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.

Language Arts Standards
Grade 5

GENERAL STANDARD 1: Discussion*
Students will use agreed-upon rules for informal and formal discussions in small and large groups.
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions

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

GENERAL STANDARD 3: Oral Presentation*
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect
3.9 Use teacher-developed assessment criteria to prepare presentations

GENERAL STANDARD 4: Vocabulary and Concept Development
Students will understand and acquire new vocabulary and use it correctly in reading and writing.
4.17 Determine the meaning of unfamiliar words using context clues (definitions, examples ***or explanations in the text***).
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses

GENERAL 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.

5.9 Identify the ***seven*** basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition)
5.10 Expand sentences (adding or deleting modifiers, combining)
5.11 ***Identify past, present, and future verb tenses***
5.12 Recognize that a word performs different functions according to the position in the sentence
5.13 Identify simple and compound sentences
5.14 Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentence, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).

GENERAL STANDARD 6: Formal and Informal English
Students will describe, analyze, and use appropriately formal and informal English.
6.5 Write stories using formal and informal language in prose

GENERAL 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.
For imaginative/literary texts:
8.19 Identify and draw conclusions from the author's use of sensory details.

8.20 Identify and draw conclusions from the author's use of description of setting, characters, and events.

For informational/expository texts:

8.22 Identify and analyze main ideas and supporting details.

GENERAL 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.

9.4 Relate a literary work to information about its setting.

GENERAL STANDARD 10: Genre

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

10.3 Identify the characteristics of various genres (for example, *poetry, informational and expository nonfiction, dramatic literature, fiction, subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories).*

GENERAL 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.

11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection.

GENERAL 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.

12.3 Identify the elements of setting, characterization, conflict, and plot structure.

12.4 Identify personality traits of characters, and how their thoughts, words, and actions reveal their personalities.

12.5 Describe how main characters change over time.

GENERAL STANDARD 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

13.13 Identify and use knowledge of common textual features (for example, title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).

13.14 Identify and use knowledge of common graphic features (for example, charts, graphs, maps, diagrams, captions, illustrations).

13.15 Identify common organizational structures (for example, chronological order, cause and effect).

13.17 Identify and summarize main ideas, supporting ideas, and supporting details.

GENERAL 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. (See also Standard 15.)

14.3 Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.

- Sound (*alliteration and rhyme scheme: free verse; couplets; A, B, A, B*)
- Figurative language (*metaphor, simile*)
- Graphics (*capital letters*)

GENERAL STANDARD 15: Style and Language
Students will identify and 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.
15.3 Identify sensory details, figurative language, and rhythm or flow when responding to literature.

GENERAL 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.
16.7 Compare different versions of the same story from traditional literature (for example, *American folktales).*
16.8 Identify common structures of traditional literature (for example, *that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, or elves).*
16.9 Identify common stylistic elements in traditional literature (such as *repeated refrains, similes, hyperbole).*

GENERAL 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.
17.3 Identify and analyze structural elements unique to dramatic literature (for example, *scenes, acts, cast of characters, stage directions*).
17.4 Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.

GENERAL STANDARD 18: Dramatic Reading and Performance*
Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
18.3 Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.

GENERAL STANDARD 19: Writing
Students will write with a clear focus, coherent organization, and sufficient detail.
experience that has a clear focus and sufficient supporting detail.
For imaginative/literary writing:*
19.14 Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).
19.15 Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length). For example, students use postcards of paintings or sculptures from an art museum they have visited as the inspiration for their own paintings. They write a poem or short story to go with their artwork, revise, edit, and critique it, and share their work at a school art exhibit or local senior center. (Connects with Arts Standards 1, 3, and 4.)

For informational/expository writing:
19.16 Write brief research reports with clear focus and supporting detail.
19.17 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.
19.18 Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.

GENERAL STANDARD 20: Consideration of Audience and Purpose
Students will write for different audiences and purposes. (See also Standards 3, 6, and 19.)
20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.
For example, fifth graders visit the Revolutionary battlegrounds in Lexington and Concord and write a press release about their trip for the local newspaper and a script about the beginning of the American Revolution to be performed for younger students.

GENERAL 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.
21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.
For example, students write autobiographies entitled "The Worst and Best of Me." In pairs they read each other's work and suggest places where more descriptive detail is needed and where sentences could be combined for variety in length and structure.
21.5 Improve word choice by using dictionaries or thesauruses.

GENERAL STANDARD 22: Standard English Conventions
Students will use knowledge of standard English conventions in their writing, revising, and editing.
22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

GENERAL STANDARD 23: Organizing Ideas in Writing
Students will organize ideas in writing in a way that makes sense for their purpose.
23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.
For example, when writing their own mystery stories, students plan in advance where clues will be located, what red herrings will complicate the search, and what special talents the detective will employ to solve the mystery.
23.7 Group related ideas and place them in logical order when writing summaries or reports.
For example, students write a summary of a biography of George Washington, grouping their ideas in categories that make sense for the biography (early life, education, battle strategies, actions as president) and placing the categories in a logical order as they compose a multi-paragraph report.
23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.

GENERAL 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?”

GENERAL 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.
25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.
For example, as they rehearse a program of original poetry for residents of a nursing home, students apply criteria for poetry writing and presentation skills.

GENERAL 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.
26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials.

GENERAL 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.
27.3 Create a media production using effective images, text, music, sound effects, or graphics. For example, students create a storyboard for an animated or live filmed version of Shiloh, by Phyllis Reynolds Naylor. As they work, they consider places in the script in which close-up and distance shots, voice-over narrations, or captions would enhance viewers’ understanding.

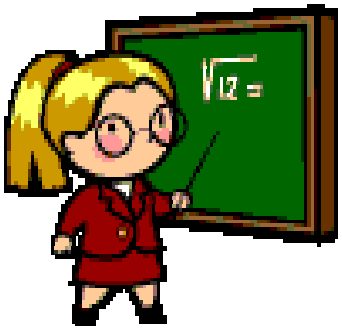
Focus Correction Areas for Writing
Grade 5

Content-Topic/Idea Development	• Introductory paragraph/beginning • Strong details gathered through research, evidence from a text or personal experience. (2-4) • Story Element: Conflict, resolution and dialogue • Use of similes, metaphors, and imagery • Use of good supportive and properly sequenced details with clear expectation of cause and effect
Organization	• Correct paragraphing in a variety of writing genres • Transition words used to compare and contrast • Correct paragraphing in a 3-5 paragraph essay • Use of correct poetic form (acrostic, haiku, etc) • Correct format of a business letter
Style	• Vivid language –imagery, figurative language (similes and metaphors) in both narrative and poetic pieces • Descriptive details about setting, characters, events • Vary sentence length in different piece • Precise verb and word choice • Appropriate sense of audience
Conventions	• Commas with compound sentences • Quotation marks and underlining for titles • Correct use of quotations and commas in dialogue • Correct business letter form including capitalization and punctuation • Correct capitalization and punctuation in poetry • Correct use of prepositions and conjunctions. • Use of spelling patterns and resources to spell frequently used words correct • Correct spelling of core spelling list

Writing Across the Curriculum
Forms of Writing/Exit Outcomes
Grade 5

Imaginative/Narrative (To tell a story)	**Practical/Informative** (To provide clear information)
Write a story or script with well-developed characters, setting, conflict, resolution and dialogue	Write a business letter Write a multi paragraph research with clear focus and detail
Sensory/Descriptive (To create an impression for the reader)	**Analytical/Expository** (To analyze, to explain, to influence or persuade)
Write poetry using figurative language Write a character sketch Write a description using sensory language	Write a well constructed paragraph(s) with emphasis on sequence, or cause and effect Write a personal essay

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 5

Number Sense and Operations Strand

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

5.N.1 Demonstrate an understanding of (positive integer) powers of ten, e.g., 10^2, 10^5.

5.N.2 Demonstrate an understanding of place value through millions and thousandths.

5.N.3 Represent and compare large (millions) and small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., 9724 = 9 x 1000 + 7 x 100 + 2 x 10 + 4.

5.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.
This standard is intentionally the same as standard 6.N.4.

5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., 3/4 = 0.75 = 75%.

5.N.6 Find and position whole numbers, positive fractions, positive mixed numbers, and positive decimals on a number line.

5.N.7 Compare and order whole numbers, positive fractions, positive mixed numbers, positive - decimals, and percents.

5.N.8 Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.

5.N.9 Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.

5.N.10 Demonstrate an understanding of how parentheses affect expressions involving addition, subtraction, and multiplication, and use that understanding to solve problems, e.g., 3 x (4 + 2) = 3 x 6.

5.N.11 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.
This standard is intentionally the same as standard 6.N.12.

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

5.N.13 Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor.

5.N.14 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge the reasonableness of the answer.

Patterns, Relations, and Algebra Strand

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

5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13…; 3, 9, 27...
This standard is intentionally the same as standard 6.P.1.

5.P.2 Replace variables with given values and evaluate/simplify, e.g., 2(❍) + 3 when ❍ = 4.
This standard is intentionally the same as standard 6.P.2.

5.P.3 Use the properties of equality to solve problems with whole numbers, e.g., if + 7 = 13, then = 13 – 7, therefore = 6 ; if 3 x = 15, then = 15 ÷ 3, therefore = 5.

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.
This standard is intentionally the same as standard 6.P.4.

5.P.5 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.

5.P.6 Interpret graphs that represent the relationship between two variables in everyday situations.

Geometry Strand

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

5.G.1 Identify, describe, and compare special types of triangles (isosceles, equilateral, right) and quadrilaterals (square, rectangle, parallelogram, rhombus, trapezoid), e.g., recognize that all equilateral triangles are isosceles, but not all isosceles triangles are equilateral.

5.G.2 Identify, describe, and compare special types of three-dimensional shapes (cubes, prisms, spheres, pyramids) based on their properties, such as edges and faces.

5.G.3 Identify relationships among points and lines, e.g., intersecting, parallel, perpendicular.

5.G.4 Using ordered pairs of whole numbers (including zero), graph, locate, and identify points, and describe paths on the Cartesian coordinate plane.

5.G.5 Describe and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.

5.G.6 Identify and describe line symmetry in two-dimensional shapes, including shapes that have multiple lines of symmetry.

5.G.7 Determine if two triangles or two quadrilaterals are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.

Measurement Strand

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

5.M.1 Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.

5.M.2 Identify, measure, describe, classify, and draw various angles. Draw triangles given two sides and the angle between them, or given two angles and the side between them, e.g., draw a triangle with one right angle and two sides congruent.

5.M.3 Solve problems involving simple unit conversions within a system of measurement.
5.M.4 Find volumes and surface areas of rectangular prisms.
This standard is intentionally the same as standard 6.M.6.
5.M.5 Find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles.

Data Analysis, Statistics, and Probability Strand

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

5.D.1 Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems.
5.D.2 Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.
5.D.3 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions.

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
5th Grade

Strand 1: Earth and Space Science

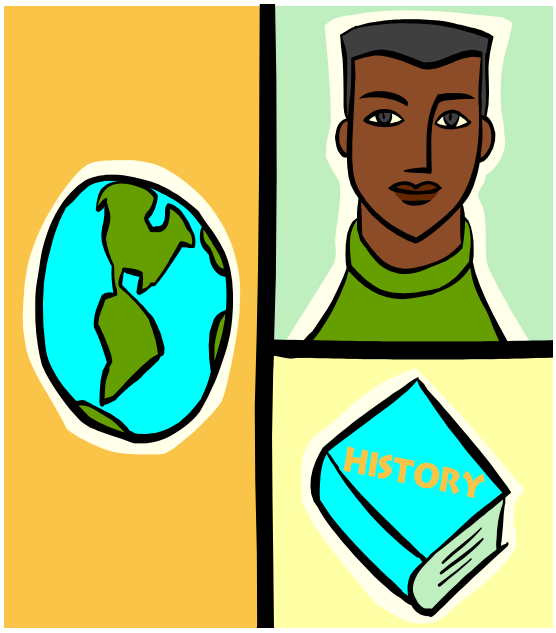
Topic	Learning Standard
The Earth in the Solar System	1. Describe the changes that occur in the observable shape of the moon over the course of a month.

Strand 2: Physical Sciences (Chemistry and Physics)

Topic	Learning Standard
Forms of Energy	Identify the basic forms of energy (light, sound, heat, electrical, and magnetic). Recognize that energy is the ability to cause motion or create change.
	Give examples of how energy can be transferred from one form to another.

Topic	Learning Standard
Electrical Energy	Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound.
	Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.
	Explain how electromagnets can be made, and give examples of how they can be used.
Magnetic Energy	Recognize that magnets have poles that repel and attract each other. Identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.
Light Energy	12. Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

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 5 Social Studies Standards
(MA Curriculum Framework 2003)

Concepts and Skills

History and Geography

1. Identify different ways of dating historical narratives *(17th century, seventeenth century, 1600s, colonial period).* (H)
2. Interpret timelines of events studied. (H)
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)
4. Use maps and globes to identify absolute locations (latitude and longitude). (G)
5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)

Civics and Government

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county,* and *municipal*. (C)
9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)
10. Explain the structure of the student's city or town government. (C)

Economics

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)
12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)
13. Define profit and describe how profit is an incentive for entrepreneurs. (E)
14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)

Content Standards

Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)

5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)

5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

A. Vasco Nuñez de Balboa
B. John and Sebastian Cabot
C. Jacques Cartier
D. Samuel de Champlain
E. Christopher Columbus
F. Henry Hudson
G. Ferdinand Magellan
H. Juan Ponce de Leon
I. Amerigo Vespucci

5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)

A. the encounters between Cortez and Montezuma
B. the encounters between Pizarro and the Incas
C. the goals of the Spanish conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)

5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)

A. Lord Baltimore in Maryland
B. William Penn in Pennsylvania
C. John Smith in Virginia
D. Roger Williams in Rhode Island
E. John Winthrop in Massachusetts

5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

A. the relatively small number of colonists who came from other nations besides England
B. long experience with self-government
C. the high rates of literacy and education among the English colonial leaders
D. England's strong economic, intellectual, and military position

The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.
(H, E)

A. the fishing and shipbuilding industries
B. trans-Atlantic trade
C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)
5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

A. legislative bodies
B. town meetings
C. charters on individual freedom and rights

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

A. Sugar Act (1764)

B. Stamp Act (1765)

C. Townsend Duties (1767)

D. Tea Act (1773) and the Intolerable Acts (1774)

E. the slogan, "no taxation without representation"

F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

The Revolution and the Formation of a Federal Government under the Constitution,

1775-1789

5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)
5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)

A. Lexington and Concord (1775)
B. Bunker Hill (1775)
C. Saratoga (1777)
D. Valley Forge (1777-1778)
E. Yorktown (1781)

5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)

A. John Adams
B. Benjamin Franklin
C. King George III
D. Alexander Hamilton
E. Thomas Jefferson
F. James Madison
G. George Washington

5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)
5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)
5.21 Describe Shays's Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)
5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)

A. distribution of political power

B. rights of individuals

C. rights of states

D. the Great Compromise

E. slavery

The Principles and Institutions of American Constitutional Government

5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)

A. individual rights and responsibilities
B. equality
C. the rule of law
D. limited government
E. representative democracy

5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)

5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)

The Growth of the Republic

5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)

5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H,C,E,G)

5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)

5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)

A. British restrictions on trade and impressment
B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans

5.33 Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (H)

5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E)

A. wagon train journeys on the Oregon and Santa Fe Trails
B. their settlements in the western territories

5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)

A. the debate over slavery and westward expansion
B. diverging economic interests

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 the 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 the concepts and skills develop through the Physical Education curriculum:

1. Physical Skills – These are all the skills of movement. This also include 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 the 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
Grades 5-6

STANDARD 1: Methods, Materials, and Techniques

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

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, *such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms*

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for* ***printmaking*** *and* ***sculpture,*** *and computers*

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

1.8 Maintain the workspace, materials, and tools responsibly and safely

STANDARD 2: Elements and Principles of Design

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

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

2.7 For color, use and be able to identify **hues, values,** intermediate shades, tints, tones, **complementary,** analogous, and monochromatic colors

Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.8 For line, use and be able to identify various types of line, *for example in* ***contour drawings,*** *calligraphy, freehand studies from observation, memory, and imagination, and schematic studies*

2.9 For texture, use and be able to differentiate between **surface texture** and the illusion of texture **(visual texture)**

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Create complex patterns, *for example, reversed shapes and tesselation*

2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume

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

3.4 Create 2D and 3D **representational** artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting **symbols** for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions

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3.6 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment

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

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear **schematic layouts;** and to organize and complete projects

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

4.7 Maintain a portfolio of sketches and finished work

4.8 Create and prepare artwork for group or individual public exhibitions

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

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

5.5 Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture

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
Grades 5-6

STANDARD 1: Singing

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

Students will

1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range

1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral **ensemble**), including some songs performed by memory*

1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages

1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment

STANDARD 2: Reading and Notation

Students will read music written in standard notation.

Students will

2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures

2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs

2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

2.8 Use standard notation to record their own musical ideas and those of others

2.9 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6*

STANDARD 3: Playing Instruments

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

Students will

3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique

3.8 Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 (level 3 for instrumental ensemble)*

3.9 Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed

3.10 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

STANDARD 4: Improvisation and Composition

Students will improvise, compose, and arrange music.

Students will

4.6 Improvise and compose simple **harmonic** accompaniments

4.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given **pentatonic** melodies and melodies in **major** keys

4.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and **tonality**

4.9 Compose and arrange short pieces for voices or instruments within teacher-specified guidelines, using the elements of music to achieve unity and variety, tension and release, and balance

4.10 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

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

5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures

5.8 Describe specific music occurrences in a given aural example, using appropriate terminology

5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music

5.10 Interpret more complex music through movement

5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance

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 learning 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 includes 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 alsomay be nationally certified by the National School Psychology Certification Board (NSPCB).

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.