

EASTCHESTER SCHOOLS



A PARENT'S GUIDE

TO

ELEMENTARY CURRICULUM

September 2010

Mrs. Theresa Cherry
Principal
Anne Hutchinson School

Mrs. Theresa Sullivan
Principal
Greenvale School

Dr. Jeffrey Melendez
Principal
Waverly School

Dr. Marilyn C. Terranova
Superintendent of Schools

Mrs. Christie Simels
Deputy Superintendent
Curriculum and Instruction

Website - <http://www.eastchester.k12.ny.us>

TABLE OF CONTENTS

Mission Statement/Graduation Goals

Pages 1 - 2

Introduction To Elementary Curriculum

Page 3

NYS Assessments/AIS

Page 4

English/Language Arts (ELA)

Pages 5 - 18

Mathematics

Pages 19 - 22

Science

Pages 23 - 27

Social Studies

Pages 28 - 32

Arts, Music, Physical Education, Library Media

Pages 33 - 36

Parent Teacher Conferences

Pages 37-38

EASTCHESTER SCHOOLS

MISSION STATEMENT

It is the mission of the Eastchester Public Schools to provide an environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.

In order that students may become life-long learners and contributing members of society, we encourage students to develop:

- Ethical values
- Civic responsibility
- Self-motivation
- Global responsibility
- Processes of learning
- Facility in social interaction
- Problem-solving skills
- Life planning skills
- A comprehensive base of knowledge

Upon the strength and effectiveness of this mission, in partnership with parents and community, rest the futures of those children whom we serve.

GRADUATION GOALS

In order to achieve the district's mission, the Education Advisory Committee of the Board of Education comprised of parents, community members, Board of Education Trustees, administrators, teachers, staff, and students, with an opportunity for input from all members of the community, identified the following graduation goals for Eastchester students. These goals were adopted by the Board of Education in August 2000.

These are the expectations of what graduates should know (in a general sense), be able to do, and be like (attitudes and behaviors). These goals will guide the district's planning in curriculum and instruction since they will be the foundation for providing students with the essential skills and strategies for high achievement and success in the 21st century.

GRADUATION GOALS



Goal 1: *An Eastchester graduate will be a **respectful individual**. The student will:*

- ◆ Interact with all members of the school community in a courteous and respectful manner, and take responsibility for own behavior.
- ◆ Demonstrate sensitivity and understanding of the rights, needs, opinions, customs, diversity and concerns of others.
- ◆ Be a community contributor: progress from a school and community to a global sense of respect and responsibility to humanity and the environment.

Goal 2: *An Eastchester graduate will be a **life-long learner**. The student will:*

- ◆ Attain the knowledge, skills and concepts necessary to pursue new learning opportunities.
- ◆ Demonstrate curiosity and enthusiasm for learning.
- ◆ Demonstrate the ability to set priorities and goals, allocate time, and successfully complete projects.
- ◆ Make informed decisions when presented with choices involving academics, behavior, health, career and family.

Goal 3: *An Eastchester graduate will be an **effective communicator**. The student will:*

- ◆ Read, write, listen and speak effectively for various purposes and audiences.
- ◆ Use a variety of media to acquire and present ideas and knowledge.

Goal 4: *An Eastchester graduate will be a **complex thinker and problem solver**. The student will:*

- ◆ Apply methods of inquiry, higher order thinking skills and strategies to identify, analyze, and solve a problem, or manage complex issues.
- ◆ Access, interpret, and apply relevant information from a variety of resources.
- ◆ Work collaboratively with others to reach common goals.
- ◆ Create quality products at a level commensurate with stated goals and objectives.

Goal 5: *An Eastchester graduate will be a **competent and responsible user of technology**. The student will:*

- ◆ Utilize a variety of technological tools to access, process, organize, analyze, synthesize, evaluate, modify, or communicate in all disciplines and fields.

AN INTRODUCTION TO THE ELEMENTARY CURRICULUM

Eastchester elementary school students are engaged in a cohesive, comprehensive and developmentally appropriate education in Kindergarten through grade five. The philosophy of the elementary program is to provide a balanced program that emphasizes the importance of mastering basic skills, concepts, and strategies that provide a firm foundation for developing critical thinking, communication, and problem-solving skills. Instruction is designed to meet the learning needs of all children as they strive to meet or exceed the New York State Learning Standards and achieve academic excellence. Within the curriculum are our district graduation goals. The elementary program guides students to reach their academic and creative potential. We are committed to supporting the intellectual, emotional, physical, and social growth of every student in a nurturing and positive learning environment built on respect.

The elementary curriculum is aligned to the New York State Learning Standards and the new state-mandated assessments (examinations). The standards define the expectations set for *all* students. Classroom learning experiences are directly related to the state standards and expectations.

We expect all students to be exposed to specific core content, concepts, skills and strategies at each grade level. Each student, though, will learn these concepts and skills at different rates and in different ways. Some students will readily achieve success. Other children will need further practice, instruction, or assistance over time to achieve success. The elementary curriculum provides flexibility for individual teaching styles, creativity, and the unique experiences that teachers add to the instructional program in order to teach specific content and skills to all students.

The curriculum helps motivate students by encouraging learning in ways that are meaningful to them, connect to real-life situations, capitalize on and stimulate their curiosity and interest, and emphasize the joy of learning. Interdisciplinary themes and connections are stressed to maximize learning. Skills, concepts and competencies such as problem-solving, critical thinking, and writing and reading strategies are applied across the content areas. A rich array of classroom activities, instructional strategies, texts, materials, technology tools, and resources are used to support student learning, and allow students with diverse needs and interests to experience success. Students work individually, in small groups, and as an entire class. Each school's cultural arts program and field trips enrich the curriculum.

Student achievement is assessed by a combination of individual student work, student projects, teacher observation, formal testing, and state assessments. Teachers use assessment data to identify each child's strengths and needs, and to provide information that can be shared with students and parents regarding each student's progress. These evaluations are also used to plan and revise curriculum and instruction.

New York State Assessments

Students are expected to demonstrate proficiency in meeting the New York State Learning Standards in English, Language Arts, Mathematics, Science, and Social Studies as measured by the New York State assessments. Students are assessed at the elementary, middle school (intermediate), and high school (commencement) levels. **New York State and the Federal No Child Left Behind (NCLB) legislation required English and Mathematics testing in grades 3-8.** Proficiency in meeting the learning standards is measured on the following state assessments administered to students in grades 3-5. This year SED has revised the dates to administer these assessments. New York State Education has a parent's brochure about grades 3-8 NYS Assessments that you can view on the website: <http://www.emsc.nysed.gov/3-8/parentguide/home.htm>

Assessment	Grade Level	Time of Year Administered
English Language Arts (ELA)	3, 4, 5	May
Mathematics	3, 4, 5	May
Elementary Science	4	June

Academic Intervention Services (AIS)

As part of the district's Academic Intervention Services (AIS), support programs are designed to help students gain the competencies to meet the state standards and achieve academic success in Language Arts and/or Mathematics. Students needing academic support in grades 2-5 are identified by multiple assessment measures. Support instruction is usually given in a small group setting to meet the individual needs of students.

ENGLISH/LANGUAGE ARTS
New York State Learning Standards



Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written languages that follow the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creations.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

ELEMENTARY ENGLISH LANGUAGE ARTS PROGRAM

The ability to communicate requires mastery of reading, writing, listening, and speaking skills. These are interrelated skills and are integral parts of everything students do in the elementary grades. Our English Language Arts (ELA) curriculum and the instructional program focus on an integrated and balanced approach to learning and using language effectively in all content areas. Beginning in kindergarten, teachers create communication-rich environments as students learn the basic skills, strategies, concepts, and behaviors that promote literacy and help students to become competent, independent and enthusiastic readers, writers, speakers and listeners. The elementary ELA program reflects the New York State Learning Standards and Assessments. Each student's progress toward meeting the standards is measured on the New York State English Language Arts Assessments that are administered to third, fourth and fifth grade students in April as required by the federal No Child Left Behind (NCLB) legislation. The Language Arts skills, strategies and competencies that are measured on these assessments have been developed throughout all grades in the elementary Language Arts program.

Children become capable readers and writers by engaging in a wide range of literacy experiences every day. Our K-5 ELA program gives students daily opportunities to read many kinds of books and write for many different purposes. Teachers use research based best teaching and learning practices to provide a balanced literacy program that includes a range of activities and carefully selected reading and writing materials. There is steady and systematic skill development in reading and writing in order to promote higher levels of comprehension, critical thinking, and writing proficiency as students become more and more independent readers and writers. We are teaching children strategies to be good readers, writers and spellers so that will learn how to make links with what they already know in order to learn new concepts, strategies and skills . To accomplish this, children are taught as a whole class, in small groups and individually which creates a balance of direct instruction in skills and strategies, guided work, and independent practice. Teachers constantly model what reading and writing look like; share reading and writing with students; guide and confer with students as they read and write; and give students daily opportunities to practice reading and writing independently in a supportive environment. Students are taught to develop questions to establish purposes for reading and writing, and to reflect on their reading and writing.

Teachers closely observe the reading and writing behavior of students, and ongoing informal and formal assessments of students' literacy are integral to guide instruction by providing teachers with information about how each student is learning, and what skills and strategies each student needs to learn next. When appropriate, teachers differentiate instruction based on students' varied readiness levels, interests and learning needs allowing students to access content and process information in relevant, meaningful and challenging ways.

The district has identified a continuum of developmental ELA skills, strategies, and competencies that set the standards which students are expected to reach over time. This continuum guides instruction in the elementary grades and, subsequently, in the middle school.

All students have a cumulative Language Arts portfolio, which is a collection of common reading and writing activities and assessments from each year in elementary school. This portfolio begins in kindergarten. The student's work in the portfolio shows strengths, needs,

and growth each year. The portfolio was created as a tool for instruction in order to meet each child's needs.

Reading

The goals of our reading program are to instill in each child a love of reading and the ability to comprehend a variety of written texts. The reading program guides students through the processes of *learning to read* and *reading to learn*. At each grade level there is a comprehensive curriculum that stresses the reading skills and strategies that students need to acquire to become successful lifelong readers. Students read a wide variety of genres by many different authors.

In grades K-2, students *learn to read*. They are taught the concepts or conventions of print such as reading from left to right, phonemic awareness, decoding skills (phonics, syllabication), and how to employ different strategies to become fluent readers and learn to gain meaning from text. The curriculum in the primary grades provides a balanced reading program and utilizes the Open Court Reading Program, guided reading books, and independent reading books to meet students' needs at different developmental levels. Additional grade-appropriate literature supports the curriculum in all subjects.

As children learn to read, they learn strategies for *reading to learn*. Students learn how to gain information from a variety of fiction and non-fiction texts for specific purposes. They compare, contrast, categorize, analyze, and synthesize information from these sources in order to draw conclusions. These critical reading skills are stressed throughout all curriculum areas especially in grades 3-5.

Grades 3-5 utilize Scott Foresman Reading as the major component of the reading program. The anthologies include a balance of award-winning, classic, and favorite selections from a rich variety of genres. Additional fiction and non-fiction literature is used in classrooms for guided reading, independent reading, and to support the curriculum.

It is important for students to read throughout the summer. The library media specialists compile summer reading lists appropriate for each grade level (K-5) to provide guidance for the students.

Writing

Writing is an integral part of the elementary school day. Children write at all grade levels and in all disciplines. We want students to enjoy writing and think of themselves as writers. Students write for a variety of purposes and express themselves through numerous formats. Literature also serves as a model and inspiration for writing. Writing skills including grammar, mechanics, usage, and spelling are stressed. Students actively engage in the writing process through instruction and practice. They learn to prewrite, draft, revise (make the content better), edit (correct errors in grammar, mechanics, and usage), and publish. At each grade level students use a writing rubric which outlines writing expectations at each developmental level.

Listening

Skillful listening in elementary school is very important since young students are often able to listen at a higher cognitive level than they can read. Listening has a significant impact on a

student's learning. The ability to listen effectively enables students to gain information and connect prior knowledge to new concepts. Teachers provide students with a variety of developmentally appropriate listening experiences in all areas of the curriculum.

Speaking

Within the elementary program, students are taught how to become effective speakers. Learning to clearly communicate thoughts, ideas, and feelings to an audience is an important skill for every child. To develop these skills, students have frequent opportunities to engage in meaningful talk during class discussions, storytelling, retelling, and dramatizations. Students also develop self-confidence through speaking experience.

Following are the concepts, skills, and strategies introduced at each grade level. Each student, though, will learn these concepts and skills at different rates and in different ways. Some students will readily achieve success. Other children will need further practice, instruction, or assistance over time to achieve success.

ENGLISH LANGUAGE ARTS Grade 2
--

The major skills and strategies stressed in the second grade language arts program include those skills learned in first grade, as well as the following:

READING

- Appreciates literature
- Word Recognition
 - Phonics (Associates sounds and spellings to read words)
 - Applies knowledge of vowel combinations
 - Word parts: Begins to apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - High frequency words: Recognizes a larger core of basic sight words (e.g. the, to, from)
 - Uses a variety of strategies to read unfamiliar words: illustrations, phonics (does it sound right?), word configuration (does it look right?), meaning (does it make sense?), semantic clues (meaning), and syntactic clues (grammatical)
- Comprehension
 - Predicts, confirms, and revises predictions
 - Identifies main idea and supporting details
 - Identifies story elements: character, setting, plot (beginning, middle, end), problem, and solution
 - Compares and contrasts story elements between texts
 - Sequences events from a story
 - Make inferences
 - Responds to comprehension questions in writing
 - Self corrects for meaning: Rereads a sentence or paragraph for meaning
 - Responds to punctuation when reading (period, question mark, exclamation point, and quotation marks)
- Develops vocabulary
- Begins to read for information in non-fiction texts
- Differentiates between fiction and non-fiction
- Research
 - Begins to locate information in a book
 - Uses charts, graphs and diagrams for information
 - Begins to use simple dictionary with assistance
- Shares reading experiences
- Reads orally with fluency and expression

WRITING

- Writes in a variety of forms including writer's notebook, personal narrative, book report, poetry, note-taking, persuasive writing to express an opinion, research report, and simple response to Document Based Question (social studies)
- Writes a response to literature, science, social studies and math
- Writes for social purposes including cards, notes, and friendly letters
- Uses correct format for a friendly letter
- Uses steps of writing process: planning, drafting, sharing, revising and editing with teacher assistance to improve writing, and publishing
 - Revised by developing a title and expanding sentences
 - Revises by adding sentences to a story
 - Begins to revise by adding description, transition words and stronger verbs
 - Uses graphic organizers for planning writing

- Writes a story in sequence with a beginning, middle and end (plot)
- Spelling
 - Spells a core of high frequency words correctly (e.g. the, to, in) in daily writing
 - Applies phonics to spelling
 - Uses fewer spelling approximations, approaching conventional spelling
- Grammar and Usage: Uses nouns, adjectives (descriptive words), adverbs, and verbs (action words) in writing
- Mechanics
 - Capitalizes sentence, proper nouns, and the pronoun I
 - Usually uses correct punctuation: period, question mark, exclamation point, and period for abbreviations (e.g. Mr.)

HANDWRITING - Reviews and practices correct letter formation and spacing between words

LISTENING

- Listens quietly, attentively, and in a focused manner while others are speaking
- Follows directions independently
- Listens to gain information

SPEAKING

- Remains on topic
- Responds to literature: retelling, characters, setting, problem, solution, opinion
- Tells steps used in process or in problem-solving
- Asks questions to gain information
- Speaks in complete sentences with unity of thought, and uses correct grammar
- Speaks and enunciates clearly
- Socializes and interacts appropriately with respect to peers and adults
- Participates actively in class discussions

ASSESSMENT

The language arts continuum sets the standards which students are expected to reach over time. Teachers assess a student's progress within the continuum from daily student work, reading and writing samples, teacher observation, and individual, small group, and whole class performance. The formal assessments listed below are given at specified times throughout the year. These assessments help teachers to measure each student's progress toward developing the reading competencies for meeting the standards. Your child's teacher will be glad to discuss the meaning of these assessment tools, and provide you with additional information.

- Fall: Developmental Reading Assessment (DRA)
- January: Reading comprehension test, developmental spelling inventory, writing sample
 - February: Reading Record
 - Spring: Developmental Reading Assessment (DRA), reading comprehension test, developmental spelling inventory and writing sample
- In addition, each grade 2 student is screened in the fall using the DIBELS Assessment, (Dynamic Indicators of Basic Early Literacy Skills) to identify any students who may need support or reinforcement with reading skills.

LANGUAGE ARTS MATERIALS

- SRA Open Court Reading (2000)
 - Decodable books
 - Literature anthologies

- Guided and Independent reading books ; assorted fiction and non-fiction trade books to support curriculum; Writers Express Student Handbook

ENGLISH LANGUAGE ARTS
Grade 3

The major skills and strategies stressed in the third grade language arts program include those learned in first and second grades, as well as the following:

READING

- Read for meaning, pleasure, and information
- Reads in content areas
- Reads a variety of literature genres including: animal fantasy, drama, fantasy, historical fiction, mystery, realistic fiction, fables, fairy tales, non-fiction, and poetry.
- Word Recognition
 - Phonics (Associates sounds and spellings to read words)
 - Applies knowledge of vowels and consonants
 - Word parts
 - Begins to apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - High frequency words: Recognizes a larger core of basic sight words (e.g. the, to, from)
 - Uses a variety of strategies to read unfamiliar words: phonics (does it sound right?), word parts, meaning (does it make sense?), semantic clues (meaning), and syntactic clues (grammatical)
- Comprehension
 - Reads to gain meaning using prior knowledge and rereading
 - Predicts, confirms, and revises predictions
 - Identifies main idea and supporting details
 - Identifies story elements: character, setting, plot (beginning, middle, end), problem, solution, and theme
 - Compares and contrasts information from two different sources
 - Locates information in text to support opinions
 - Summarizes stories
 - Makes inferences
 - Identifies author's viewpoint, style, and purpose
 - Follows written instructions
 - Develops vocabulary
 - Uses context clues to find meaning of word
 - Understands content-area vocabulary
 - Takes notes from reading
 - Reads for information in non-fiction texts
 - Reads chapter books
 - Research Skills
 - Uses reference materials to locate information
 - Uses technology to locate information with assistance

WRITING

- Writes in a variety of forms including journal, personal narrative, book report, poetry, note-taking, persuasive writing to express an opinion, descriptive writing, news story, short story, expository essays, research report, Document Based Question (Social Studies)
- Writes a response to literature
- Writes in content areas
- Writes simple business letter

- Uses steps of writing process: planning, drafting, sharing, revising, editing, and publishing [Uses graphic organizers (e.g. Venn Diagram) for planning writing]
- Writes a story using story elements
- Spelling
 - Spells a core of high frequency words correctly. (e.g. the, to, in) in daily writing
 - Spells most grade-appropriate words correctly
 - Uses dictionary
- Grammar and Usage
 - Uses correct verb tense
- Mechanics
 - Uses correct punctuation: period, question mark, exclamation point, and period for abbreviations (e.g. Mr.), commas in a series
 - Begins to use quotation marks

HANDWRITING

- Makes transition from manuscript writing (printed letters) to cursive writing

LISTENING

- Listens respectfully and responsively
- Listens to gain information
- Remembers sequence of events
- Analyzes intent of speaker or speaker's message
- Takes notes

SPEAKING

- Gives oral reports
- Presents points in logical order
- Summarizes and retells a story
- Uses descriptive language
- Describes important details
- Identifies a problem and its resolution
- Asks questions to gain information
- Makes a hypothesis
- Uses correct grammar
- Socializes and interacts appropriately with respect to peers and adults

ASSESSMENT

The language arts continuum sets the standards which students are expected to reach over time. Teachers assess a student's progress within the continuum from daily student work, reading and writing samples, teacher observation, and individual, small group, and whole class performance. The formal assessments listed below are given at specified times throughout the year. These assessments help teachers to measure each student's progress toward developing the reading competencies for meeting the standards. Your child's teacher will be glad to discuss the meaning of these assessment tools and provide you with additional information.

- Fall: Practice NYS ELA Assessment to identify each students instructional needs
Developmental Reading Assessment (DRA)
- January: Writing Assessment
- May: New York State English/Language Arts Assessment
- June: Developmental Reading Assessment (DRA),
Writing sample

LANGUAGE ARTS MATERIALS

- Scott Foresman Reading 2000
 - Phonics Readers to practice phonics skills
 - Literature anthologies

- Assorted fiction and non-fiction books for guided and independent reading
- Writers Express Student Handbook

ENGLISH LANGUAGE ARTS Grade 4
--

The major skills and strategies stressed in the fourth grade language arts program include those learned in first, second, and third grades, as well as the following:

READING

- Reads for meaning, pleasure, and information
- Reads in content areas
- Reads a variety of literature genres including: animal fantasy, drama, fantasy, historical fiction, mystery, realistic fiction, short story, legends, fables, fairy tales, non-fiction, and poetry.
- Word Recognition
 - Phonics (Associates sounds and spellings to read words)
 - Continues to apply knowledge of vowels and consonants
 - Word parts
 - Continues to apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - Uses a variety of strategies to read unfamiliar words: phonics (does it sound right?), word parts, meaning (does it make sense?), semantic clues (meaning), and syntactic clues (grammatical)
- Comprehension
 - Reads to gain meaning using prior knowledge and rereading
 - Predicts, confirms, and revises predictions
 - Identifies main idea and supporting details
 - Identifies story elements: character, setting, plot (beginning, middle, end), problem, solution, and theme
 - Compares and contrasts information from two different sources
 - Locates information in text to support opinions
 - Distinguishes fact from opinion
 - Makes inferences
 - Identifies author's viewpoint, style, and purpose
 - Follows written directions
 - Reads and takes notes
 - Develops vocabulary
 - Uses context clues to determine meaning of words
 - Understands content-area vocabulary
 - Expands vocabulary (e.g. synonyms, antonyms)
- Research Skills
 - Uses reference materials to locate information
 - Uses technology to locate information with assistance

WRITING

- Writes in a variety of forms including journal (daily), personal narrative, compare and contrast essay, poetry, note-taking, descriptive writing, news story, short story, literary essay, research report, response to Document Based Question (Social Studies)
- Writes a response to fiction and non-fiction literature
- Writes in content areas
- Uses steps of writing process: planning, drafting, sharing, revising and editing to improve writing, and publishing.
- Uses writing planning strategies, (e.g. graphic organizers)

- Writes a story in sequence with a beginning, middle, and end (plot)
- Spelling
 - Spells a core of high frequency words correctly. (e.g. the, to, in) in daily writing
 - Spells grade-appropriate words correctly
 - Uses dictionary and simple thesaurus
- Grammar and Usage
 - Uses correct grammar and usage of nouns, verbs, adjectives, pronouns and conjunctions
- Mechanics
 - Uses correct punctuation: period, question mark, exclamation point, and period for abbreviations (e.g. Mr.), commas in a series
 - Uses correct paragraphing for introduction, body and conclusion
 - Uses quotation marks in simple dialogue

HANDWRITING

- Practices cursive writing

LISTENING

- Listens respectfully and responsively
- Listens to gain information
- Takes notes while listening
- Identifies main idea and supporting details

SPEAKING

- Gives oral reports and presents points in logical order
- Summarizes and retells a story
- Uses descriptive language
- Describes important details
- Identifies a problem and its resolution
- Asks questions to gain information
- Uses correct grammar and language
- Socializes and interacts appropriately with respect to peers and adults

The fourth grade curriculum includes test taking strategies and preparation for the New York State English Language Arts Assessment that is administered in January in grade 4. The Language Arts skills, strategies and competencies that are measured on this assessment have been developed throughout all grades in the elementary Language Arts program

ASSESSMENT

The language arts continuum sets the standards which students are expected to reach over time. Teachers assess a student's progress within the continuum from daily student work, reading and writing samples, teacher observation, and individual, small group, and whole class performance. The formal assessments listed below are given at specified times throughout the year. These assessments help teachers to measure each student's progress toward developing the reading competencies for meeting the standards. Your child's teacher will be happy to discuss the meaning of these assessment tools, and provide you with additional information.

- Fall: Practice NYS ELA Pre-Assessments to identify each students instructional needs
Developmental Reading Assessment (DRA)
- January Developmental Reading Assessment (DRA)
- May: New York State English/Language Arts Assessment

GRADE 4 LANGUAGE ARTS MATERIALS

- Scott Foresman Reading 2008
 - Literature anthologies

- Assorted fiction and non-fiction books guided and independent reading books
- Writers Express Student Handbook
- Grade 4 English Language Arts Assessment practice materials

ENGLISH LANGUAGE ARTS
Grade 5

The major skills and strategies stressed in the fifth grade language arts program include those learned in previous grades, as well as the following:

READING

- Read for meaning, pleasure, and information
- Reads in content areas
- Selects and reads more challenging material
- Reads a variety of literature genres including: drama, fantasy, historical fiction, humorous fiction, short story, realistic fiction, legends, fables, fairy tales, non-fiction, and poetry
- Word recognition
 - Applies previously learned skills automatically applied
 - Word parts
 - Continues to expand and apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - High frequency words: Recognizes a large core of basic sight words
- Comprehension
 - Reads to gain meaning using prior knowledge and rereading
 - Reads to analyze and evaluate information, ideas, opinions, themes, and experiences
 - Begins to create mental images (visualize) while reading
 - Identifies main idea and supporting details
 - Identifies story elements: characters (major vs. minor), setting, plot, problem, solution, and theme
 - Compares and contrasts information from two or more different sources
 - Locates information in text to support opinions
 - Summarizes stories
 - Make inferences
 - Identifies author's viewpoint, style, and purpose
 - Reads and follows a series of directions
 - Develops vocabulary
 - Uses context clues to determine meaning of words
 - Understands content-area vocabulary
 - Identifies synonyms, antonyms, and homonyms
 - Uses root words, prefixes and suffixes to determine meaning of words
 - Uses dictionary and thesaurus
- Research Skills
 - Uses reference materials to gather information including technology
 - Develops research topics within given parameters
 - Reads web sites to find appropriate information
 - Takes notes
 - Outlines information

WRITING

- Writes in a variety of forms including journal, personal narrative, poetry, note-taking, persuasive writing, descriptive writing, short story, expository essay, research report, response to Document Based Question (Social Studies), and DARE essay.
- Writes in content areas.
- Uses steps of writing process: planning, drafting, sharing, revising and editing to improve writing, and publishing.

- Uses an appropriate organizational format such as chronological order and signal words (e.g. finally)
- Writes a story in sequence with story elements
- States a main idea and supports it with details and examples
- Begins to integrate purposeful dialogues and character's thoughts into writing
- Develops strong lead and conclusion
- Spelling
 - Spells a large core of high frequency words correctly in daily writing
 - Spells grade-appropriate words correctly and corrects spellings of words in writing
- Grammar and Usage
 - Uses nouns, verbs, adjectives, pronouns and possessives in writing
 - Demonstrates control of simple conventions (e.g. compound sentences)
- Mechanics
 - Applies punctuation and capitalization rules
 - Continues to study rules for using quotations marks and commas
 - Identifies complete sentences and fragments, revises fragments
 - Writes using paragraph form

LISTENING

- Listens respectfully and responsively
- Listens to gain information
- Takes notes while listening
- Connects new information to prior knowledge

SPEAKING

- Gives oral reports
- Summarizes the plot of a story
- Synthesizes and paraphrases information
- States a main idea and supports it with detail, facts, and examples
- Discusses literature and writing in whole class or small group setting
- Identifies a problem and its resolution
- Asks questions to gain information
- Uses correct grammar and language
- Socializes and interacts appropriately with respect to peers and adults

ASSESSMENT

The language arts continuum sets the standards which students are expected to reach over time. Teachers assess a student's progress within the continuum from daily student work, reading and writing samples, teacher observation, and individual, small group, and whole class performance. The formal assessments listed below are given at specified times throughout the year. These assessments help teachers to measure each student's progress toward developing the reading competencies for meeting the standards. Your child's teacher will be glad to discuss the meaning of these assessment tools, and provide you with additional information.

- Fall: Developmental Reading Assessment (DRA)
- January: Writing sample, reading comprehension test
- May: New York State English/Language Arts Assessment
 - May-June: Developmental Reading Assessment (DRA)

LANGUAGE ARTS MATERIALS

- Scott Foresman Reading 2008: Literature anthologies
- Assorted fiction and non-fiction trade books for guided and independent reading
- Writers Express Student Handbook



Ways to Help Your Child The English Language Arts Standards

□ Support Reading and Writing

- Praise your child's efforts in reading and writing. Emphasize success. For every error your child makes, there are numerous things your child has done right.

□ Encourage your child to read by

- Reading to your child every day
- Joining the library and going together.
- Talking about books with your child

□ Help your child select a variety of reading materials

- Fiction: picture books, folktales, legends, fables, chapter books and short novels, drama, myths, magazines with fiction stories
- Non-fiction: informational books and articles, biographies, books of true experiences, how to books, newspapers, charts, graphs, maps, directions
- Poetry: rhymes, lyrics, free verse

📖 Does it concern you when your child brings home a book, which **appears too easy** for him or her? Don't Worry.

- **Easy books**

- ☺ allow children to practice what they know about reading
- ☺ encourage children to read
- ☺ support what they know about reading
- ☺ allow children to be independent rather than dependent
- ☺ allow children to be successful

- **Hard books**

- make comprehension difficult and can turn your child off reading

□ What do I do if my child is stuck on a word when he/she is reading?

- Wait 5 seconds.
- Tell the child the meaning of the word
- Ask the child to reread the sentence, leave the unknown word blank, and read on
- Tell the child the word.

CONTINUED

□ **Help your child read and think critically**

- Ask Open-ended Questions to Promote Thinking
 - Open-ended questions do not have a yes/no answer or a right/wrong answer. They promote discussion which in itself promotes further thinking and learning. Be an active listener to your child and add to the conversation so they learn that you don't stop after you have asked the question, but that a good question is part of a rich conversation from which we will both learn. Even five year olds impart words of wisdom from which we can learn...
 - Tell me about what you think about...?
 - I was wondering about...?
 - What do you know about...?
 - Why do you think...?
 - Tell me more about what you just said...?
 - How did that book make you feel at the beginning...?
 - How did that book make you feel at the end...?
 - What was the big idea of this book...?
 - Why do you think the author wrote this book...?
 - What do you think will happen next or at the end of the story?
 - What do you think will happen based on the picture on the cover of the book?
- Encourage your child to give you reasons or facts that helped him/her make a decision or form an opinion in everyday situations, as well as reading
- Encourage your child to describe the steps in a process or give directions to a task

Note: These critical thinking strategies can be applied to a movie.

□ **Encourage your child to write**

- Write notes to your child and put them in his/her lunch box, room, etc
- Write cards or letters to friends and relatives
- Keep a journal (drawings and writing)
- Write personal narratives
- Write about reading
- Create poems
- Write lists (e.g. grocery lists, to do lists)
- Create posters
- Write or draw story sequences

□ **Support your child in reading aloud to you what he/she has written**

- **Encourage and allow your child to try revising** (making the content better) and editing (making the writing correct for grammar, mechanics, and usage) without your assistance
 - Offer suggestions and explain why you are making the suggestion, but do not change your child's words
 - Encourage and support the use of spell check, grammar check, dictionaries, thesaurus, etc.

MATHEMATICS

Revised New York State Learning Standards (2005-06)

The revised NYS mathematics standards state that students will:

- understand the concepts of and become proficient with the skills of mathematics;
- communicate and reason mathematically;
- become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability

The goal of the New York State Education Department revised Mathematics Learning Standards is to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics.

Instructionally, this goal translates into three components:

- ❖ conceptual understanding, procedural fluency, and problem solving

Conceptual understanding, procedural fluency, and problem solving are represented as *content strands and process strands*. Students will only become successful in mathematics if they see mathematics as a whole, not as isolated skills and facts. They will use math content materials, stories, manipulatives and technology as they develop an understanding of the content and process strands.

Content Strands: The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn.

Process Strands: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge.

Assessment as defined by NYS and Federal No Child Left Behind (NCLB) legislation requires that students take a NYS Assessment each May in grades 3, 4, and 5. However, assessment of each student's progress is ongoing, varied and an integral part of lessons and units at all grade levels.

The district's K-5 mathematics program is Think Math (Harcourt School Publishers 2008). This research based program has a balanced approach to mathematics study by providing students with a strong foundation in computation skills, conceptual understanding, mathematical language, as well as developing strong problem solving, thinking and application skills. This comprehensive program should give students the background in mathematics that is necessary to meet or exceed the mathematics standards not only in the elementary grades, but, also set the foundation for success in middle and high school mathematics.

The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) are stressed at every grade level K-5. Students are presented with problems, games, and stories that require them to recognize relevant information and select appropriate problem-solving strategies. The idea that there is more than one way to solve a problem is emphasized as children learn to take risks, think logically, reason, and create. Students must justify their thinking and are expected to explain (communicate) their mathematical reasoning and solutions orally and later in writing. Children also work with manipulatives. Manipulatives or physical items such as counters, pattern blocks, and Cuisenaire Rods help students to conceptualize abstract ideas and solve problems. Problem solving also extends through all areas of the curriculum. Technology tools, such as calculators and computers also help students learn about math, and build valuable technology skills at the same time.

Following are the major concepts and skills that our mathematics curriculum introduces at each grade level. Concepts and skills in the previous grades are also sustained and strengthened at each grade level. Each student will learn mathematical concepts and skills at different rates and in different ways. Some will readily achieve success, others will need further practice, instruction or assistance over time.

Grade Two Mathematics: Major Concepts/Skills

The major skills and strategies stressed in the second grade math program include those skills learned in first grade, as well as the following:

- Number sense to 100
- Place value to 999
- Write number sentences
- Estimate the number in a collection of 100 and then compare by counting actual items
- Addition and subtraction of two-digit numbers with and without regrouping
- Develop readiness for multiplication by using repeated addition
- Develop readiness for division by using repeated subtraction, dividing objects into groups
- Identify and draw two-dimensional shapes (circle, square, rectangle, triangle)
- Group objects by like properties
- Use manipulatives (e.g., tiles, blocks) as a problem solving strategy
- Recognize mass as a qualitative measure (e.g. which is heavier?)
- Measure length with ruler using standard units
- Select and use standard and non-standard units to estimate measurements
- Recognize coins and bills
- Tell time to the minute using both digital and analog clocks
- Collect and record data
- Display data in pictographs and bar graphs

Grade Three Mathematics: Major Concepts/Skills

The major skills and strategies stressed in the third grade math program include those skills learned in second grade, as well as the following:

- Number sense to 1,000
- Number properties
- Unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$)
- Develop fluency and apply single-digit multiplication and division facts
- Addition and subtraction of three-digit numbers with and without regrouping
- Multiplication and division facts
- Estimation including:
 - recognizing real world situations in which an estimate is more appropriate
 - checking reasonableness of an answer by using estimations
- Two and three dimensional shapes
- Measure length, weight, and capacity using customary units
- Collect data and record appropriately
- Read and interpret data in bar graphs and pictographs
- Formulate conclusions and predictions from graphs

Grade Four Mathematics: Major Concepts/Skills

The major skills and strategies stressed in the fourth grade math program include those skills learned in third grade, as well as the following:

- Develop number sense to 10,000
- Compare and order decimals and fractions
- Multiply two-digit numbers by one and two-digit numbers using variety of strategies
- Divide two-digit numbers by one-digit numbers using variety of strategies
- Develop an understanding of decimals as part of a whole
- Add and subtract decimals to tenths and hundredths using a hundredths chart
- Read and write decimals to hundredths using money as a context
- Make generalizations about numeric and geometric patterns
- Identify and name polygons (e.g. pentagon)
- Find perimeter of polygons by adding sides
- Add and subtract proper fractions with common denominators
- Measure length, weight, and capacity using metric units
- Money (make change)
- Calculate elapsed time in hours and half hours
- Design investigations to address a question from given data
- Collect data and record appropriately
- Represent data using tables, bar graphs and pictographs
- Read and interpret line graphs
- Formulate conclusions and make predictions based on data

Grade Five Mathematics: Major Concepts/Skills

The major skills and strategies stressed in the fifth grade math program include those skills learned in fourth grade, as well as the following:

- Develop number sense to 1,000,000
- Compare and order decimals and fractions
- Recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite)
- Multiply three-digit numbers using a variety of strategies (*Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.*)
- Divide three-digit numbers by one and two-digit numbers using a variety of strategies
- Compare and order decimals and fractions
- Add, subtract, multiply and divide decimals to thousandths using a variety of strategies
- Add, subtract, multiply and divide fractions and mixed numbers using a variety of strategies
- Estimate sums, differences, products and quotients of decimals
- Create algebraic or geometric patterns using concrete objects or visual drawings
- Translate simple verbal expressions into algebraic expressions
- Properties of triangles and quadrilaterals
- Congruent and similar triangles
- Calculate the perimeter of regular and irregular polygons
- Calculate elapsed time in hours and minutes
- Measure and draw angles using a protractor
- Collect and record data from a variety of sources
- Display data in line graphs
- Record experiment results using fractions/ratios
- Calculate the mean for a given set of data

- Formulate conclusions and record data from a variety of sources

SCIENCE

New York State Learning Standards

Students will understand and apply scientific concepts, principles, and theories pertaining to physical setting and living environment, and recognize the historical development of ideas in science.

The vision of the Eastchester science program is to create an exciting, hands-on learning environment that fosters a spirit of curiosity, collaboration, and guided inquiry. Science classrooms, therefore, resemble laboratories, science museums, or workshops, where all students...

- are given the time and support to acquire an understanding of fundamental science concepts in life, earth, physical, and environmental sciences.
- take part in a variety of motivating, student-centered learning experiences that engage them intellectually and that are relevant to their present and future lives.
- develop process and thinking skills and learn to apply these skills in making decisions and solving real-world problems.
- use multiple resources and information systems to access and evaluate data and information and communicate this material using written, graphic, pictorial, and/or multimedia methods.
- read and write often. Many different nonfiction texts that are integrated with the English Language Arts program are used.
- become life-long learners by learning to ask questions and identify problems about science, technology, and society and to resolve them using scientific methods of inquiry.
- recognize the important role of science and technology in their lives.
- are able to demonstrate what they know and are able to do through varied and balanced assessment strategies including the New York State Elementary Science Test administered in grade 4 in May.

The ultimate goal of science study in grades K – 5 is that students become integrally familiar with the key steps of the scientific process by conducting many real experiments. The steps of the scientific process are: asking a question, posing a hypothesis or guess, observing and recording results, and drawing a conclusion that relates back to the hypothesis. By the end of fifth grade, our student scientists have performed and discussed these steps repeatedly so that they have become very familiar.

GRADE THEME: CYCLES
Grade 2

MODULE 1

YOU ARE WHAT YOU EAT

- Structures and organs of the human body
- Nutrition
- Measurement: weight, volume
- Body systems



MODULE 2

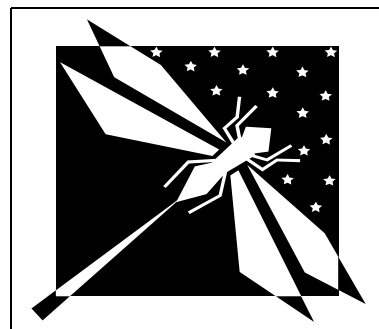
SOUP TO NUTS

- States of matter
- Solids
- Liquids
- Changes in state

MODULE 3

CREEPY CRITTERS

- Life cycles
- Mealworms
- Praying Mantis
- Butterflies



GRADE THEME: CYCLES
Grade 3

MODULE 1

GIZMOS AND GADGETS

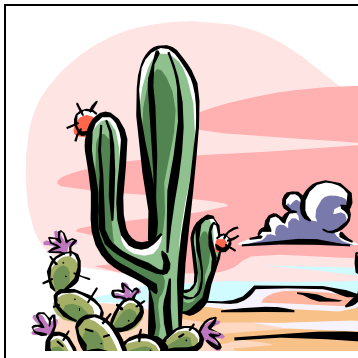
- Electricity
- Magnetism
- Electromagnetism
- Conductors and insulators



MODULE 2

ROCK AND ROLL

- Properties of rocks and minerals
- Rock cycle
- Mineral testing
- Earth and its surface
- Fossils
- Measurement



MODULE 3

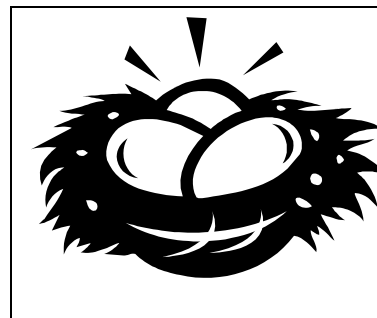
ADAPTATION TO LIFE IN THE DESERT

- Plants and animals
- Water cycle
- Heat
- Light
- Soil

MODULE 4

LIFE CYCLES

- Chick Hatching
- Human Growth and Development
- Heredity

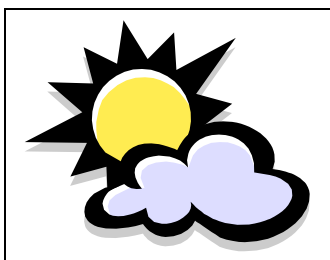
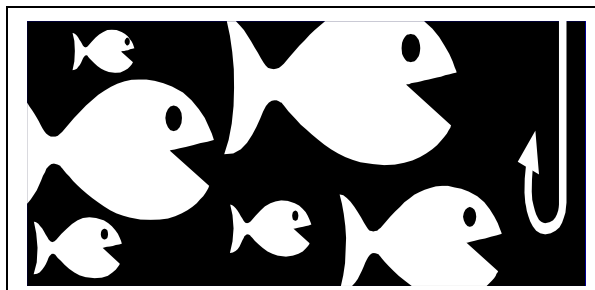


GRADE THEME: ENERGY
Grade 4

MODULE 1

**NEIGHBORHOOD HABITATS
INTERACTIONS IN ECOSYSTEMS**

- Adaptations and behavior
- Life processes
- Interdependence of living and non-living things
- Food webs and food chains
- Ecology



MODULE 2

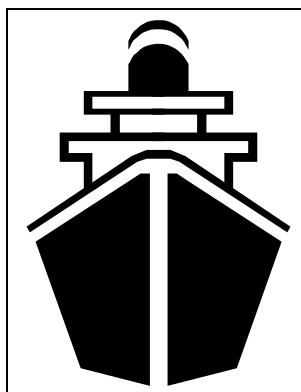
WEATHER STATION

- Heat and temperature
- Weather prediction
- Weather instruments
- Weather reporting

MODULE 3

MODELS AND DESIGNS

- Forces
- Motion
- Introduction to simple machines
- Model building
- Buoyancy
- Boat building



Textbook: Scott Foresman Science 2000

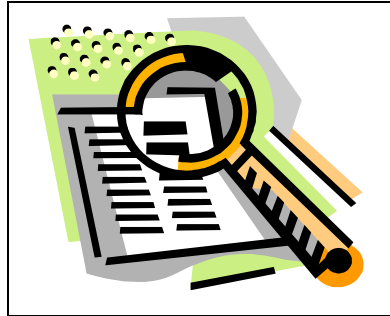
**Spring: REVIEW FOR THE NEW YORK STATE SCIENCE
ASSESSMENT ADMINISTERED IN JUNE**

GRADE THEME: ADAPTATION AND INTERACTION
Grade 5

MODULE 1

MICROWORLDS

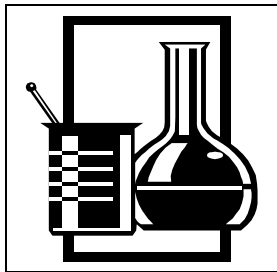
- Hand lens
- Simple microscope
- Lenses
- Magnification
- Microscopic organisms



MODULE 2

CHEMICAL TESTS

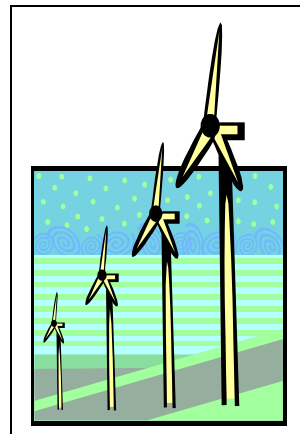
- Properties of matter
- States of matter
- Physical changes
- Chemical changes
- Classification of matter
- Testing matter



MODULE 3

INTERACTIONS AND VARIABLES

- Variable
- Controlled study
- Describing motion
- Identifying factors affecting motion
- Pendulums, puff mobiles, boats, propeller planes



MODULE 4

GRASSLAND SAFARI

- Interdependence of plants and animals
- Plant and animal adaptations
- Prairie plants

SOCIAL STUDIES

New York State Learning Standards

Students will use a variety of intellectual skills to demonstrate their understanding of the History of the United States, World History, Geography, Economics, and Civics, Citizenship, and Government.

The elementary Social Studies program strives to develop each student's growth as an informed citizen by emphasizing the cultural/social, geographic, economic, historical, and political aspects of our changing world. Grade level content, concepts and skills that reflect the State Standards have been identified and form the basis for the elementary Social Studies curriculum. Students in grades 3-5 use the text, Adventures in Time and Place (McGraw Hill, 2001),

We expect children to use the following skills and strategies in the Social Studies Program:

- Obtain information from a variety of sources including technology
- Identify key facts
- Discriminate fact from opinion
- Identify a problem
- Make a decision to solve a problem
- Take notes and organize them effectively
- Write effectively using facts to support a point of view
- Present information
- Participate in interpersonal and group relations

These skills and strategies are not learned in isolation, but rather within the context of the Social Studies curriculum. They are introduced, applied, and reinforced throughout the grade levels. Teachers employ a variety of teaching strategies, methods, and materials to prepare students to master these skills and strategies.

The curriculum encourages interdisciplinary learning. Reading and writing are paramount in the Social Studies curriculum. Students read a variety of literary forms, both non-fiction and fiction, that are integrated with the English Language Arts program, and write often. One important form of writing is the response to a Document Based Question (DBQ). Beginning in kindergarten, students are exposed to developmentally appropriate historical sources such as authentic documents, photographs, memorabilia, artifacts, graphs, and interviews that make history come alive for them. Students learn to compare, categorize, contrast, and analyze information from these sources to draw conclusions. They then must prove these conclusions by citing specific details orally and in simple writing in the early grades and in more detailed writing in grades 3-5.

SOCIAL STUDIES Grade 2

My Community and Other United States Communities

In the grade 2 Social Studies Program, students explore communities in the United States. Our community of Eastchester serves as the example for studying about and understanding other communities. Literature selections from the reading program are integrated into this curriculum. Major content units include:

- ◆ My community and region today
 - What is a community?
 - Jobs and roles of people in the community, and how they make a community a good place to live, work, and play
 - Community cooperation
 - Community, cultural, and family celebrations (holidays)
 - Difference between urban, suburban, and rural communities
 - Interdependence of these communities

- ◆ Geography: Students begin to gather, organize, and present geographic information on local, state, United States, and world maps.

- ◆ Citizenship and Civic Values: Students continue to study:
 - Need for making class and school rules, and the consequences of not following the rules
 - Elections
 - Historical/national holidays
 - Rights, responsibilities, and roles of citizens of the community
 - Symbols of citizenship including the flag of the United States
 - Pledge of Allegiance: loyalty to the United States of America



SOCIAL STUDIES Grade 3

Communities Around the World – Learning About People and Places

In the grade 3 Social Studies program, students study communities throughout the world and how people in a community work together to meet their basic needs. From this investigation, students learn about the social, political, geographic, economic, and historic characteristics of different world communities. They study communities that reflect the diversity of the world's peoples and cultures. Students begin to learn about historic chronology using timelines. Geography skills continue to be developed and literature selections are integrated into the curriculum. Major content units include:

- ◆ Communities around the world
 - Cultures and civilizations
 - Different types of communities
 - Where do people settle and live? Why?
 - Meeting basic needs in a community
 - People in world communities exchange elements of their cultures
 - People in world communities use legends, folktales biographies, and historical narratives to transmit values, ideas, beliefs, and traditions
 - Cultural celebrations
 - People in world communities celebrate various holidays and festivals
 - Comparing world cultures, countries around the world
 - Appreciating differences and similarities

- ◆ Physical, human, and cultural characteristics of world communities
 - Causes and effects of human migration
 - Factors that influence human settlements differ in world communities
 - Ellis Island

- ◆ Citizenship and civic values
 - Need for making and changing rules and laws in communities
 - Mayflower Compact
 - Rights, responsibilities, and roles of citizens of a community
 - Elections
 - National holidays

- ◆ People depend on and modify their environment
 - Lifestyles in world communities are influenced by environmental and geographic factors
 - Interdependence

- ◆ Geography – Identify information from different maps
 - Location of communities on maps and globes
 - Continents and oceans
 - Spatial relationships: direction, location, and distance
 - Landform: deserts (interdisciplinary unit)



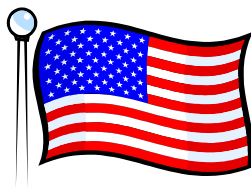
SOCIAL STUDIES Grade 4

Local History and Local Government

The fourth grade Social Studies program builds on the students' understanding of families, schools, and communities, and highlights the historic development of the New York State and the Eastchester community with connections to the United States. Students continue to learn about the rights, responsibilities, and duties of citizenship and American democracy. Literature selections are integrated into the curriculum.

The historic study of the state and the Eastchester community focuses on the social, cultural, political, and economic factors that helped to shape each. Students study significant people, places, events, and issues that influenced life in New York State and Eastchester. The grade 4 curriculum includes:

- ◆ Native American Indians of New York State
- ◆ New York State explorers
 - Impact of exploration
- ◆ Colonial and Revolutionary period in New York State
- ◆ The New Nation
 - Democracy
 - Local and state government
 - Mayflower Compact
 - Declaration of Independence
 - Constitutions of the states and United States
 - Importance of the Bill of Rights
 - National holidays
- ◆ Growth and development of Eastchester and New York State
- ◆ Geography
 - Regions of New York State



SOCIAL STUDIES Grade 5

The United States, Canada and Latin America

The grade 5 Social Studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and the nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 program. The major content units include:

- ◆ History of the United States, Canada, and Latin America
 - Cultural diversity: different ethnic, national, and religious groups including native American Indians
 - Customs, traditions, ideas, and languages
 - Key turning points and events in history
 - Important historic figures and groups
 - Industrial growth, development, and urbanization
 - Migration of groups of people

- ◆ United States Westward Expansion

- ◆ Governments of the United States, Canada, and Latin America with the emphasis on the government of the United States
 - U.S. Constitution and Amendments
 - Elections
 - Role of citizenship
 - Governmental structures and functions of government
 - National holidays

- ◆ Geography of the United States, Canada, and Latin America
 - Landform: grasslands (interdisciplinary unit)

- ◆ Additional Texts:
 - World Explorer: Latin America (Prentice Hall 2001 and 2008)
 - World Explorer: Canada (Prentice Hall 2001 and 2008)
 - Soaring Scores: NYS Social Studies with DBQs (Steck-Vaughn 2001)



ART

New York State Learning Standards for Visual Arts Education

Standard 1: Creating, performing, and participating in the arts

Standard 2: Knowing and using arts materials and resources

- **Standard 3: Responding to and analyzing works of art**
- **Standard 4: Understanding the cultural dimensions and contributions of the arts**

Art education is essential to fulfilling the potential of the whole child by fostering intellectual, social, and creative growth. Our elementary program provides opportunities for students to use a large variety of media in an expressive and organized form; respond critically to works of art; and learn about art expression in its social, historical, and cultural context. Students are encouraged to explore different solutions to problems to develop divergent thinking. This skill is fundamental to the creative process. Through art, we are able to teach critical thinking, analysis, and judgement. Art is integrated with other disciplines in the elementary curriculum. Students in grades two to five have art one period each week.

The elementary art program strives to develop the joy of discovery through art in a nurturing and positive learning environment. We recognize the unique style of each child, and that each child will produce art at his/her own level of development. The curriculum provides experiences to guide students toward a lifetime of appreciation and pleasure through art.

Program Goals

- To develop each student's potential for artistic expression
- To foster a sense of self-confidence, worth, and individuality
- To cultivate the imagination
- To develop critical thinking, analysis, and aesthetic judgement skills
- To recognize and respect diverse artistic, cultural, and historical expressions

To accomplish these goals, the elementary program is comprised of developmentally appropriate experiences at each grade level to enable students to understand art, create art, and value art. Children work with a variety of media including paper, crayons, paint, printmaking materials, and clay. The curriculum is supported with text and materials from the highly-acclaimed Elementary Art program, "Adventures in Art" by Laura Chapman.

In second through fifth grade, the art program builds on the skills learned in grades kindergarten and one. Students study and create two-dimensional works of art such as collages, drawing, painting, and printmaking, as well as three-dimensional works such as sculpture, craft, pottery, and mask making. Subject matter expands upon personal experiences and imagination to include direct observation from different vantage points and with greater detail, and the expression of an idea, feeling or non-verbal message. Increased visual awareness is developed as students learn to identify subtle visual qualities in nature and the constructed environment. Emphasis will grow on more complex relationships such as interaction of color, space as it is perceived in 2D and 3D, lighting as it affects color, texture and form, and an understanding of spatial orientation and perspective. Students continue to

explore techniques and concepts that will build their skills and knowledge to create art using the elements of design, and will do so in more involved projects that require problem-solving and multi-step techniques. Artworks from different cultures and historical periods are continually introduced to help students appreciate themes, methods and purposes of art, as they give meaning in their own endeavors to create. Positive attitudes about the process of looking at art are reinforced and extended, as students use the vocabulary to describe, analyze and interpret what they see. By the fifth grade, students are ready to make informed judgments about their work and that of others.

Our elementary school artists have their work displayed during the annual district-wide Arts Festival held in May.

MUSIC New York State Learning Standards
--

Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

The goal of the elementary music program is to provide the students with a varied and enjoyable musical experience. The curriculum has been designed to build smoothly from Kindergarten to fifth grade. At the end of the five-year sequence each student should have a grasp of beginning music theory, an understanding of the major musical styles, and the ability to sing in a group. An important component of our elementary program, music is integrated with other disciplines. The elementary music program guides students toward a lifetime of appreciation and pleasure through music.

The music program for grades 2-5 has three aspects:

1. **Classroom music.** All students have classroom music once or twice each week. The students learn the rudiments of music, play musical games, and sing songs in many different musical styles.
2. **Two instrumental programs.**
 - a. The *string program* begins in third grade and offers the students the opportunity to learn the violin, viola, cello, or bass and play in a beginning string ensemble. The string program continues in the 4th and 5th grades with lessons and orchestra.
 - b. The *band program* begins in the fourth grade and offers the students the opportunity to learn a band instrument (wind, brass, percussion) and, when capable, to play in the band. Fifth grade students continue with the instrumental program begun at grade four.
Beginning instrumental instruction is *not* available in the middle school.
3. **Chorus.** This is available to all fourth and fifth grade students.

The band, chorus, and string ensemble usually perform two concerts during the school year.

PHYSICAL EDUCATION
New York State Learning Standards

Standard 1 -Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2 – A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3 – Resource Management

Students will understand and be able to manage their personal and community resources (i.e. recreation programs, fitness, etc.)

Physical Education is an integral part of the total education program. Students in grades 2-5 participate in two physical education periods each week. The physical education program is designed to help students develop and maintain physical fitness, locomotor skills, and positive behaviors and attitudes about physical activity. The curriculum consists of developmentally appropriate physical activities that emphasize self-improvement, enjoyment, participation, and cooperation to encourage lifetime physical activity in a safe environment.

Grade 2

Emphasis is placed on skill themes and movement concepts. Lessons focus on locomotor movements, object control, physical fitness, social, body management, game & sport skills and resource management. These all contribute to students acquiring a foundation of movement and social skills working toward proficiency in games and sports.

Grades 3-5

Building on the foundation of movement and social skills acquired from K-2, students in grades 3-5 refine and apply skill themes and movement concepts to games and sports. Students are exposed to team play and emphasis is placed on safe, cooperative, and sportsmanlike attitudes.

Physical Fitness Development

During the school year students will be working on Physical Fitness development. We emphasize enjoyable participation in physical activities that are easily done throughout life. Please encourage your child to include physical activity daily. For family fun, try participating in the activity with your child. Here are some suggestions:

- Bicycle riding, swimming, running, walking, skipping, dancing, skating, jumping rope, tumbling, playing actively and practicing the skills and exercises performed in P.E. class

There are many recreational activities offered through the Town of Eastchester that might interest your child.

Guide lines for Safe Physical Education Participation

Please be sure your child is dressed appropriately to participate safely in PE activities.

1. **Full** sneakers with laces or Velcro
 - No slip-ons or zip-up sneakers
 - No platform or roller sneakers
2. Clothing should enable students to safely participate in physical education class. Appropriate clothing includes: Pants, warm-ups, skorts or shorts. Jewelry should not be worn during physical education class, and it's suggested that long hair be tied back.

LIBRARY MEDIA AND TECHNOLOGY

The elementary schools offer students an integrated library technology program. The Library and Technology programs are designed to support and integrate with the elementary curriculum based on the New York State Learning Standards. This year, students in grades 2-5 will have two quarters of library media integrated with two quarters of technology skills with research applications. Classes meet one time per week.

The elementary library media program is designed to continue to foster a love of reading, and develop students' information literacy skills. Students learn how to select research materials, and to locate and discern appropriate information for a specific purpose. They are instructed on the necessary and appropriate methods for citing resources. These skills enable students to find, manage and use information efficiently as inquiry and research skills are the basis of lifelong learning.

The elementary technology program introduces fundamental technology and research skills beginning in second grade with more advanced skills developed in grades 3-5. Utilization of appropriate technology skills, software programs, and educational internet research sites will be integrated with the library media program, as well as classroom curriculum. Students will apply learned skills and strategies by completing relevant, grade appropriate projects.

PARENT-TEACHER CONFERENCES

Communication between home and school is vital for a child's success. It should be regular, two-way, and meaningful. As a parent, you are encouraged to contact your child's teacher to ask questions about your child, or to inform the teacher about important family circumstances (e.g. birth of a sibling) that might affect your child's performance in school.

Times are built into each year's school calendar for conferences to facilitate parent-teacher communication. A parent-teacher conference is a time when you and your child's teacher can talk about how your child is doing school. It is chance for you to ask questions about your child's progress and the class. It is also a time for you and the teacher to work together as a team to discuss ways to help your son or daughter.

Following are suggestions for making these conferences meaningful for you, the teacher, and your child. These tips were compiled and shared by Eastchester elementary school teachers.

A Parent-Teacher Conference gives you a chance to:

- Get to know your child's teacher.
- Learn about what your child is learning in school.
- Discuss your child's strengths and weaknesses.

A Parent-Teacher Conference gives Teachers a chance to:

- Get to know your child better.
- Better meet your child's educational needs.

Getting Ready: Things to do before the conference:

- Sit down and talk with your child about school.
 - Try to keep the discussion positive. Ask about their favorite subject, part of the day, etc. Also, ask if they have any concerns or problems they would like you to discuss with the teacher.
- Make a list of important and pertinent information about your child. For example:
 - Study habits at home
 - After-school activities and interests
 - Feelings towards school
 - Special family circumstances
- Develop a brief list of questions you would like to ask the teacher about your child. For example:
 - Daily schedule and routines
 - Special services and programs the school offers
 - Grading policy and criteria
 - Homework policy
 - Interactions with other students and teacher

- Make arrangements for childcare for younger children.
 - Friends or other parents with conferences on the same day may be able to care for young children during the conference time. This will enable you and your child's teacher to talk without distraction.

Conference Day: Now You Are Ready

- Remember your pre-conference preparation.
 - Bring paper and your list of questions and notes with you.
- Be on time.
 - The teacher will probably have conferences before and after yours. If you feel a need for more time, ask the teacher to schedule another conference for a future date.
- Both parents should try to attend.
 - Single parents and non-English speaking parents should feel free to bring a relative or a translator.
- Begin and end on a positive note.
 - A comment about the classroom or your child's likes can help to "break the ice."
- Listen with an open mind.
 - Remember: You and the teacher have a common goal!
- Tell the teacher any pertinent information.
 - Important experiences may be affecting your child.
- Take notes.
 - It will help you remember the main topics and follow-up plans that were discussed.
- Develop a home follow-up plan.
 - This could mean new rules or routines, contacting other agencies, or a reward for a job well done.

Post-Conference: Follow-Up.

- Take some time to discuss the conference with your child.
 - Tell your child what you and the teacher talked about.
 - Try to be positive! The better your child feels about him/herself, the better he/she will do in school!
- After the discussion, help your child answer the following questions:
 - What have you done well in school this year?
 - Why do you think you have been successful?
 - What skills will you work on improving during the rest of the year?
 - What specific steps will you take to improve these skills?
 - What goals have you set for yourself?
- Share the follow-up plan with your child and involve him/her in the process.
 - Discuss changes and new plans. Keep goals simple and easy to attain. You may want to create a contract that includes positive and negative consequences.
- Communicate progress to the teacher.
 - Set aside time each week to talk to your child about school. Keep your child's teacher informed of any new information or changes.