

ELEMENTARY PROGRAM of STUDIES

**English Language Arts
Math
Science/Health
Social Studies/History
Technology
Music
Art
Physical Education
Special Education**

KINDERGARTEN PROGRAM of STUDIES

**English Language Arts
Math
Science/Health
Social Studies/History
Technology**

English Language Arts

In the Kindergarten Language Arts program the children are developing the crucial elements of early literacy. These include concepts about print, phonemic awareness, phonics, vocabulary and concept development, text structure and comprehension, writing, English language conventions, listening and speaking. These elements are taught through learning centers and in whole group instruction in listening to and reading stories, exploring letters and sounds, sharing ideas with peers, practicing handwriting, writing in journals, teacher directed shared and interactive writing, and singing and movement.

Mathematics

The Math curriculum strives to be child centered by providing math experiences through whole group instruction and in hands-on learning centers. Skills taught and learned include number recognition, formation and number sense; patterning, classifying and graphing; shape and color recognition; coin recognition, measuring and estimating; and simple addition, subtraction and problem solving.

Science/Health

Science and Health studies are currently imbedded in the literacy curriculum. Within the reading themes we touch upon science and health topics such as the Five Series, the Human Body, Good Nutrition, Animals and their Homes, and the Four Seasons.

History and Social Studies

The Social Studies curriculum focuses on broadening the students' knowledge of the world around them through study of themselves and how they are alike and different, their families, and the community around them. Additionally the children learn about important people in our history and important days and holidays in the United States.

Technology

The students learn the basic skills needed to operate a computer as they pertain to software use in the areas of literacy and math.

GRADE 1 PROGRAM of STUDIES

**English Language Arts
Math
Science/Health
Social Studies/History
Technology**

English Language Arts

Reading

Students will participate in shared reading sessions, guided reading sessions; as well as working with partners as “Buddy Readers” and reading independently during a typical classroom day. They will learn consonant letter names and vowel sounds, consonant and vowel digraphs and diphthongs, decode words using phonetic blending strategies, practice reading common sight words in stories, identify noun forms within a sentence, identify the appropriate verb tense to use within a sentence, identify common antonyms, and synonyms and common compound words. They will learn to recognize irregularly spelled sight words such as “have” and to use letter sound knowledge to decode written vocabulary. They will predict story events, identify cause and effect happenings with a story, identify the main idea of a story, discuss plot, character and the setting of a story. They will be able to summarize the events of a story orally and answer questions about the story by writing a whole sentence. They will be able to visualize and draw a picture of story events.

Writing

The students will write or dictate stories that have a beginning, middle and ending. They will gather information from several sources, arrange ideas in a sensible pattern and begin to use Standard English mechanics to write whole sentences with capitalization and end mark punctuation. They will be able to answer an open-ended question by using a topic sentence. They are expected to print letters neatly and correctly on primary lined paper. They will spell unknown words using “Inventive Spelling.” They are expected to learn high frequency words and to spell them correctly.

Communication

Students will model and improve communication skills by modeling, and practicing good listening and speaking behavior, following oral directions, sharing personal experiences and by sharing their writing as authors with their classmates.

Mathematics

The students will learn to count, name and write whole numbers up to 100 during math instruction. They will identify fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$), compare whole numbers in sets, and identify symbols of addition, subtraction and equal to, odd and even numbers, and all U.S. coins and the \$1 bill. They will demonstrate knowledge of addition, subtraction, and equal to by solving problems using these concepts and solve addition facts (addends to 10) and related subtraction problems to 20. They will master addition and subtraction facts to 10.

In first grade, students will work with patterns, learning to identify, describe, create and extend simple repeating patterns. Each student will work on identifying simple patterns on a hundreds chart. They will be able to count by twos, fives, and tens.

In an introduction to algebra the students will construct and solve open sentences that have variables and write number sentences using symbols. Naming equal trades in money and measurements is also part of the curriculum.

Identifying parts of the day, days of the week and months of the year are part of the math curriculum where the students work with measurements. They will also identify dates using a calendar and tell time at half-hour intervals with analog and digital clocks. Comparing length, weight, area, and volume of objects, plus measuring and comparing common objects using metric and English units of length measurement, and using a ruler, balance scale and thermometer are all part of their math instruction.

For the geometry curriculum, the students in the first grade will learn to identify shapes, number of corners, edges, faces, and sides, they will identify, describe, draw, and compare shapes and curved figures, learn to recognize congruent shapes, identify symmetry in shapes, and relate geometric ideas to numbers.

The students will use interviews, surveys, and observations to gather data. They will practice organizing, classifying, representing, and interpreting data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams.

Science and Technology

In the Earth Sciences curriculum the students learn about the Earth. They learn to recognize that water, rocks, soil, and living organisms are found on the earth's surface. The students are taught that the air is a mixture of gases that is all around us and that wind is moving air. They also learn about the sun and weather changes.

In the Physical Science curriculum the students learn to sort objects by observable properties and to identify objects and materials as solid, liquid, or gas. They also learn to describe the various ways that objects can move (i.e., zigzag, fast, and slow), demonstrate the way to change the motion of an object and to recognize that under some conditions, objects can be balanced.

In the Life Science curriculum the students will learn characteristics of living things, life cycles of plants and animals and evolution.

The students will be taught the correct terminology for basic components of a computer system and explore and develop keyboarding and mouse skills. They will explore basic features of a word processing program and spend time using

drawing and painting applications. Students may have the opportunity to access and use teacher-selected web sites with assistance. Teachers will also help their students develop an understanding of how the computer is a tool for learning and to explore and develop understanding of how to gather information from a variety of electronic sources.

History and Social Science

Within the social studies curriculum the students identify sequences of time (days, weeks, months), learn to place events in chronological order and record dates on a calendar. Students learn to recognize a map as a flat representation of an area. The students will be able to recite the Pledge of Allegiance and identify the flag as a symbol of America. They will be able to name the current president of the United States, identify the capitol of the United States as Washington, D.C., and Boston as the capitol of Massachusetts, and identify famous Americans. Students will study the common holidays and the different ways they are celebrated. They will learn that people need to work to earn a living to be able to provide services and to buy goods. They will also learn differences between needs and wants. The students will learn about individuals, families and communities from now and long ago.

Instructional Technology

The students type words and short, simple sentences in a word processing program learning where the letter and number keys are on the keyboard. They explore basic formatting features while entering, processing, and displaying information. They continue using the primary-level simulation software practicing their skills with the mouse. A graphics program is also introduced in which the students create simple shapes and then learn to edit, resize or change colors. The students may also use pre-selected web sites with assistance.

GRADE 2 PROGRAM of STUDIES

**English Language Arts
Math
Science/Health
Social Studies/History
Technology**

English Language Arts

Reading

The second grade reading curriculum targets the five major components of reading instruction. These include phonemic awareness, explicit phonics instruction, vocabulary, comprehension, and fluency. These skills are addressed through the use of Harcourt's Trophies reading series, Modern Curriculum Press Phonics and leveled books for guided reading instruction. The reading and language art skills encompassed by the second grade curriculum include discussion, questioning, listening, vocabulary and concept development, a variety of genres and reading strategies, oral and dramatic performance. The primary goal of second grade is to have each child become an independent reader who is able to decode and comprehend grade level text.

Writing

Writing in the second grade program involves developing and mastering skills for both topic development and standard English conventions. Concentration is on both fiction and non-fiction, narratives with beginning, middle, and end, content, and organization with a focus on detail, and voice. The system of Process Writing is used to teach writing, revising, editing, and publishing with the application of Standard English conventions. Primary goals of second grade writing include familiarizing students with the process of paragraph formation and the expectation of using proper spelling and grammatical conventions, although "inventive spelling" is accepted for unknown words.

Mathematics

Second grade math covers number sense and operations, patterns, relations and algebra, geometry, measurement, data analysis, statistics, and probability. Students engage in problem solving, communicating, reasoning, connecting concepts to real situations, and strategies for both computation and problem solving. Important milestones for second grade are mastery of basic math facts in both addition and subtraction through twenty, place value, and regrouping of two and three digit numbers in addition and subtraction.

Science and Technology

The second grade science and technology curriculum is based on investigations and learning experiences. Units of earth and space science include earth's materials, weather, sun as the source of heat and light and periodic phenomena. Physical science units are the observable properties of objects, states of matter, and position and motion of objects. Life science study consists of characteristics of living things, life cycles, heredity, evolution and biodiversity, and living things

and their environment. Technology/engineering encompasses materials and tools and engineering design.

History and Social Science

Second graders learn about world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The primary concepts and skills covered are history and geography, civics and government and economics with an emphasis placed on time lines, map skills, cultural heritage and customs.

Instructional Technology

Second grade students will demonstrate a working knowledge of responsible computer use. They will continue to practice keyboarding skills, creating sentences and short stories in a word processing program, and explore pre-selected websites. Students will use software to practice math skills and be introduced to and begin using "Scholastic Reading Counts".

GRADE 3 PROGRAM of STUDIES

**English Language Arts
Math
Science/Health
Social Studies/History
Technology**

English Language Arts

Reading

The reading curriculum consists of the students working to master certain skills which are: building vocabulary, sequencing, drawing conclusions, comparing/contrasting, predicting, identifying point of view, author's purpose, understanding cause and effect, identifying narrative elements, making inferences, recognizing figurative language, and summarizing. Genres and their characteristics the students are introduced to are: fantasy, mystery, historical fiction, realistic fiction, non-fiction, biography, folktales, poetry, and drama.

Writing

In grammar, parts of speech (nouns, verbs, adjectives, adverbs, (pronouns), subjects/predicates, identifying and writing complete sentences, types of sentences, and punctuation (. ? ! , ' " ") are all covered in class, and students are expected to apply these skills in their daily writing.

Learning the correct spelling of words is important when practicing writing skills. In teaching writing skills the students go through steps beginning with prewriting strategies, then learning to construct main idea sentences, detail sentences, and conclusion sentences as well as including voice in their written work. They engage in writing 5 sentence paragraphs (main idea, details, conclusion), process writing, revising/editing, personal narrative writing, expository writing (essay), letter writing, and poetry. While they are learning and practicing these skills, other areas are covered such as synonyms/antonyms, base words/prefixes/suffixes, word origins, plurals, contractions, possessives, subject/verb agreement, dictionary skills, and cursive writing. Final work is sometimes done on a computer and certain computer skills are required such as keyboarding, Internet research, and word processing.

Mathematics

Math facts (addition and subtraction through 20, multiplication and division through 9 tables) are important building blocks for mastering mathematics. Additional areas that are covered in the math curriculum are: numeration to ten thousands in various forms, addition/subtraction with regrouping to ten thousands, multiplication of two digits by one digit, fractions (equivalent fractions, addition, subtraction, mixed numbers), geometry, time, money, probability, patterns, analysis and data collection, graphing, and problem solving.

Science and Technology

In science the students will be introduced to or continue developing their knowledge in the areas of: Earth Science: soil, weather, water cycle, Earth's history, and the solar system; Life Science: plants/animals, plant structures and functions, adaptations, and energy and living things; Physical Science: properties of matter, states of matter, forms of energy, electrical energy, magnetic energy, and sound and light; Technology: simple machines and connecting technology and nature.

History and Social Science

The third grade curriculum in history and social science covers Massachusetts economics, geography, and history, including Massachusetts' Native Americans, Colonial America, the Revolutionary War, notable people in Massachusetts history, significance of key American documents (Bill of Rights, Declaration of Independence, Constitution), and local government, geography, and history.

Instructional Technology

The students will follow rules for responsible computer use. They will learn how to log onto the network and save and access files on the network. They will be able to practice basic keyboarding skills, type sentences and paragraphs in a word processing program, and explore basic formatting. The students will conduct research on teacher-selected websites. Other technology expectations and opportunities will include creating basic slide shows, creating projects (newspapers, books) in a word processing program, using software to practice math skills, and utilizing "Scholastic Reading Counts!" for reading comprehension.

GRADE 4 PROGRAM of STUDIES

**English Language Arts
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English/Language Arts

Reading

Students will acquire reading comprehension skills such as learning to find the author's purpose, sequencing events, summarizing main ideas, using context clues, cause and effect, narrative elements, drawing conclusions, elements of non-fiction, text structure, fact and opinion, locating information, structural analysis skills, and comparing and contrasting of stories. Students will acquire and use new vocabulary correctly in reading and writing. Skills will be taught through the use of the Harcourt series presented in the following themes: You Can Do It!, Side by Side, Make Yourself at Home, Creative Minds, Community Ties, and New Lands. Students will read a variety of chapter books, fiction and non-fiction, and will experience reading different genres and reading orally in all subject areas.

Spelling

Students will use various spelling strategies and learn spelling words that correspond with reading, writing, and content area lessons.

Writing

Students will develop the ability to paragraph using a variety of sentences given a topic, audience, and purpose. Lessons will focus on expressing and organizing ideas clearly, using appropriate mechanics, proofreading and revision. Students will use reference materials to improve word choice and to apply correct grammatical conventions. Students will practice various forms of styles such as narrative, expository, descriptive, compare and contrast, persuasive, letter writing, and research reports. Students will answer open response questions and summarize information. They will also experience writing a variety of genres.

Grammar

Students will learn the parts of speech including nouns, verbs, adverbs, and adjectives. They will use proper punctuation and capitalization. They will identify subject-verb agreement in a sentence, correct sentence fragments, run-ons, and know basic sentence structure. Students will identify and understand word origins.

Mathematics

Skills will be taught through the use of the Houghton-Mifflin Math Central. The students will learn to collect and organize data, use probability, and match representation of information with actual data. They will learn operation properties, apply estimation strategies, identify place value up to 100,000, add and subtract whole numbers and money, multiply and divide facts through

twelve, multiply by 1 and 2-digit factors, divide large numbers by 1-digit divisors, and represent large numbers using various forms. Students will tell time to the minute, determine elapsed time, and measure length, area, weight, and volume using standard and metric measurement. Students will apply a variety of problem solving strategies and use pre-algebra skills. Students will demonstrate an understanding of fractions, models of common fractions, mixed numbers, equivalent fractions, and ordering of fractions. They will understand decimals between 0 and 1 up to the hundredths. Students will explain numeric patterns, and use variables in simple equations. They will compare, analyze, and classify two and three-dimensional shapes, recognize similar and congruent figures, identify angles and lines, understand symmetry, use ordered pairs, and use nets.

Science

Areas of study are life science, physical science, and earth science using the Scott-Foresman series. Health and nutrition is taught using the Great Body Shop. Life science will include life cycles of organisms including metamorphosis, physical characteristics of living things, structures of various life forms including plants, instinct, and environmental effects on survival. Concepts taught are the food chain, and producers and consumers. Physical science units of study feature properties of objects and materials, states of matter, forms of energy, electricity, magnetism, and simple machines. Earth science units of study focus on landforms, volcanoes, earthquakes, rocks and their properties, soil, weathering, erosion, changes to the earth's surface, and ocean currents. Technology is integrated into each unit of study. Units of study in health include personal and community safety, exercise, effects of unhealthy behavior, AIDS, the digestive system, emotional and mental health, and basic functioning of sensory processes.

History and Social Science

The fourth grade social studies curriculum follows the Scott-Foresman text Regions of the United States. The studies include unique features of the United States, Canada, and Mexico. Instruction emphasizes political and physical geography, and embeds five major concepts: location, place, human interaction with the environment, movement, and regions. Students will learn major monuments and historical sites, unique physical features, natural resources, cultural influence, and immigration. Students will learn and apply basic map skills, including identifying continents, states, state capitals, and major bodies of water. The units of study will include historical fiction and biographies.

Instructional Technology

Students learn to use and follow the rules of our school's network system. Students at this level develop keyboarding skills with the goal of 10 wpm with 80% accuracy. They learn about basic formatting features using a word-

processing program and are capable of producing a title page and a one-page document. They learn to create single and multi slide presentations. Students are able to copy and paste images from the Internet to slide presentations. In addition to the technical side of computer class, students learn about note taking, and researching for information using a wide variety of medias from the collaborative efforts of the Computer and Library Classes. Students learn and understand that using multiple forms of media results in accurate and rich information that they use in their projects. When using the Internet, students learn to use child-safe search engines and how to use Boolean Logic to locate information, as well as how to pre-set bookmarks. Students are introduced to Webquests and Internet Scavenger.

GRADE 5 PROGRAM of STUDIES

**English Language Arts
Math
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Fifth Grade Curriculum

English Language Arts

The students in 5th grade follow a rigorous course of study that includes reading, literature circles, writing, spelling, and reading remediation, when needed.

Reading

In reading they are taught weekly focus strategies and skills. Strategies are modeled and explicitly taught. The goal is to help students improve their ability to comprehend and become good strategic readers. These skills help students build vocabulary, summarize, and identify story and text elements.

Authentic literature is used in literature circles to help students learn to summarize, expand vocabulary, start questioning, illustrate the text, and connect ideas and themes.

Remedial reading is provided when appropriate. In this context students read literature that corresponds to their reading ability. As they build skills such as summarizing and expanding vocabulary, they continue to develop fluency and decoding skills.

Writing

Grammar work includes learning the parts of speech and their meanings and uses in sentences. The students work on nouns, verbs, adjectives, pronouns, adverbs, conjunctions, prepositions, and interjections. Another skill students acquire is identifying and using various sentence structures.

Skills are practiced using a variety of different types of writing. The students develop narratives and reflective pieces, analyze cause/effect, answer open responses, and write poetry, persuasive essays, and research reports using the writing process. They also use the traits of writing which are: development, organization, effective sentences, effective paragraphs, voice, word choice, conventions, and presentations.

Spelling

Spelling lessons are weekly word lists with lessons on word patterns, contractions, prefixes/suffixes, and vowel and consonant sounds.

Please note that all skills are grade leveled and increase with difficulty and performance expectations. Writing and literature assignments correlate to the grade level curriculum.

Mathematics

Fifth grade topics covered under number sense are powers of ten, place value through billions and thousandths, positive numbers in various forms, e.g. expanded notation, fractions as ratio of whole numbers, parts of a collection and location on a number line, and to identify equivalent fractions, mixed numbers, decimals, and percents. Students also study comparison of whole numbers, fractions, mixed numbers and percents, and number theory: (common factors and multiples, divisibility rules, prime and composite numbers). Other areas of study include addition and subtraction of fractions and mixed numbers with like and unlike denominators, multiplication and division of whole numbers, estimating sums, differences, and products of whole numbers, fractions and decimals and use of order of operations, and inverse operations to solve numerical expressions.

Data analysis in fifth grade covers finding the mean, median, mode, and range of a set of data. This section of mathematics also has the students creating and analyzing line plots, line graphs and bar graphs, and predicting the probability of outcomes of simple experiments, and testing the predictions.

The study of measurement (metric and standard) in the curriculum includes lessons that show students how to determine area and perimeter of triangles and rectangles using formulas when possible to find a solution. They solve unit conversions within a system of measurement, identify, measure, describe, classify, and draw angles, and find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles.

Students will gain the ability to extend symbolic, arithmetic, and geometric patterns, apply properties of equality to solve for missing information, and represent real situations and mathematical relationships with models.

The curriculum also includes an in depth study of solid, plane and coordinate geometry, including identifying types of symmetry, lines and rotation.

Science and Technology/Health

In the Earth Science unit students will learn; how the Earth's surface changes due to weathering and erosion, how soil is formed, the properties of soil, layers of the earth and plate tectonics, and the rock cycle. Students will also learn about the weather and climate, the solar system, and how a telescope works.

In the Life Science unit students will learn about plants and animals life processes, characteristics of plants and animals, plant structures and functions, adaptations of living things, and energy of living things.

In the Physical Sciences unit students explore and learn about classifying matter, investigating forms of energy (light, solar, and heat energy). Finally, students learn how energy is transformed from one form to another.

In Health students will learn about the respiratory and excretory systems, the anatomy and function of the eye and ear, and living a healthy life.

History and Social Science

Students will 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 are covered as well. Students also study the political, economic, and social development of the English colonies in the 17th and 18th centuries.

Fifth graders also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the United States Constitution. The purpose of the fifth grade curriculum is to give students their first concentrated study of the formative years of United States history.

Instructional Technology

Students continue to use and follow the rules of our school's network system. Students at this level continue to develop their keyboarding skills with the goal of 15 wpm with 80% accuracy. They continue to use basic formatting, as well as learning some advanced and editing features using a word-processing program and are capable of producing a title page and a one-page document. They create single and multi slide presentations. Students are able to copy and paste images from the Internet to slide presentations and word documents. In addition to the technical side of computer class, students continue to take notes and do research using a wide variety of medias from the collaborative efforts of the Computer and Library Classes. Students understand and put these skills to practice using multiple forms of media. This results in accurate and rich information to be used in their projects. When using the Internet, students continue to use child-safe search engines and how to use Boolean Logic to locate information, as well as pre-set bookmarks. Students create timelines using a timeline program. Students learn by using Webquests and Internet Scavenger. Students learn to use a text-to-speech program.

GRADE 6 PROGRAM of STUDIES

**English Language Arts
Math
Science/Health
Social Studies/History
Technology**

Sixth Grade Curriculum

English Language Arts

Reading

Using the Harcourt basal reading series, students are instructed in focus skills, including narrative elements, affixes and roots, making judgments, literary devices, summarizing and paraphrasing, main idea and details, word relationships, author's purpose and perspective, drawing conclusions, fact and opinion, and cause and effect. With instruction and support, students continue to develop focus strategies, including creating mental images, making and confirming predictions, self-questioning, rereading to clarify, using context clues to confirm meaning, using text structure and format, reading ahead, summarizing, and using decoding and phonics. Development and enrichment of vocabulary is ongoing.

Through literature enrichment groups, students have the opportunity to practice and apply learned strategies using longer texts.

Writing

Grammar work includes learning the parts of speech and their meanings and uses in sentences. The students work on nouns, verbs, adjectives, pronouns, adverbs, conjunctions, prepositions, and interjections. Students also identify and use various sentence structures.

Students examine the nature of written English and develop their skills as writers. Sixth graders focus on the writers' crafts of voice, organization, note taking, constructing effective paragraphs, comparing and contrasting, researching, editing, and word choice. These skills are practiced through a variety of writing assignments, such as descriptive essay, personal narrative, expository essay, research report, compare and contrast essay, persuasive essay, friendly letter, creative writing and poetry.

Spelling

Students work with a weekly word list to focus on both meaning and word structure. Emphasis is on phonetic awareness, using prefixes, suffixes, and other word parts to construct meaning. Vocabulary development is stressed. Dictionary skills are developed. Students work with short passages to practice proofreading and editing.

Mathematics

Students work towards mathematical competence through a program that emphasizes communication, making connections, using representations, basic mathematical skills, and problem solving. Students develop skills in place value, addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Students compare, order, and estimate numbers. Students investigate the relationship between decimals, fractions, and percents. They organize, represent, and interpret data using various statistical modalities. Ratio, proportion, and probability are explored and practiced. Basic concepts of integers are introduced. Two and three-dimensional geometry is explored.

Science and Technology

In the Earth and Space Science unit, students study earth processes and astronomy. In the earth processes unit, earth's history is explored by investigating changes that occur in the earth's crust, how soil forms, how water changes the surface of the earth, and how rocks tell us about earth's history. In the Astronomy unit, students study the solar system, galaxies, star life cycles, and the universe.

In the physical science unit, students examine Newton's laws of motion and their application to moving objects. Students explore the difference between heat and temperature, the effects of heating and cooling on matter, and the differences between conduction, radiation, and convection.

In the life science unit, students study the structure and function of both plant and animal cells. Students also examine the hierarchical organization of multi-cellular organisms. Students identify the general function of the major systems in the human body.

History and Social Studies

As a basis for the study of ancient civilizations, students will develop mapping skills and explore the five themes of geography. Students investigate archaeology as a basis for understanding how information is collected in order to piece together history. Students study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area, including the ancient river civilizations of Mesopotamia, Egypt, and Phoenicia. Students go on to study ancient Israel, ancient Greece, and ancient Rome, with an emphasis on their contributions to western civilization.

Instructional Technology

Students learn responsible use at a network system. Students at this level continue to develop their keyboarding skills with the goal of 20 wpm with 85% accuracy. Using a word processing program, students apply basic text formatting, and learn some advanced editing features. They create a title page and a one-page document. Students learn to use a publishing program as they create brochures. They create multi slide presentations. Students are able to copy and paste images from the Internet to use in slide presentations, word documents, and publishing programs. In addition to the technical side of computer class, students take notes as they research a wide variety of media in their Computer and Library Classes. Students understand that using multiple forms of media results in accurate and rich information to be used in their projects. When using the Internet, students continue to use child-safe search engines and apply Boolean Logic to locate information. Students will create timelines using a timeline program. Students learn by using Webquests and Internet Scavenger. Students learn to use a text-to-speech program.

**PHYSICAL EDUCATION
PROGRAM of STUDIES
GRADES K - 6**

Elementary Physical Education

Kindergarten

In kindergarten, students will be introduced to fundamental locomotor skills such as running, jumping, hopping, skipping and galloping and non-locomotor skills such as swinging, swaying, bending, stretching and twisting, emphasizing body awareness, with variations of speed, direction, force, and level in areas of space. Students will perform jump rope skills using long and short ropes, demonstrating clear contrasts between slow and fast speeds. Kindergarteners will also be introduced to tossing, catching, bouncing and kicking a ball, striking objects at stationary and moving targets and perform simple stunts, rhythmic patterns and movement exploration. Students will show safe use of equipment and apparatus, demonstrate fair play in simple games, promote physical fitness through participation and identify positive feelings that result from participation in physical education.

First Grade

First grade students will develop coordination to strengthen large muscles, develop eye-hand coordination skills by practicing throwing, catching, striking, kicking and bouncing objects at stationary and moving targets through activities and games. Students will perform jump rope skills using long and short ropes using jingle rhymes. They will demonstrate the ability to manipulate objects, perform basic rhythmic skills and creative movement exploration. First graders will participate in physical movements to develop muscle strength, flexibility, cardio respiratory endurance and muscular endurance. They will participate in large group games with less emphasis on competition, while learning team concepts through simple activities and relays. Students will develop safe use of equipment and apparatus, promote physical fitness and identify positive feelings that result from participating in physical education.

Second Grade

Second graders will continue to develop coordination to strengthen large muscle groups. They will travel in different directions quickly, safely and changing speed. Students will demonstrate skills of chasing, fleeing, dodging, dribbling with their hands and feet, throwing (underhand, overhand), catching, striking, kicking and bouncing objects at stationary and moving targets. They will learn to appreciate creative, folk and line rhythms while continuing to develop perceptual motor skills. Students will perform jump rope skills using long and short ropes with jingle rhymes. While participating in locomotor and non-locomotor skills students will continue to develop muscular strength, flexibility, cardio respiratory endurance and muscular endurance. Second graders will appreciate the benefits that accompany cooperation and sharing and accept the feelings resulting from

challenges, successes and failures in physical activity. They will be considerate of others in physical activity settings and demonstrate safe controlled body movement and equipment use.

Third Grade

Students will demonstrate the ability to integrate locomotor, non locomotor, stability movements, and rhythm into more complex skills. They will demonstrate the ability to manipulate objects with the skill necessary to participate in games and lead up game activities. Students will perform complex short rope and jumping skills as well as long rope skills. They will continue the development of perceptual motor skills and participate in physical movements to develop muscular strength, flexibility, cardio respiratory endurance and muscular endurance. Third graders will maintain continuous aerobic activity for a specific amount of time, maintain appropriate body alignment during activity when lifting, carrying, pushing and pulling and exhibit knowledge of introductory rules of games and lead up activities to sports. Students will be introduced to fitness concepts, testing and terminology and will be expected to complete written assignments. They will exhibit positive self-concept and sportsmanship skills and appreciate differences and similarities in others' physical activity. Students will demonstrate safe and controlled body movement and equipment use and identify positive feelings that result from participation in physical education.

Fourth and Fifth Grade

Fourth and fifth grade physical education will allow for the refinement of fundamental patterns, mature motor patterns, and selected isolated manipulative skills. Students will perform variations of skills and combinations in increasingly dynamic and complex environments. Students will begin to use teacher feedback to improve skills and work with peers in cooperative settings. Physical fitness will be stressed through encouraging daily conditioning and active participation. Application of sports skills in games, intermediate level strategies, tactics and rules used in games will be stressed. Students will also participate in cooperative activities such as team building activities, alternative activities such as speed stacking, juggling and student created dances and aerobics. At times written work will be given to assess students. The Presidential Physical Fitness test will be administered. Students will identify the purposes for and follow activity specific safe practices, rules, procedures and etiquette. They continue to develop cooperative interpersonal skills to enable completion of a common goal while working with a partner or in small groups.

Sixth Grade

Sixth grade physical education is designed to enable upper elementary students to develop movement skills and conceptual knowledge and attitudes related to the physical education needs of the preadolescent. Developmentally appropriate

concepts of physical fitness and personal and social development are also taught. Students apply appropriate physical activity and fitness concepts and attitudes to the development of a health enhancing level of physical fitness. Students participate in a variety of more complex lead up games to sport, modified sports, rhythmic/dance, physical fitness, and other physical activities. Sport related activities include, cross country running, soccer, volleyball, basketball and softball. Alternative activities include rope climbing, team bowling, speed stacking, juggling, team building challenges, jump roping, fitness challenges and The Presidential Physical Fitness test. Students will be exposed to more fitness concepts as well as muscle terminology. A focus for advocating for family recreation and physical fitness is emphasized.

**LIBRARY
PROGRAM of STUDY
GRADES K - 6**

Library Curriculum K-6

A school library program is integral to the school curriculum by providing a diverse selection of resources and information that satisfy the interests and educational needs of all the students and teachers in the community. At the elementary level, the library program is designed to promote literacy and a life-long enjoyment of reading, listening and viewing by maintaining a collection of quality literature. The program also offers opportunity for students to become independent users of the library by developing their ability to locate, evaluate and communicate information by teaching those skills within the context of and to enhance classroom curriculum. Students are encouraged to explore in depth problem solving and thinking skills that will prepare them to realize their potential in all areas of learning. The following program is designed with those goals in mind, evolving, to keep up with the demands of education and technology today.

Kindergarten

The Kindergarten library program introduces students to the purpose(s) for using the library as a foundation for meeting reading and information needs. Students will learn how a library is organized and to appreciate good library citizenship. Students will be able to locate the library, call the librarian by name, and ask for help when needed. They will be taught basic book care and proper treatment of all library materials. Special focus is placed on appropriate checkout procedures and the returning of materials on time. Students will learn to choose books by looking at the cover, illustrations and content and will develop the ability to select books based on individual interests. Students will be introduced to the parts of a book, as well as the differences between the author and illustrator. Students will develop the skills of listening attentively to stories and recalling important content and characters. Students will learn to take turns when responding orally to a story, respect the needs of others, and the need for relative quiet when using the library. Students will be introduced to book awards such as the Caldecott Award, and will be able to recognize it. Emphasis at the kindergarten level is placed on developing a love of reading and listening to stories that will continue throughout their education.

Grade 1

The grade 1 library program reviews and reinforces skills learned in the previous year focusing on good library citizenship and purpose(s) for using the library as a foundation for meeting reading and information needs. Students will demonstrate increased responsibility regarding basic book care, proper treatment of all library materials, appropriate checkout procedures and the returning of materials on time. Students will develop the ability to select books based on individual interests and/or information related to classroom curriculum. The students will be taught the basic parts of a book including the author, title, illustrator, illustrations,

cover, spine, title page and table of contents. Students will be able to listen attentively to stories of varying length and begin to develop an appreciation of author style. Students will be taught to locate picture books and easy reader chapter books using shelf markers and are encouraged to find books they will enjoy. The students will learn the difference between fiction and nonfiction books and their location within the library. Students will become acquainted with the variety of materials found in a library, including magazines and their place in recreational reading. Students will continue to respect the needs of others, and will at this level begin to participate in sustained silent reading. Students will expand their knowledge of the Caldecott Award and will be able to recognize works of selected illustrators.

Grade 2

The grade 2 library program reviews and reinforces skills learned in the previous years focusing on good library citizenship and purpose(s) for using the library as a foundation for meeting reading and information needs. Students will develop the skills to independently locate and select age-appropriate books based on individual interests and/or information related to classroom curriculum and assignments. Students will be introduced to “Series Books” and beginning chapter books to expand their appreciation of literature and to foster a love of reading. As a result, students will be encouraged to share books written by their favorite authors. Students will review and correctly identify the basic parts of a book including the author, title, illustrator, illustrations, cover, spine, title page and table of contents. Students will learn to use the table of contents to locate chapters in a book. Students will listen attentively to materials of varying length including beginning biographies, mysteries and folklore and demonstrate comprehension of what is heard. Students will recognize Caldecott Award winning books and understand why the award is given. The students will be able to explain the difference between fiction and nonfiction books, locate them with some assistance and keep them in order while browsing. Students will locate specific subjects in the nonfiction section with some assistance. Students will be introduced to basic reference materials, i.e. encyclopedias and dictionaries and learn their location within the library. Students will participate in sustained silent reading after book sign-out. Students will continue to utilize magazines for recreational reading and begin to understand their role as an informational resource.

Grade 3

The grade 3 library program reviews and reinforces skills learned in the previous year focusing on good library citizenship and purpose(s) for using the library as a foundation for meeting reading and information needs. Students will acquire the skills to independently locate and select age-appropriate books based on individual interests, author and illustrator preferences and/or information related to classroom curriculum and assignments. Students will be exposed to a variety

of children's literature including popular fiction, biographies, poetry and historical text. Students will be introduced to Reading Counts, a reading incentive program, and will choose related books. Students will listen attentively to and appreciate materials of varying length and style, demonstrate comprehension of what is heard through text and illustrations and recognize the beginning, middle and ending of stories. The students will be able to define the basic parts of a book including the author, title, illustrator, illustrations, cover, spine, spine label, title page, table of contents and index. The students will learn how the table of contents and index can help us locate information in the book. The students will distinguish that fiction is shelved according to the author's last name, while nonfiction utilizes a number system. Students will locate specific subjects in the nonfiction section by recognizing that books about the same subject are shelved together. Students will be able to define and locate basic reference materials, i.e. encyclopedias and dictionaries and will be introduced to the atlas and thesaurus. Students will conduct research using both print and non-print resources. Students participate in sustained silent reading and pair reading. Students continue to utilize magazines for both recreational and informational reading.

Grade 4

The grade 4 library program reviews and reinforces skills learned in previous years focusing on good library citizenship and purpose(s) for using the library. Students will expand their appreciation of literature by recognizing and selecting quality fiction books; by being exposed to different genres with special focus on biographies; by researching and distinguishing the styles of authors and illustrators; discussing the Caldecott and Newbery Awards; and by exploring the various forms of folklore, i.e., folktale, fairy tale, legends, myths and fables. Participation in the Reading Counts Program is encouraged. Students will expand their knowledge of library materials as information sources by locating nonfiction utilizing the Dewey Decimal System; by describing how the table of contents, index, and glossary are arranged; and by successfully utilizing those tools to answer questions. The students will exhibit an understanding of plagiarism by learning to take notes using his/own words. Students will be taught how to prepare a bibliography using title, author, publisher, city of publication and copyright date. Students will be able to identify the major sections of the library: fiction, nonfiction, biography, poetry, periodicals and reference. The students will improve their skill at utilizing a variety of resources, both print and electronic, i.e. encyclopedias, dictionaries, thesaurus, atlases, almanacs, periodicals, pre-selected websites, when gathering information. Students will continue to develop search skills by recognizing keywords. Research assignments will be a collaborative effort between library and computer class designed to enhance classroom teaching and to encourage students to work cooperatively in small groups.

Grade 5

The grade 5 library program reviews and reinforces skills learned in previous years focusing on good library citizenship and purpose(s) for using the library. Students expand their appreciation of literature by recognizing and selecting quality fiction books at an appropriate level for personal enjoyment and as part of Reading Counts Program; by defining different genres with special focus on mysteries, biographies and historical fiction; by distinguishing the styles of authors and books in series; and by understanding the significance of the Newbery and Caldecott Awards. Students continue to expand their knowledge of library materials as information sources by locating non-fiction using the Dewey Decimal System and effectively using table of contents, index and glossary to answer questions. The students will develop skill in locating and evaluating a variety of resources including special reference materials i.e. encyclopedias, dictionaries, thesaurus, atlases, almanacs, and periodicals. Students will demonstrate simple search techniques when utilizing the Internet to find information. Students will gather and organize information using the skim and scan technique. Students will review the term plagiarism and will be introduced to proper note taking techniques via the Trash-n-Treasure method. Emphasis is placed on the use of his/her own words in the writing process. Students will be able to define bibliography as a list of resources used during research and will construct a bibliography for all print and non-print materials. Research assignments are often a collaborative effort between library and computer class designed to enhance classroom teaching and to encourage students to work cooperatively in small groups. Finished products may be presented by means of a timeline, power-point presentation or report formats.

Grade 6

The grade 6 library program reviews and reinforces skills learned in previous years focusing on good library citizenship, the purpose(s) for using the library and becoming independent users of the library. Students expand their appreciation of literature by recognizing and selecting quality fiction books at an appropriate level for personal enjoyment and as part of Reading Counts Program; by examining different genres with special focus on realistic and historical fiction, fantasy, survival and biographies; by distinguishing the styles of authors and books in series; by peer recommendations and by understanding the significance of the Newbery and Caldecott Awards by selecting at least one award winning novel. Students will develop into effective users of information by locating non-fiction using the Dewey Decimal System, evaluating materials for their usefulness and by identifying and using parts of the books to complete research questions. The students will effectively evaluate and utilize reference materials i.e. encyclopedias, dictionaries, thesaurus, atlases, almanacs, and periodicals and gather information using the skim and scan technique. Students will demonstrate simple search techniques and proper use of keywords when utilizing the Internet to find information. Students will review the term plagiarism.

Students will take proper notes via the Trash -n-Treasure method, and will demonstrate the ability to summarize and paraphrase information. Research assignments are often a collaborative effort between library and computer class designed to enhance classroom teaching and to encourage students to work cooperatively in small groups. Finished products may be presented by means of brochure, timeline, power-point presentation or report format and will be accompanied by bibliographic citations for all materials used.

**MUSIC
PROGRAM of STUDIES
GRADES K - 6**

MUSIC K-6

The Granby K-6 Music Program is literacy based. The students learn to read, write, improvise and compose in this medium. There is a great emphasis on basic timing (moving to a steady beat), group cooperation, and problem solving.

Instructional strategies used are: cooperative groups, learning circles, direct instruction, active participation, child-directed learning, pair reading, writing, performing, and assessment.

The program covers all five standards of the Massachusetts Arts Curriculum Framework (singing, reading & notation, playing instruments, improvisation and composition, critical response), as well as many of the Dance Framework.

Kindergarten Music

The kindergarten music program meets once a week for 30 minutes. In kindergarten, the music program is designed to level the playing field and prepare the students for reading and writing in 1st grade. They will focus on the basic musical concepts of loud-soft, fast-slow, high-low, timber, long-short, as well as proper vocal placement of the singing voice, the concept of the steady beat in locomotor and non-locomotor movements, and group cooperation. The main vehicles for learning are singing and musical games.

First Grade Music

Music classes for grade one meet twice a week for 40 minutes. First grade music continues to reinforce and build upon the concepts learned in kindergarten. First graders begin the process of reading, writing, and composing music in a way that is appropriate for their age. The main vehicles for learning the concepts are singing, musical games and play parties, as well as reading and writing exercises.

Second Grade Music

Second grade music classes meet twice a week for 40 minutes each and continue to build upon the concepts learned in first grade. They will expand their repertoire of songs and games as well as their reading and writing concepts. The 2nd grader will also learn a variety of New England and international folk dances. These dances are a wonderful way to reinforce group cooperation and cohesion, basic timing in the body, phrasing, and socialization. Additionally, the 2nd graders will work with the "barred instruments" (ie., xylophone). These instruments are used to reinforce reading, listening skills, and ensemble playing skills. Second grade music is a very full year.

Third Grade Music

The third grade music program is also quite full. The children continue to build on all the concepts previously learned (ie., reading, writing, singing, and dancing) while meeting in 40 minute sessions twice a week. They continue to work with the xylophones and learn to play the recorder. The recorder is a pre-band instrument and is designed to prepare the students for the band program that starts in fourth grade. The 3rd graders also put on shows. One is an "Info Concert" which showcases various songs, dances, and compositions that the children have worked on throughout the year. The second is a musical that is done in collaboration with 3rd grade teachers.

Fourth Grade Music

Music classes in the fourth grade meet once each week for 45 minutes. Students learn and practice elements of music such as note reading, sight singing and listening. Students come in with a range of abilities and experience, and all are expected to perform at their level. Students work independently and cooperatively, reading, singing, moving and playing. Students are able to use classroom instruments such as recorders, piano, keyboard, xylophones and drums. Grade 4 social studies themes are echoed by the music repertoire that is presented, and a cumulative concert is given at the end of the year. A general introduction to composers is presented, and a variety of musical style is discussed.

Fifth Grade Music

Grade five students attend music classes once each week for 45 minutes. Students learn and practice elements of music such as note reading, sight singing and listening. Students come in with a range of abilities and experience, and all are expected to participate at their level. Students work independently and cooperatively, reading, singing, moving and playing. Students are able to use classroom instruments such as recorders, piano, keyboard, xylophones and drums. Grade 5 social studies themes are echoed by the music repertoire that is presented, and a cumulative concert is given at the end of the year. A general introduction to composers is presented, and a variety of musical style is discussed.

Sixth Grade Music

Music classes meet once weekly for 45 minutes. Students learn and practice elements of music such as note reading, sight singing and listening. Students come in with a range of abilities and experience, and all are expected to participate at their level. Students work both independently and cooperatively, reading, singing, moving and playing. Students are able to use classroom instruments such as recorders, piano, keyboard, xylophones and drums. A three-year introduction to composers is completed during this year. Sixth grade music classes participate in multi-cultural units in collaboration with computer, art and library classes.

**VISUAL ARTS
PROGRAM of STUDIES
K - 6**

The Visual Art Program at West Street School introduces students to a variety of materials, tools, concepts, and techniques while developing basic, age-appropriate skills.

Classes meet once a week for forty minutes, with the exception of kindergarten, whose lessons are thirty minutes long.

Kindergarten Art

Kindergarten art classes introduce students to a series of learning activities designed specifically for the young child. First and foremost, students learn the crucial role the five design elements play in making art: Line, Shape, Color, Texture, and Pattern. Famous artists, whose works characterize these elements, are introduced, including Piet Mondrian and Sonia Delaney. As the design elements are reinforced, and students practice using them in their art, they begin to develop a basic vocabulary with which to discuss the creative process.

Learning activities focus on exploration of and experimentation with a variety of two- and three-dimensional materials. Appropriate and safe handling and care of tools and materials is stressed, along with an understanding of art room “etiquette.” Students learn to work in a manner that shows respect for the physical and emotional “personal creative space” of their classmates, and also participate in clean-up duties. Simple, age-appropriate “sharing” exercises assist young artists in developing sensitivity to the wide range of creative options present given a single objective. Similarities and differences are noted informally as students start to develop an awareness that, in art, there are many, many “right answers.”

First Grade Art

First grade art lessons reinforce the five elements of design, while also urging students to develop a capacity to recognize *dissimilarities* within these elements—such as noting the difference between primary, secondary, and intermediate colors, or identifying specific line characteristics, or the effect of varying patterns. Students experiment with overlap, symmetry and asymmetry, practice creating depth, and tackle foreground/background exercises. Detail is emphasized and complexity is encouraged. Students are led to realize that “pictures tell stories” and that artists provide visual clues that can be translated verbally.

A learning leap generally occurs at or around this age, which involves the growing understanding on the child’s part that artists *intentionally* manipulate materials to create a desired effect; making art is not haphazard or accidental, but created through conscious choice, as part of a decision making process. This is an empowering realization for the young artist, and is nurtured through continued experiences with various two-and three-dimensional design materials.

In first grade art, students are introduced to various multicultural art forms. For example, during our Japanese unit students make Sumi-e black ink paintings with bamboo brushes then paint and construct Japanese fish kites. Safe use, care, and maintenance of tools and materials is continually reinforced. During “sharing time,” students are encouraged to verbalize their observations and offer constructive comments regarding the work of other students.

Second Grade Art

By second grade, most students are aware of—and can often begin to verbalize—their own conscious use of the design elements in the creation of original art work.

Students at this level become increasingly interested in representational art or “how to make things look real.” Therefore, several learning activities involve direct observation to encourage this natural curiosity and strengthen their ability, such as figure drawing and still life rendering. Abstraction is presented as an alternative approach to conveying visual information. Henri Matisse’s work—both his early, realistic work, as well as his later, highly-abstracted paintings—are studied, culminating with each student creating a large painting in the style of Matisse’s work.

Students continue to explore increasingly complex concepts, investigating contrast, value, size relationships, depth, variations in form, and methods of achieving compositional unity. Having developed a basic familiarity with many two- and three-dimensional materials, second grade artists often feel confident enough about their strengths to individualize their work and begin defining their own “style.” New materials and techniques are constantly being introduced, providing further exploration and skill-building. Care and respect for materials continues to be stressed.

During brief, informal critiques, students are invited to draw conclusions based on their own thoughts and feelings. Instead of saying, “I like it” or “I don’t like it,” students are encouraged to dig deeper, to ask what, why and how questions: “*Why* do I like this piece of art work?” or “*How* does it make me feel?” or “*What* did the artist do to make me feel that way?” Appreciation of the process of making art is accentuated, as well as the affective quality of the product.

Third Grade Art

Third grade students are equipped with enough knowledge, skill, and experience to create complex works of art, often spanning several classes. An example is our papier-mâché puppet unit, which involves six consecutive sessions. In addition to papier-mâché, students in third grade work with other challenging materials: plaster of Paris, wood, wire, and several types of clay. Third graders explore many new painting techniques using watercolors, temperas, and acrylics.

They continue to learn to portray objects realistically, abstract or distort objects for a desired effect, as well as imply motion, depth, and rhythm. They experiment with advanced concepts pertaining to the elements and principles of design and are introduced to the works of Pablo Picasso and Georgia O’Keeffe. Observations regarding style are encouraged as students become increasingly comfortable discussing both their own work and the work of artists they admire. By third grade, students have become increasingly aware of the artist’s role in society, and can communicate many ways in which art affects us all. As well, most students have begun to define their own creative “voice” and find pleasure in seeing their unique personality reflected in their work. Positive modeling is consistently provided—for students to celebrate the variety and honor and respect the differences in the creative process.

A goal is that all children will leave West Street School with a strong foundation in the visual arts and—even more importantly—an enjoyment of the creative process that they will carry with them forever.

East Meadow Visual Art Program of Study

The visual art program at the East Meadow School is designed to encourage visual literacy, creative thinking and problem solving skills. Classes meet once a week for forty-five minutes.

Fourth Grade

Students in the fourth grade visual arts program create two and three dimensional artwork using a variety of media - collage, tissue paper, clay, wire, paint, oil pastel, printmaking ink, pencil, charcoal and colored pastels. They explore the seven elements of design - line, shape, color, value, texture, form and space – used to communicate and express creative visual ideas using these different media. In fourth grade, students study color theory more in depth. They learn to mix colors, to create tints and shades, to distinguish between warm and cool colors, and to use complementary colors. They also work with line as a tool for design. They study various artists and artistic styles, such as surrealism and impressionism. They learn to distinguish between representational and abstract art. They create a still life, a monochromatic painting and a tissue paper collage. Using posters of famous art, they begin to learn how to verbalize what they see happening. This technique, Visual Thinking Strategies (or VTS), helps students become more comfortable with visual literacy. Fourth graders also learn to make connections between art and history as well as art and mathematics, science, and the language arts.

Fifth Grade

Students in the fifth grade visual arts program create two and three dimensional artwork using a variety of media – printmaking ink, paint, clay, watercolor paint, colored markers, pencils, charcoal, oil pastels, and collage. They continue to build upon the seven elements of design - line, shape, color, value, texture, form and space – used to communicate and express creative visual ideas. In the fifth grade, students learn more in depth about shading, texture, and value. They learn one-point perspective. They study various artists' work and styles – particularly Georgia O'Keeffe and Thomas Cole. They continue to distinguish between representational and abstract artwork and to create both types. They continue to learn how to verbalize what they see happening in examples of artwork. This technique, Visual Thinking Strategies (or VTS), helps students become more comfortable with visual literacy. Building on visual literacy, we try in the fifth grade to visit a local museum where the students will have the chance to see original artwork. Fifth grade students also learn to make connections between art and history as well as art and mathematics, science, and the language arts. In conjunction with the study of early American History, the fifth grade art program makes interdisciplinary connections with Native American art, early American portrait painting, and landscape painting from the Hudson River School.

Sixth Grade

Students in the sixth grade visual arts program create two and three dimensional artwork using a variety of media – paint, plaster-gauze, aluminum foil, clay, markers, drawing pencils, sumi-e ink, origami paper, printing ink and wood. They continue to build upon the seven elements of design - line, shape, color, value, texture, form and space – used to communicate and express creative visual ideas. The sixth grade program emphasizes form and space in sculpture and three-dimensional composition. Students also continue to build upon their Visual Thinking Strategies (VTS) as they look at examples of artist's work both first hand and in posters and discuss what they see happening in the artwork. The sixth graders study various artists and artistic styles; such as op art, cubism, pointillism, and pop art. They create a self portrait. They learn to make connections between art and history as well as art and mathematics, science, and the language arts. Specifically, sixth grade students explore ancient Egyptian and ancient Japanese artistic culture. When time permits, they also create Australian Aboriginal dot paintings and cut paper molas from Panama.

**SPECIAL EDUCATION
PROGRAM of STUDIES
K - 6**

Special Education

Elementary students who have been evaluated and found to be eligible for special education services are provided with an individualized education program (I.E.P.) which outlines the services they are entitled to receive and the goals those services will address. To the extent possible, these students are educated in the regular classroom with their non disabled peers. Children as young as age three may be eligible for services under an IEP.

Preschool

The preschool program provides a coordinated and progressive program of services which is responsive to the needs of individual children. Learning occurs during developmentally appropriate, child-centered activities. The teacher's role is to provide a learning-enriched environment which provides stimulating and challenging experiences for children. The preschool program is an integrated program which fosters the inclusion of children with special needs with their peers. The special education teacher also serves as a liaison for the special needs student monitoring the implementation of their individualized education program.

Kindergarten

Children with special needs are integrated into both the morning and afternoon kindergarten classes. A special education teacher works along side both kindergarten teachers making the necessary accommodations and modifications, as needed. Some children receive individual and small group support with the special education teacher according to the individual education programs. There are two special education paraprofessional assigned to the kindergarten to assist with the integration of special needs children.

Grades 1-3

Special education children are included in the regular classrooms in grades 1-3 to the maximum extent possible. There is a special education teacher assigned to each grade level. The special education teacher, along with a paraprofessional, assists the classroom teachers thorough out the day to provide the necessary accommodations and modifications needed to meet the individual student needs. Many students also receive small group intensive instruction in reading and or math with the special education teacher in the resource room. This instruction is designed to address those areas that require specialized instruction that can not be provided in the regular classroom.

Intensive Special Needs Program at West Street

The Intensive Special Needs program is for those students who require more specialized instruction individually or in small groups, particularly those diagnosed on the autism. Instruction may occur in a substantially separate classroom or in the regular education classroom. Consultation between the special education teacher and the regular education teacher as on how to best include all students within the regular education classroom is ongoing.

Grades 4 - 6

Students who have an identified disability and are on an Individualized Education Plan (IEP) receive the specialized instruction they need as identified in the IEP. This includes, but is not limited to, specialized instruction in math, reading and writing. The students receive this instruction in an inclusive or small group setting. In addition modifications are provided at the discretion of the IEP to enhance the student's ability to be successful in the general education classroom. Students access the Science and Social Studies curriculum through an inclusive and modified approach as needed. Special education teachers collaborate with general education teachers, support staff, and administrators to maximize their ability to be successful in school.

Psychological Services

The school psychologist works with students, individually and in small groups and consults with parents, teachers, and other concerned adults to help create an environment that facilitates academic, social, and emotional growth. Individual and small group work may focus on social skills training, anger management, and/or helping to increase a student's understanding of his/her learning style. In addition, programming within the classroom setting aimed at teaching social-emotional skills is completed by the school psychologist.

Related Services

The related services that are provided to students may include occupational therapy, physical therapy, and speech and language services, and counseling services. These services can be delivered either individually, in small groups, or within the regular classroom depending on the needs of the students as outlined in their individual education programs. Periodically, the related service providers will consult with regular teachers on how to modify both the curriculum and instruction in the regular classroom.