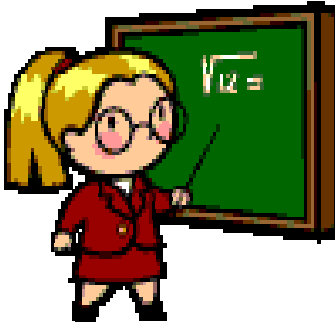
## Grade 3

<p><b>Content- Topic/Idea Development</b></p>	<ul style="list-style-type: none"> <li>• Main idea/topic sentence</li> <li>• Support details (min. 2-4 details)</li> <li>• Paragraph format (hamburger model)</li> <li>• Restating the question in an answer</li> <li>• Use of story elements – BME, time order words and setting – in narrative or imaginative writing</li> </ul>
<p><b>Organization</b></p>	<ul style="list-style-type: none"> <li>• 2 paragraphs that contain related ideas</li> <li>• Identify similarities and differences</li> <li>• Clear sequence of detail or information</li> <li>• Correct quatrain form</li> <li>• Correct format of a friendly letter</li> </ul>
<p><b>Style</b></p>	<ul style="list-style-type: none"> <li>• Variety of sentence beginnings (first word)</li> <li>• Vivid and exact language (nouns, strong verbs, adjectives)</li> <li>• Compound subject and predicate Ap</li> <li>• Appropriate sense of purpose and audience (informative, narrative, etc)</li> </ul>
<p><b>Conventions</b></p>	<ul style="list-style-type: none"> <li>• Capitalization of proper nouns (names of places, titles of people, books, stories, movies)</li> <li>• Punctuation (commas in a series, dates, city/state, greeting/closing a friendly letter)</li> <li>• All contractions</li> <li>• Basic subject/verb agreement</li> <li>• Complete sentences (no fragments or run-ons)</li> <li>• Use of spelling patterns and resources to spell frequently used words correct</li> <li>• Correct spelling of core spelling list</li> <li>• Neat, legible handwriting</li> </ul>

**Writing Across the Curriculum**  
**Forms of Writing/Exit Outcomes**  
**Grade 3**

<p><b>Imaginative/Narrative</b> (To tell a story)</p>	<p><b>Practical/Informative</b> (To provide clear information)</p>
<p>Write a narrative (personal and fictitious) w/ beginning, middle, end, time order words and setting</p>	<p>Write a friendly letter  Write instructions in paragraph form</p>
<p><b>Sensory/Descriptive</b> (To create an impression for the reader)</p>	<p><b>Analytical/Expository</b> (To analyze, to explain, to influence or persuade)</p>
<p>Write a quatrain  Write a descriptive paragraph using adjectives</p>	<p>Write a compare OR contrast paragraph  Research Report (Expository paragraph of information – hamburger model)</p>

## Mathematics



Math is infused into so many facets of our everyday lives. Our curriculum is mathematically rich, affording students the opportunities to learn and understand math concepts and procedures that challenge students' thinking while meeting the rigorous standards set forth in the *Massachusetts Mathematics Curriculum Frameworks*. At each grade level, students study units covering the following strands or content areas:

- Number Sense and Operations
- Patterns, Relations and Algebra
- Geometry
- Measurement
- Data Analysis, Statistics and Probability

The approach used to teach math at Spofford Pond is multi-faceted, focusing on the state's "Guiding Principles," as stated below.

1. Learning – Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.
2. Teaching – An effective mathematics program focuses on problem solving and requires teachers who have a deep knowledge of mathematics as a discipline.
3. Technology is an essential tool in a mathematics education.
4. All students should have a high quality mathematics program.
5. Assessment of student learning in mathematics should take many forms to inform instruction and learning.

In grades kindergarten through five, Boxford has selected the *Math Trailblazers* Program as our primary resource. It is a program that strongly emphasizes learning through active problem solving. Children are challenged in all content areas with strong connections to science and language arts.

Grades six through eight are using a program geared to effectively teach middle school students. *Impact Mathematics: Algebra and More for Middle Grades*, has a focus on the development of algebraic thinking, while addressing the other content areas as well.

Recognizing that conceptual understanding is vital in any successful mathematics program, teaching basic skills of computation has equal value. The mastery of basic facts at all grade levels requires much repetition and practice; therefore, it is felt that parental support and involvement during times set aside for homework would be most helpful. We strive to balance our program in order to provide a rich mathematics experience for all of our students at the Spofford Pond School.

## **Mathematics Standards**

### **Grade 3**

#### **Number Sense and Operations Strand**

*Students engage in problem solving, communicating, reasoning, connecting, and representing as they:*

- 3.N.1** Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.
- 3.N.2** Represent, order, and compare numbers through 9,999. Represent numbers using expanded notation (e.g.,  $853 = 8 \times 100 + 5 \times 10 + 3$ ), and written out in words (e.g., eight hundred fifty-three).
- 3.N.3** Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction, e.g.,  $1 \frac{2}{3}$ ,  $3 \frac{1}{2}$ .
- 3.N.4** Locate on the number line and compare fractions (between 0 and 1 with denominators 2, 3, or 4, e.g.,  $\frac{2}{3}$ ).
- 3.N.5** Recognize classes to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10). Identify the numbers in those classes, e.g., the class of multiples of 7 between 1 and 29 consists of 7, 14, 21, 28.
- 3.N.6** Select, use, and explain various meanings and models of multiplication (through  $10 \times 10$ ). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent  $5 \times 6$  and  $30 \div 6$ .
- 3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g.,  $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$ .
- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.  
*This standard is intentionally the same as standard 4.N.10.*
- 3.N.9** Know multiplication facts through  $10 \times 10$  and related division facts, e.g.,  $9 \times 8 = 72$  and  $72 \div 9 = 8$ . Use these facts to solve related problems, e.g.,  $3 \times 5$  is related to  $3 \times 50$ .
- 3.N.10** Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.
- 3.N.11** Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.
- 3.N.12** Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.
- 3.N.13** Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.

#### **Patterns, Relations, and Algebra Strand**

*Students engage in problem solving, communicating, reasoning, connecting, and representing as they:*

- 3.P.1** Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40....
- 3.P.2** Determine which symbol (<, >, or =) is appropriate for a given number sentence, e.g.,  $7 \times 8$  ?  $49 + 6$ .
- 3.P.3** Determine the value of a variable (through 10) in simple equations involving addition, subtraction, or multiplication, e.g.,  $2 + \quad = 9$ ;  $5 \times$  [insert upside down capital delta here] = 35.
- 3.P.4** Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.

## **Geometry Strand**

*Students engage in problem solving, communicating, reasoning, connecting, and representing as they:*

- 3.G.1** Compare and analyze attributes and other features (e.g., number of sides, corners, diagonals, and lines of symmetry) of two-dimensional geometric shapes.
- 3.G.2** Describe, model, draw, compare, and classify two-dimensional shapes, e.g., circles, triangles, and quadrilaterals. Identify and describe simple three-dimensional shapes, e.g., cubes, spheres, and pyramids.
- 3.G.3** Identify angles as right angles, less than a right angle, and greater than a right angle.
- 3.G.4** Identify and draw parallel lines, perpendicular lines, and other intersecting lines.
- 3.G.5** Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.
- 3.G.6** Identify and draw lines of symmetry in two-dimensional shapes.
- 3.G.7** Predict and explain the results of taking apart and combining two-dimensional shapes.

## **Measurement Strand**

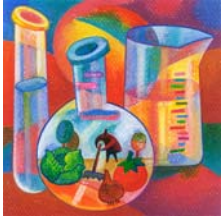
*Students engage in problem solving, communicating, reasoning, connecting, and representing as they:*

- 3.M.1** Demonstrate an understanding of the attributes length, area, and weight, and select the appropriate type of unit for measuring each attribute using both the U.S. Customary (English) and metric systems.
- 3.M.2** Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.  
*This standard is intentionally the same as standard 4.M.2.*
- 3.M.3** Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time, using a clock for times less than one hour (i.e., minutes since), and using a calendar (e.g., days since).
- 3.M.4** Estimate and find area and perimeter of a rectangle, using diagrams and grids, or by measuring.
- 3.M.5** Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.

## **Data Analysis, Statistics, and Probability Strand**

*Students engage in problem solving, communicating, reasoning, connecting, and representing as they:*

- 3.D.1** Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.  
*This standard is intentionally the same as standard 4.D.1.*
- 3.D.2** Match representations of a data set in the forms of tables, line plots, pictographs, tallies, or bar graphs with the actual data set.
- 3.D.3** Construct and draw conclusions from representations of data sets in the forms of tables, line plots, pictographs, tallies, and bar graphs.
- 3.D.4** List and count the number of possible combinations of objects from two sets, e.g., how many different outfits can one make from a set of two sweaters and a set of three skirts?



## Science

Mention science to most boys and girls and their eyes light up. Children are inquisitive naturally. Through investigation and discovery, they seek to understand some sense of order around them.

As stated in the *Massachusetts Science and Technology/Engineering Curriculum Framework*, science “attempts to give good accounts of the patterns in nature.” Boxford’s elementary schools are committed to addressing both the children’s desires to learn about the world around them and the state’s learning standards. Students are provided with opportunities to develop a firm scientific foundation in specific content areas through observation, gathering evidence, making connections and by extending concepts learned into new areas of discovery.

Throughout their experience at Spofford Pond School, students learn to present scientific data that they have gathered in a clear, organized and rational manner. Skills of inquiry are developed and strengthened at each grade level throughout the science curriculum, as they are encouraged to ask questions, make predictions, to wonder, and to record and discuss their findings in a clear and logical manner. Technology is interwoven throughout each unit at every grade level as well.

In the third grade, students actively explore five major science units. Animal characteristics and adaptations is a favorite among most students. Temperature, moisture, wind and precipitation are studies in the unit on weather. Other units include the solar system, sound, and states of matter, which focus on basic properties of objects, are studied throughout the year. Literature, science kits, and research contribute to their many lively science lessons.

Grade four students spend time studying fast and slow changes of the earth, along with a rather extensive unit on the rock cycle, including the identification of categories and the physical properties of specific rocks and minerals. Other major units studied are variables, models and designs, and plant structures and functions.

In grade five, students make connections between the earth’s rotation and a 24 hour day as well as the annual revolution of our planet around the sun as they study the sun, moon and stars as they appear to move across our sky. Physical science is centered on light, magnetic and electrical energies. Major systems of the human body is the third major unit studied, not only learning about how each system works, but also looking at how each interacts with the others.

Sixth graders study the life science unit on microscopic organisms, comparing and contrasting unicellular, plant and animal cells. Vernal pools are the focus of another life science unit as students learn about survival in an ecosystem. For the physical science strand, students study about mass, volume and gravity as they take a more in-depth look at properties of matter. In addition, students get their first good look at the Periodic Table as they study about compounds and elements. They also learn to differentiate between mixtures and pure substances.

# Science Standards 3<sup>rd</sup> Grade

## Strand 1: Earth and Space Science

Topic	Learning Standard
<b>Weather</b>	6. Explain how air temperature, moisture, wind speed and direction and precipitation make up the weather in a particular place and time.
	7. Distinguish among the various forms of precipitation (rain, snow, sleet, hail), making connections to the weather in a particular place and time.
	8. Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.
	9. Differentiate between weather and climate.

Topic	Learning Standard
<b>The Water Cycle</b>	10. Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.
	11. Give examples of how the cycling of water, both in and out of the atmosphere, has an effect on climate.

Topic	Learning Standard
<b>The Earth in the Solar System</b>	13. Recognize that the earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.
	14. Recognize that the earth revolves around (orbits) the sun in a year’s time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.

## Strand 2: Life Science (Biology)

Topic	Learning Standard
<b>Characteristics of Plants and Animals</b>	Classify plants and animals according to the physical characteristics that they share.
<b>Plant Structures and Functions</b>	Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.
	Recognize that plants & animals go through predictable life cycles that include birth, growth, development, reproduction, and death.

Topic	Learning Standard
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<b>Topic</b>	<b>Learning Standard</b>
<b>Adaptations of Living Things</b>	Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.
	Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).
	Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).
	Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

### **Physical Sciences (Chemistry and Physics)**

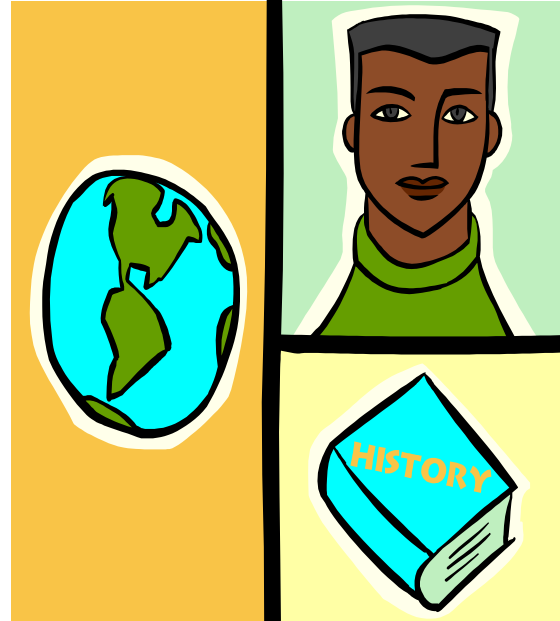
<b>Topic</b>	<b>Learning Standard</b>
<b>Properties of Objects and Materials</b>	Differentiate between properties of objects (e.g., size, shape, weight) and properties of materials (e.g., color, texture, hardness).
<b>States of Matter</b>	Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.
	Describe how water can be changed from one state to another by adding or taking away heat.

<b>Topic</b>	<b>Learning Standard</b>
<b>Sound Energy</b>	11. Recognize that sound is produced by vibrating objects and requires a medium through which to travel. Relate the rate of vibration to the pitch of the sound.

# Social Studies

A major goal of social studies teaching is to help students discover and understand where they are in time and place. The curriculum for Boxford ties closely to the national and state standards by concentrating on content areas of history, geography, civics and government and economics appropriately at each grade level.

Some of the guiding principles that teachers use to acquire the knowledge and skills necessary to develop into responsible intelligent-thinking citizens are taken from the 2003 Massachusetts Department of Education's *History and Social Science Curriculum Framework*, a document that is in its final stages of completion. Some important principles, which are listed below.



- Every student should study social studies every year.
- An effective social studies curriculum recognizes each person as an individual, encourages respect for the human and civil rights of all people, and emphasizes students' shared heritage as citizens, residents and future citizens of the United States.
- An effective social studies curriculum teaches history, geography, civics, and basic economic principles.
- Instruction in history and social science is made coherent by teachers from all grade levels working together to achieve a properly sequenced course of study. Such a sequence prevents major gaps and needless repetitions.

# Social Studies

## Scope and Sequence Grades 3-6

### **Grade 3**

Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history.

### **Grade 4**

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada.

### **Grade 5**

Students study the major pre-Columbian civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

### **Grade 6\***

Sixth graders study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history.

*\* The Massachusetts Curriculum Framework for History/Social Studies allows districts to teach the grade 6 standards, skills, and concepts in grade 7, and the grade 7 standards, skills, and concepts in grade 6. The Tri-town Union has decided to choose this option at the present time.*

# **Grade 3 Social Studies Standards (MA Curriculum Framework 2003)**

## **Concepts and Skills**

### **History and Geography**

1. Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18<sup>th</sup>, 19<sup>th</sup>, or early 20<sup>th</sup> century. (H, G)

### **Civics and Government**

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)
7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

### **Economics**

8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)
9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)

## **CONTENT STANDARDS**

### **New England and Massachusetts**

- 3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills. (G)
- 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)
- 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)
  - A. the purpose of the Mayflower Compact and its principles of self-government
  - B. challenges in settling in America
  - C. events leading to the first Thanksgiving
- 3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

- a. the growth of towns and cities in Massachusetts before the Revolution
- b. the Boston Tea Party
- c. the beginning of the Revolution at Lexington and Concord
- d. the Battle of Bunker Hill
- e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

- A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
- B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
- C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
- D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
- E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

### **Cities and Towns of Massachusetts**

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)

## Physical Education



Physical Education at Spofford Pond School is designed to afford the opportunity for each child to develop to his or her greatest potential. Physical Education helps to develop those skills that each child will need to become a contributing member of society. Students have Physical Education once a week for 45 minutes.

Physical Education develops skills that not only allow a child to develop physically but also emotionally, socially, and academically as well. Many of the same skills that allow a child to catch and throw a ball contribute to their ability to read and write.

The following are some of the concepts and skills developed through the Physical Education curriculum:

1. Physical Skills – These are all the skills of movement. This also includes eye-hand coordination.
2. Health Skills – These skills are included in the physical fitness portion of the PE class.
3. Conceptual Skills – These skills include spatial skills such as up, down, in, out, etc.
4. Social Skills – These are the skills every child needs to be a productive member of society. They include leadership/followership; cooperation; tolerance; fair-play/honesty; and maybe the most important one – following directions.

Physical Education strives to develop our children into well-rounded members of society. The best part of Physical Education is that children have fun while accomplishing the above skills.

# PHYSICAL EDUCATION STANDARDS

(taken from the 1999 Massachusetts Comprehensive Health Frameworks)

## **STANDARD 2: Physical Activity and Fitness**

**Through the study of Motor Skill Development students by the end of grade 6 will**

- 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance
- 2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams
- 2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills

**Through the study of Fitness students will**

- 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities
- 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

**Through the study of Personal and Social Competency students will**

- 2.7 Demonstrate responsible personal and social conduct used in physical activity settings

## **STANDARD 5: Mental Health**

**Through the study of Feelings and Emotions students will**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2: Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

**Through the study of Identity students will**

- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.4 Describe the effects of leadership skills on the promotion of teamwork

**Through the study of Decision Making students will**

- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept



## VISUAL ARTS

The Visual Arts curriculum at Spofford Pond is a hands-on program designed to: develop:

- Media skills and exploration of media
- Perceptual awareness
- Confidence in creative self-expression
- Aesthetic appreciation
- Cultural awareness
- Critical thinking
- Community connection

New levels of skills and concepts are introduced in each grade level as well as reviewing those previously introduced. The elements of art (line, color, texture, shape, form, space and value) are the principles of design (rhythm, repetition, balance, proportion, variety, unity) are the building blocks of the curriculum. They provide the students with a foundation of knowledge and skills that enable them to make intelligent choices when creating works of art and also help them to perceive and appreciate the art of others.

Frequently, the study of famous artists and reproductions of their work becomes the starting point for the art lesson. In this way, the students become familiar with famous artists and their work, their style, and periods of art.

Another focal point for an art lesson is the arts and crafts of a variety of a particular culture. This type of lesson is often a collaborative effort and becomes an interdisciplinary unit that combines classroom studies with art projects. Interdisciplinary units broaden the learning experiences and offer diverse means for understanding academic concepts.

The Visual Arts program is procedural as well as experiential. Students explore a variety of media and techniques, while developing skills in areas of observation and visualization, and critical thinking through analysis, critique, and revision. Students learn and continue to practice effective and safe use of materials as well as time and space management.

Specific lessons many change from year to year although some are repeated due to the enthusiasm of the students and teachers for a project and its appropriateness to interdisciplinary studies.

# VISUAL ARTS

## Standards

### Grade 3-4

#### **STANDARD 1: Methods, Materials, and Techniques**

*Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.*

- 1.1 Use a variety of materials and **media**, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.2 Create artwork in a variety of **two-dimensional (2D) and three-dimensional (3D) media**, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for **assemblage and construction**
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 1.4 Learn to take care of materials and tools and to use them safely

#### **STANDARD 2: Elements and Principles of Design**

*Students will demonstrate knowledge of the elements and principles of design.*

- 2.1 For color, explore and experiment with the use of color in dry and wet media  
Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork  
Explore how color can convey mood and emotion
- 2.2 For line, explore the use of line in 2D and 3D works  
Identify a wide variety of types of lines in the environment and in artwork.
- 2.3 For **texture**, explore the use of textures in 2D and 3D works  
Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork  
Create representations of textures in drawings, paintings, rubbings, or **relief**
- 2.4 For **shape and form**, explore the use of shapes and forms in 2D and 3D works  
Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork
- 2.5 For **pattern and symmetry**, explore the use of patterns and symmetrical shapes in 2D and 3D works  
Identify patterns and symmetrical forms and shapes in the environment and artwork.  
Explain and demonstrate ways in which patterns and symmetrical shapes may be made  
*For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.*
- 2.6 For **space and composition**, explore composition by creating artwork with a center of interest, repetition, and/or balance  
Demonstrate an understanding of **foreground, middle ground, and background**  
Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

#### **STANDARD 3: Observation, Abstraction, Invention, and Expression**

*Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.*

Students will

- 3.1 Create 2D and 3D artwork from direct observation  
*For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.*
- 3.2 Create 2D and 3D expressive artwork that explores abstraction  
*For example, a student simplifies an image by making decisions about essential colors, lines, or textures.*
- 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy  
*For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.*

#### **STANDARD 4: Drafting, Revising, and Exhibiting**

*Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.*

Students will

- 4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion  
*For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.*
- 4.2 Select works for exhibition and work as a group to create a display
- 4.3 As a class, develop and use criteria for informal classroom discussions about art

#### **STANDARD 5: Critical Response**

*Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*

Students will

- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work
- 5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks
- 5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group



## MUSIC

Music is an integral part of all humanities programs. It imparts on all participants an understanding of the creative elements of the human condition. Music education in the Boxford Public Schools is a continuous process from kindergarten through grade six. Concepts of the historical, theoretical, and performing aspects of music are accentuated throughout the entire program. Students participate in a forty-five minute music class every week.

The goals of the program are:

- To provide each child with a sense of enjoyment in musical experiences.
- To provide each student an opportunity to participate in performing groups.
- To allow students to have exposure to rhythmic/melodic instruments.
- To provide students with an opportunity to listen to music for appreciation and to access their results.
- To have students understand the cultural and global contributions that music has had on the human experiences.
- To allow students an opportunity to experience a degree of success in music which is attainable for all who make a commitment.

Students begin their instrumental education with learning how to play the recorder in grade three.

Outside the weekly music class, students have the opportunity to learn to play a band instrument (clarinet, saxophone, flute, trumpet, drums, etc.) starting in the fourth grade. There are a number of different instrumental performing groups here at Spofford Pond. They include a 4<sup>th</sup> grade Beginner Band; a 5<sup>th</sup> Grade Concert Band; a 5<sup>th</sup> Grade Jazz Band; a 6<sup>th</sup> grade Concert Band; and a 6<sup>th</sup> Grade Jazz Band. Choral performing groups also include the Junior Chorus for grades 4/5 as well as the 6<sup>th</sup> Grade Chorus.

# MUSIC

## Standards

### Grade 3-4

#### **STANDARD 1: Singing**

*Students will sing, alone and with others, a varied repertoire of music.*

Students will

- 1.1 Sing independently, maintaining accurate intonation, steady **tempo**, rhythmic accuracy, appropriately-produced sound (**timbre**), clear diction, and correct posture
- 1.2 Sing expressively with appropriate **dynamics, phrasing**, and interpretation
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 1.4 Sing **ostinatos**, partner songs, rounds and simple two-part songs, with and without **accompaniment**
- 1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

#### **STANDARD 2: Reading and Notation**

*Students will read music written in standard notation.*

Students will

- 2.1 Demonstrate and respond to: the **beat**, division of the beat, **meter** (2/4, 3/4, 4/4), and rhythmic **notation**, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble **clef**
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and **articulation** and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, **rhythm, pitch**, and dynamics in simple patterns performed by the teacher

#### **STANDARD 3: Playing Instruments**

*Students will play instruments, alone and with others, to perform a varied repertoire of music.*

Students will

- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture
- 3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation
- 3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments

- 3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- 3.6 Perform independent instrumental parts while other students sing or play contrasting parts

#### **STANDARD 4: Improvisation and Composition**

*Students will improvise, compose, and arrange music.*

Students will

- 4.1 **Improvise** “answers” in the same style to given rhythmic and melodic **phrases**
- 4.2 Improvise and **compose** simple rhythmic and melodic ostinato accompaniments
- 4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar **melodies**
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means
- 4.5 Create and arrange short songs and instrumental pieces within teacher-specified guidelines

#### **STANDARD 5: Critical Response**

*Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*

Students will

- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- 5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

## **Library/Media Grades 3-6**



The library/media program at Spofford Pond School is designed to meet three basic objectives:

- To teach students how to access information efficiently and effectively by teaching library skills
- To introduce the students to quality literature and authors
- To encourage students to pursue information related to person interests.

Every class has a scheduled block of forty-five minutes a week to use the library. To ensure that research skills are not taught in a vacuum, teachers convey their needs to the specialist so that appropriate

lessons area given at meaningful time.

The library/media specialist works with classroom teachers and uses the standards found in the different Massachusetts curriculum frameworks as the basis for their instruction.

## School Psychologist/Guidance Services

### Who Are School Psychologists

School psychologists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive environments for all students that strengthen connections between home and school.

School psychologists are highly trained in both psychology and education. They must complete a minimum of a post-Master's degree program that a year-long internship and emphasizes

preparation in mental health, child development, school organization, learning styles and processes, behavior, motivation, and effective teaching.

School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB).



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### What School Psychologists Do

School psychologists work to find the best solution for each student and situation and use different strategies to address student needs and to improve school and district-wide support systems. School psychologists work with students individually and in groups. They also develop programs to train teachers and parents regarding effective teaching and learning strategies, effective techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, abuse of drugs and other substances, and preventing and managing crises. In addition, most school psychologists provide the following services.

#### *Consultation*

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- Help others understand child development and how it affects learning and behavior.
- Strengthen working relationships between teachers, parents, and service providers in the community.

#### *Evaluation*

- Evaluate eligibility for special services.
- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.

#### *Intervention*

- Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.

- Help families and schools manage crises, such as death, illness, or community trauma.

### *Prevention*

- Design programs for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy school environments.

## **Guidance Services**

The goal of the Guidance program at Spofford is to facilitate successful development of social/emotional abilities of our students while supporting their educational career. The role of the counselor is to coach children on how to manage situations, point out consequences of choices and reinforce positive behaviors.

### Who is my School Guidance Counselor?

Someone who wants students to get the most out of school—and life! Your school counselor is specifically trained to help students find solutions to problems, meet the challenges of growing up, and better understand and appreciate who the child is.

### What can I talk to my School Guidance Counselor about?

You can talk about anything that bothers you. The counselor is trained to help you with personal problems that can affect your attitude and performance at school, social issues such as how to deal with peer pressure or bullying, and academics including ways to improve study skills.

### Guidance Counselors help students:

1. Sort out problems-Sometimes just talking to someone helps make things clearer.
2. Discuss feelings and needs- This helps ensure students' decisions are based on their values (what you believe in).
3. Explore options- Every problem has more than one solution.
4. Reach decisions- Students can learn skills for making future decisions on their own.

### Guidance Counselors work in many settings:

#### The Classrooms

The Counselor may teach students about: bullying, personal safety, communication and social skills, values, problems solving, decision making, stress management, and internet safety.

#### Small Groups

Students with similar concerns can explore their problems together. Students may need to talk about their struggles with school, divorce in the family, difficulties with peers, or the death of a friend or family member.

#### One on One

Some students feel more comfortable talking about personal problems on an individual basis.