

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 6

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. For example, a group chooses which scene from a play to enact and decides who will play each character, using agreed-upon rules for eliciting and considering suggestions from each group member and for coming to consensus

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.

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

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 their 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 (definition, example). For example, students choose vocabulary words and write them in sentences that use definition or example context clues, such as, “Residents were aghast–shocked–at the destruction.”

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 eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

5.10 Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).

5.11 Identify verb phrases and verb tenses.

5.12 Recognize that a word performs different functions according to its position in the sentence. For example, students identify light as a verb in the sentence, The children light the candles. Then they write using the word light in other places in sentences and discuss the meaning and function of light in each.

5.13 Identify simple and compound sentences.

5.14 Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, 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.

6.4 Demonstrate through role-playing appropriate use of formal and informal language.

6.5 Write stories using a mix of formal and informal language.

6.6 Identify differences between oral and written language pattern.

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 analyze sensory details and figurative language.

8.20 Identify and analyze the author's use of dialogue and description.

For informational/expository texts:

8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).

8.22 Identify and analyze main ideas, supporting 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 and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.

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 selection, whether it is implied or stated.

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 and analyze the elements of setting, characterization, and plot (including conflict).

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

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

13.15 Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).

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

For example, students write logical, one-paragraph summary reports after a visit by an author after identifying and arranging the most important points made by the author.

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.

14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:

- . • sound (alliteration, onomatopoeia, rhyme scheme);
- . • figurative language (personification, metaphor, simile, hyperbole); and
- . • graphics (capital letters, line length).

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 imagery, figurative language, rhythm, or flow when responding to literature.

15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of 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 traditional literature from different cultures.

16.8 Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature

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 particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform.

17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version.

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 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.

20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.

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.

23.7 Group related ideas and place them in logical order when writing summaries or reports.

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.

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.

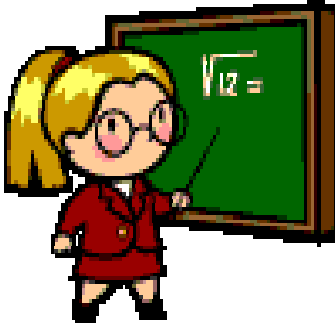
Focus Correction Areas for Writing Grade 6

<p>Content- Topic/Idea Development</p>	<ul style="list-style-type: none"> • Use of categories, definitions, examples, text evidence and/or explanations • Clear choice of evidence to convince readers • Plot development including dialogue • Story Element: Varying point of view
<p>Organization</p>	<ul style="list-style-type: none"> • Introductory paragraph engages reader • Appropriate transitions within and between paragraphs • Closing paragraph restates in a powerful way • Use of basic elements of fiction (characters, dialogue, setting, plot with a clear resolution)
<p>Style</p>	<ul style="list-style-type: none"> • Demonstrate variety of sentence beginnings, lengths, and patterns • Use of imagery and personification in poetry • Use of poetic techniques (alliteration, onomatopoeia) and graphic elements (capital letters and line lengths) • Vary rhyme schemes and rhythmic patterns in poetry • Vocabulary and tone appropriate for audience and purpose
<p>Conventions</p>	<ul style="list-style-type: none"> • Correct use of semicolons and colons • Punctuation of compound and complex sentences • Punctuation of “Works Cited List” • Correct use of pronouns agreeing with antecedent • Punctuate and capitalize poetry appropriately. • 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 6

<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 story or script with emphasis on varying points of view</p>	<p>Write a letter to the editor</p> <p>Write research report including a Works Cited List</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 poetry emphasizing imagery, style and personification</p> <p>Write a description using sensory language</p>	<p>Write a persuasive essay</p> <p>Write well constructed paragraph(s) with emphasis on transition</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 6

Number Sense and Operations Strand

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

- 6.N.1 Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g., 10^2 , 10^5 .
- 6.N.2 Demonstrate an understanding of place value to billions and thousandths.
- 6.N.3 Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.
- 6.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.
- 6.N.5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.
- 6.N.6 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.
- 6.N.7 Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.
- 6.N.8 Apply number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems.
- 6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.
- 6.N.10 Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers.
- 6.N.11 Apply the Order of Operations for expressions involving addition, subtraction, multiplication, and division with grouping symbols (+, −, ×, ÷).
- 6.N.12 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.
- 6.N.13 Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.
- 6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.
- 6.N.15 Add and subtract integers, with the exception of subtracting negative integers.
- 6.N.16 Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.

Patterns, Relations, and Algebra Strand

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

- 6.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,

- 6.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\mu) + 3$ when $\mu = 4$.
- 6.P.3 Use the properties of equality to solve problems, e.g., if $\square + 7 = 13$, then $\square = 13 - 7$, therefore $\square = 6$; if $3 \times \square = 15$, then $\frac{1}{3} \times 3 \times \square = \frac{1}{3} \times 15$, therefore $\square = 5$.
- 6.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.
- 6.P.5 Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.
- 6.P.6 Produce and interpret graphs that represent the relationship between two variables in everyday situations.
- 6.P.7 Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.

Geometry Strand

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

- 6.G.1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral, and right triangles.
- 6.G.2 Identify three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.
- 6.G.3 Identify relationships among points, lines, and planes, e.g., intersecting, parallel, perpendicular.
- 6.G.4 ¹Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).
- 6.G.5 Find the distance between two points on horizontal or vertical number lines.
- 6.G.6 Predict, describe, and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.
- 6.G.7 Identify types of symmetry, including line and rotational.
- 6.G.8 Determine if two shapes 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.
- 6.G.9 Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections, and perspective drawings.

Measurement Strand

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

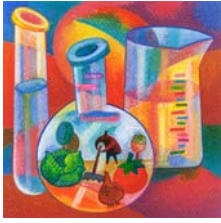
- 6.M.1 Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate.
 - 6.M.2 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals.
 - 6.M.3 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed.
 - 6.M.4 Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area. Develop strategies to find the area of more complex shapes.
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- 6.M.5 Identify, measure, and describe circles and the relationships of the radius, diameter, circumference, and area (e.g., $d = 2r$, $\pi = C/d$), and use the concepts to solve problems.
- 6.M.6 Find volumes and surface areas of rectangular prisms.
- 6.M.7 Find the sum of the angles in simple polygons (up to eight sides) with and without measuring the angles.

Data Analysis, Statistics, and Probability Strand

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

- 6.D.1 Describe and compare data sets using the concepts of median, mean, mode, maximum and minimum, and range.
- 6.D.2 Construct and interpret stem-and-leaf plots, line plots, and circle graphs.
- 6.D.3 Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.
- 6.D.4 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.



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 Grade 6

Strand 1: Earth and Space Science

This strand is the main focus of the eighth grade curriculum at Masconomet. Therefore, no standards are covered in grade 6.

Strand 2: Life Science (Biology)

Topic	Learning Standard
Classification of Organisms	1. Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.
Structure and Function of Cells	2. Recognize that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.
	3. Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles).
	4. Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.
Systems in Living Things	5. Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.
	6. Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.
<i>Reproduction and Heredity</i>	7. Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.
	8. Recognize that hereditary information is contained in genes located in the chromosomes of each cell. A human cell contains about 30,000 different genes on 23 different chromosomes.
Evolution and Biodiversity	10. <i>Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.</i>

Strand 3: Physical Sciences (Chemistry and Physics)

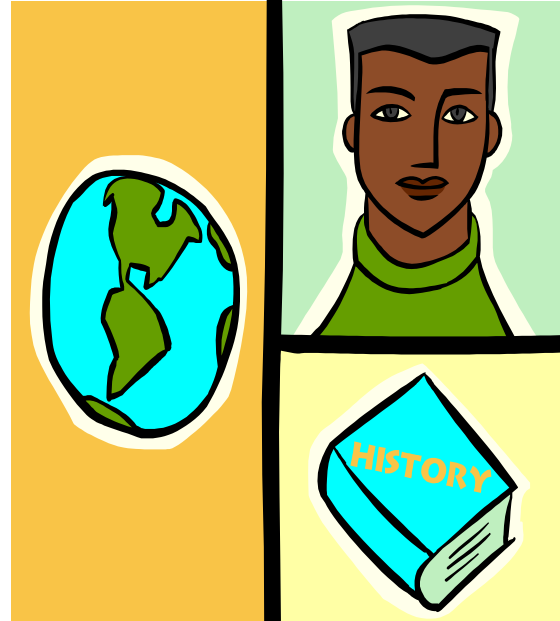
Topic	Learning Standard
Properties of Matter	1. Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
	2. Differentiate between volume and mass. Define density.

Topic	Learning Standard
	3. Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits.
	4. Explain and give examples of how mass is conserved in a closed system.
Elements, Compounds, and Mixtures	5. Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.
	6. Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).
	7. Give basic examples of elements and compounds.
	8. Differentiate between mixtures and pure substances.

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 6 Social Studies Standards (MA Curriculum Framework 2003)

Concepts and Skills

History and Geography

1. Compare information shown on modern and historical maps of the same region. (G)
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). Identify in BC/BCE dates the higher number as indicating the older year (*that is, 3000 BC/BCE is earlier than 2000 BC/BCE*) (H)
3. Construct and interpret timelines of events and civilizations studied. (H)
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
5. Identify multiple causes and effects when explaining historical events. (H)
6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

Civics and Government

7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*. (C)

Economics

8. Define and apply economic concepts learned in prekindergarten through grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand*. (E)

Content Standards

Human Origins in Africa through the Neolithic Age

- 7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
- 7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
- 7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)
- 7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)
- 7.6 Identify the characteristics of civilizations. (H, G, E)
 - A. the presence of geographic boundaries and political institutions
 - B. an economy that produces food surpluses
 - C. a concentration of population in distinct areas or cities
 - D. the existence of social classes
 - E. developed systems of religion, learning, art, and architecture
 - F. a system of record keeping

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)

7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)

7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E)

- a. its system of writing (and its importance in record keeping and tax collection)
- b. monumental architecture (the ziggurat)
- c. art (large relief sculpture, mosaics, and cylinder seals)

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H, C, E)

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)

7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (H, G)

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)

7.16 Summarize important achievements of Egyptian civilization. (H)

- a. the agricultural system
- b. the invention of a calendar
- c. monumental architecture and art such as the Pyramids and Sphinx at Giza
- d. hieroglyphic writing
- e. the invention of papyrus

Phoenicia, c. 1000-300 BC/BCE

7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)

7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)

7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)

7.21 Describe the monotheistic religion of the Israelites. (H)

- a. the belief that there is one God
- b. the Ten Commandments
- c. the emphasis on individual worth and personal responsibility
- d. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
- e. the Hebrew Bible (Old Testament) as part of the history of early Israel.

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

(H, G)

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)

- A. the "polis" or city-state
- B. civic participation and voting rights
- C. legislative bodies
- D. constitution writing
- E. rule of law

7.27 Compare and contrast life in Athens and Sparta. (H)

7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)

7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)

7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)

7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)

7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)

7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)

- a. Thales (science)
- b. Pythagoras and Euclid (mathematics)
- c. Hippocrates (medicine)
- d. Socrates, Plato, and Aristotle (philosophy)
- e. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
- f. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
- g. the development of the first complete alphabet with symbols for consonants and vowels

The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE

7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)

7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.

(H, G, E)

7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)

- A. Romulus and Remus
- B. Hannibal and the Carthaginian Wars
- C. Cicero
- D. Julius Caesar and Augustus
- E. Hadrian

7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)

7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)

- A. Military organization, tactics, and conquests; and decentralized administration
- B. the purpose and functions of taxes
- C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- D. the benefits of a Pax Romana

7.40 Describe the characteristics of slavery under the Romans. (H)

7.41 Describe the origins of Christianity and its central features. (H)

- A. monotheism
- B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
- C. the concept of salvation
- D. belief in the Old and New Testament
- E. the lives and teachings of Jesus and Saint Paul
- F. the relationship of early Christians to officials of the Roman Empire

7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)

7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)

7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)

Ancient China, c. 3000-200 BC/BCE

4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)

4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)

4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)

4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)

4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H,C)

4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)

4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (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

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 tessellation*
- 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
- 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 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.

