

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.

4th 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 four basic parts of speech (adjective, noun, verb, adverb).

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 and show the relevance of foreshadowing clues

8.12 Identify sensory details *and figurative language*

8.13 Identify the speaker of a poem or story

8.14 Make judgments about setting characters, and events and support them with evidence from the text

8.15 Locate facts that answer the reader's questions

8.16 Distinguish cause from effect

8.17 Distinguish fact from *opinion or* fiction

8.18 Summarize 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.

9.3 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 such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing

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 *folktales*, fables, and *Greek myths for children*.

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 and analyze the elements of plot, character, and setting in the stories they read and write

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. (paragraphs, topic sentences, concluding sentences, glossary)

13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations)

13.8 Identify and use knowledge of common organizational structures. (chronological order)

13.9 Locate facts that answer the reader's questions.

13.10 Distinguish cause from effect.

13.11 Distinguish fact from *opinion or* fiction.

13.12 **Summarize** 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, *similes*, and sensory images in poems.

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 phenomena explained in origin myths.

16.5 Identify the adventures or exploits of a character type in traditional literature.

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, *written*, 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.

For example, students read Rudyard Kipling's account of how the alphabet came to be in the Just So Stories and ask, "Where did our alphabet really come from?"

- Initiate a plan for searching for information.

The class lists possible sources of information such as books to read, electronic media to read and view, or people to interview.

- Locate resources.

One group of students goes to the library/media center for books about the invention of writing; another group looks up “alphabet” in a primary encyclopedia CD; and a third group interviews speakers of languages other than English and upper-grade students who are studying Latin, Greek, French, Spanish, or German.

- Evaluate the relevance of the information.

Having collected information from three sources, students decide which information is most relevant, accurate, and interesting.

- Interpret, use, and communicate the information.

Students in one group sort information from library books into categories; the members of the second group organize information from the CD, and the members of the third group summarize what they have learned from students and speakers of other languages. The students organize and communicate the results of these different forms of research in a single coherent presentation with documented sources.

- Evaluate the research project as a whole.

Students determine how accurately and efficiently they answered the question, “Where did our alphabet really come from?”

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.

For example, before displaying on the bulletin board their reports on their visit to the Science Museum, students propose their own criteria for distinguishing more effective reports from less effective ones.

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.

For example, students describe the differences and similarities in the way author E. B. White portrays Stuart Little in print and the way animators portray the character in a filmed version. They discuss the words White uses to describe Stuart and the degree to which the animators’ visualization captures the spirit of the original text. Students discuss the advantages of reading a description and imagining how a character looks, speaks, and moves, and the advantages of viewing a film, where these details have been supplied by the director, animators, or actors.

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

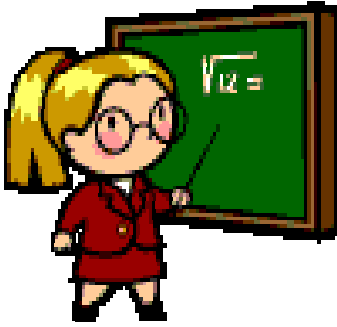
Focus Correction Areas for Writing Grade 4

<p>Content- Topic/Idea Development</p>	<ul style="list-style-type: none"> • Strong main idea/topic sentence • Support details gathered through research, evidence from a text or personal experience. (2-4) • Concluding sentence that summarizes or reinforces • Apply above in multi paragraphs wherever possible • Story elements: Character inner/outer traits • Accurate description of character and setting
<p>Organization</p>	<ul style="list-style-type: none"> • Logical order of ideas (beginning, middle, end; chronological order; and order of importance) • Strong sequential order words or phrases (i.e., finally, after then, therefore) • Correct haiku form
<p>Style</p>	<ul style="list-style-type: none"> • Vivid language (nouns, verbs, adjectives, and adverbs) Sentence variety (combining sentences in a series with key words, compound subjects and verbs) • Use of sense details in short poems 19.10 • Rephrasing question in the answer • Use of appropriate language for different audiences
<p>Conventions</p>	<ul style="list-style-type: none"> • Apostrophes for singular possessives and contractions • Correct use of underlining • Subject/verb agreement in complex sentences • Complete sentences (no fragments or run-ons) • Correct use of homophones and homonyms. • Use of spelling patterns and resources to spell frequently used words correct • Correct spelling of core spelling list • Legible use of cursive when appropriate

Writing Across the Curriculum
Forms of Writing/Exit Outcomes
Grade 4

<p style="text-align: center;">Imaginative/Narrative (To tell a story)</p>	<p style="text-align: center;">Practical/Informative (To provide clear information)</p>
<p>Write a narrative (personal and fictitious) with beginning, middle, end, setting and character inner and outer traits</p>	<p>Write a technical description of an object</p> <p>Summary of info gathered through research and in multi-paragraphs</p>
<p style="text-align: center;">Sensory/Descriptive (To create an impression for the reader)</p>	<p style="text-align: center;">Analytical/Expository (To analyze, to explain, to influence or persuade)</p>
<p>Write a haiku</p> <p>Write a description using sensory language</p>	<p>Write compare AND contrast multi-paragraphs</p> <p>Write a brief interpretation or explanation of a literary or information text using evidence from text as support</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 4

Number Sense and Operations Strand

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

- 4.N.1 Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.
 - 4.N.2 Represent, order, and compare large numbers (to at least 100,000) using various forms, including expanded notation, e.g., $853 = 8 \times 100 + 5 \times 10 + 3$.
 - 4.N.3 Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.
 - 4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.
 - 4.N.5 Identify and generate equivalent forms of common decimals and fractions less than one whole (halves, quarters, fifths, and tenths).
 - 4.N.6 Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.
 - 4.N.7 Recognize classes (in particular, odds, evens; factors or multiples of a given number; and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.
 - 4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.
 - 4.N.9 Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations, e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$.
 - 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
 - 4.N.11 Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50 , 300×5 , and 30×500 .
 - 4.N.12 ¹Add and subtract (up to five-digit numbers) and multiply (up to three digits by two digits) accurately and efficiently.
 - 4.N.13 Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.
 - 4.N.14 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).
 - 4.N.15 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).
 - 4.N.16 Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.
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- 4.N.17 Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.
- 4.N.18 Use concrete objects and visual models to add and subtract common fractions. σ

Patterns, Relations, and Algebra Strand

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

- 4.P.1 Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,
- 4.P.2 Use symbol and letter variables (e.g., Δ , x) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use =, <, >).
- 4.P.3 Determine values of variables in simple equations, e.g., $4106 - \nabla = 37$, $5 = \mu + 3$, and $\square - \mu = 3$.
- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4.P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.

Geometry Strand

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

- 4.G.1 Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.
- 4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids.
- 4.G.3 Recognize similar figures.
- 4.G.4 Identify angles as acute, right, or obtuse.
- 4.G.5 Describe and draw intersecting, parallel, and perpendicular lines.
- 4.G.6 Using ordered pairs of numbers and/or letters, graph, locate, identify points, and describe paths (first quadrant).
- 4.G.7 Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.
- 4.G.8 Identify and describe line symmetry in two-dimensional shapes.
- 4.G.9 Predict and validate the results of partitioning, folding, and combining two- and three-dimensional shapes.

Measurement Strand

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

- 4.M.1 Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.
- 4.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.
- 4.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock (e.g., hours and minutes since...) and using a calendar (e.g., days since...).
- 4.M.4 Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.
- 4.M.5 Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.

Data Analysis, Statistics, and Probability Strand

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

- 4.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
- 4.D.2 Match a representation of a data set such as lists, tables, or graphs (including circle graphs) with the actual set of data.
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.
- 4.D.4 Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.
- 4.D.5 List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?
- 4.D.6 Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.



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
4th Grade
Strand 1: Earth and Space Science

Topic	Learning Standard
Rocks and Their Properties	Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica.
	2. Identify the physical properties of minerals (hardness, color, luster, cleavage, and streak), and explain how minerals can be tested for these different physical properties.
	Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.

Topic	Learning Standard
Soil	Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains).
	Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.

Topic	Learning Standard
Earth's History	9. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

Strand 2: Life Science (Biology)

Topic	Learning Standard
Characteristics of Plants and Animals	1. Classify plants and animals according to the physical characteristics that they share.
Plant Structures and Functions	2. Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.
	3. Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.
	4. Differentiate between observed characteristics of plants and animals that are fully inherited (e.g., color of flower, shape of leaves, color of eyes, number of appendages) and characteristics that are affected by the climate or environment

Topic	Learning Standard
	(e.g., browning of leaves due to too much sun, language spoken).

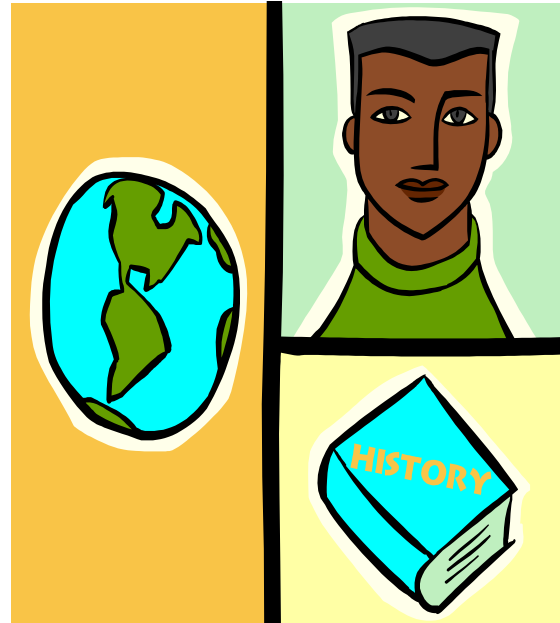
Topic	Learning Standard
Adaptations of Living Things	Recognize plant behaviors, such as the way seedlings' stems grow toward light and their roots grow downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors, e.g., in winter, some trees shed leaves, some animals hibernate, and other animals migrate.

Topic	Learning Standard
Energy and Living Things	Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.

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 15th and 16th 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 17th and 18th 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 4 Social Studies Standards (MA Curriculum Framework 2003)

Concepts and Skills

History and Geography

1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)
2. Interpret a map using information from its title, compass rose, scale, and legend. (G)
3. Observe and describe national historic sites and describe their function and significance. (H,C)

Civics and Government

4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)
5. Give examples of the different ways immigrants can become citizens of the United States. (C)

Economics

6. Define and give examples of natural resources in the United States. (E)
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)
8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

Content Standards

Regions of the United States

- 4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)
- 4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)
- 4.10 Identify the states, state capitals, and major cities in each region. (G)
- 4.11 Describe the climate, major physical features, and major natural resources in each region. (G)
- 4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)
- 4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)
- 4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)
- 4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:
 - A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).

- B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.
 - C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).
 - D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)
- 4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

Canada

- 4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)
- 4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)
- 4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)
- 4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)
- 4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)
- 4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)

Mexico

- 4.23 On a map of North America, locate Mexico and its major cities. (G)
- 4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)
- 4.25 Identify the language, major religion, and peoples of Mexico. (H)
- 4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

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 4th grade Beginner Band; a 5th Grade Concert Band; a 5th Grade Jazz Band; a 6th grade Concert Band; and a 6th Grade Jazz Band. Choral performing groups also include the Junior Chorus for grades 4/5 as well as the 6th 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).



learning

includes

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.

