

EASTCHESTER SCHOOL DISTRICT



A Parent's Guide To Curriculum: Grades 2-5

2018-2019

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EASTCHESTER SCHOOLS MISSION STATEMENT

It is the mission of the Eastchester School District 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 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 future success.

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 while simultaneously 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 Common Core and 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 Common Core and New York State Learning Standards. The standards define the expectations set for *all* students. Classroom learning experiences are directly related to the learning standards and expectations.

The elementary curriculum provides flexibility for individual learning styles, creativity, and the unique experiences that teachers add to the instructional program in order to teach specific content and skills to all students. However, 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 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, and Science 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 federal legislation require 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. New York State Education has several resources about grades 3-8 NYS Assessments that you can view on the website:

<http://www.p12.nysed.gov/assessment/ei/eigen.html>

| Assessment | Grade Level | Time of Year Administered |
|------------------------------------|--------------------|----------------------------------|
| English Language Arts (ELA) | 3, 4, 5 | April 2-3, 2019 |
| Mathematics | 3, 4, 5 | May 1-2, 2019 |
| Elementary Science | 4 | Late May/ Early June 2019 |

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 Common Core Learning Standards

The Common Core Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English Language Arts (ELA) but also for literacy in History/Social Studies, Science, and Technical Subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today, both print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

| Six Instructional Shifts Of The Common Core Learning Standards In ELA | |
|--|--|
| Balancing Informational & Literary Text | Students read a true balance of informational and literary texts. |
| Knowledge in the Disciplines | Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities |
| Staircase of Complexity | Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading |
| Text-based Answers | Students engage in rich and rigorous evidence based conversations about text. |
| Writing from Sources | Writing emphasizes use of evidence from sources to inform or make an argument. |
| Academic Vocabulary | Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts. |

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 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 Common Core Learning Standards and New York State 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 each spring as required by federal 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 each 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 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 they 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 middle school.

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 articulates 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 Reading Wonders 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 informational 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 3-4 also utilize the Reading Wonders program 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 informational literature is used in classrooms for guided reading, independent reading, and to support the curriculum. In addition to the reading programs at each grade level, students are also be exposed to a myriad of teacher created materials.

It is important for students to read throughout the summer. Each June, the District releases summer reading lists appropriate for each grade level (K-5) to provide guidance for the students. These lists are available on our website.

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 in the second grade language arts program include those skills learned in first grade, as well as the following:

READING

- Appreciate fiction and informational texts
- Word Recognition
 - Phonics (Associates sounds and spellings to read words)
 - Apply knowledge of vowel combinations
 - Word parts: Begins to apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - High frequency words: Recognize a larger core of basic sight words (e.g. the, to, from)
 - Use 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
 - Predict, confirm, and revise predictions
 - Identify main idea and supporting details
 - Identify story elements: character, setting, plot (beginning, middle, end), problem, and solution
 - Compare and contrast story elements between texts
 - Sequence events from a story
 - Make inferences
 - Respond to comprehension questions in writing
 - Self correct for meaning: Rereads a sentence or paragraph for meaning
 - Respond to punctuation when reading (period, question mark, exclamation point, and quotation marks)
- Develop vocabulary
- Begin to read for information in informational texts
- Differentiate between fiction and informational
- Research
 - Begin to locate information in a book
 - Use charts, graphs, and diagrams for information
 - Begin to use simple dictionary with assistance
- Share reading experiences
- Read orally with fluency and expression

WRITING

- Write 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)
- Write a response to literature, science, social studies, and math
- Write for social purposes including cards, notes, and friendly letters
- Use correct format for a friendly letter
- Use steps of writing process: planning, drafting, sharing, revising and editing with teacher assistance to improve writing, and publishing
 - Revise by developing a title and expanding sentences
 - Revise by adding sentences to a story
 - Begin to revise by adding description, transition words, and stronger verbs
 - Use graphic organizers for planning writing

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

HANDWRITING

- Review and practice correct letter formation and spacing between words

LISTENING

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

SPEAKING

- Remain on topic
- Respond to literature: retelling, characters, setting, problem, solution, opinion
- Tell steps used in process or in problem-solving
- Ask questions to gain information
- Speak in complete sentences with unity of thought, and uses correct grammar
- Speak and enunciates clearly
- Socialize and interacts appropriately with respect to peers and adults
- Participate 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. Additional assessments are given throughout the year. These assessments include: assessments from the Reading Wonders program, STAR Reading, and locally developed formative assessments in reading and writing. 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 further discuss any of these assessment tools, and provide you with additional information.

LANGUAGE ARTS MATERIALS

- Reading Wonders
 - Decodable books
 - Literature anthologies
 - Leveled readers
- Guided and independent reading books as well as assorted fiction and non-fiction trade books to support curriculum

English Language Arts Grade 3

The major skills and strategies 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
- Read in content areas
- Read 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)
 - Apply knowledge of vowels and consonants
 - Word parts
 - Begin to apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - High frequency words: Recognize a larger core of basic sight words (e.g. the, to, from)
 - Use 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
 - Read to gain meaning using prior knowledge and rereading
 - Predict, confirms, and revises predictions
 - Identify main idea and supporting details
 - Identify story elements: character, setting, plot (beginning, middle, end), problem, solution, and theme
 - Compare and contrast information from two different sources
 - Locate information in text to support opinions
 - Summarize stories
 - Make inferences
 - Identify author's viewpoint, style, and purpose
 - Follow written instructions
 - Develop vocabulary
 - Use context clues to find meaning of word
 - Understand content-area vocabulary
 - Take notes from reading
 - Read for information in non-fiction texts
 - Read chapter books
 - Research Skills
 - Use reference materials to locate information
 - Use technology to locate information with assistance

WRITING

- Write 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)
- Write a response to literature
- Write in content areas
- Write simple business letter
- Use steps of writing process: planning, drafting, sharing, revising, editing, and publishing [Uses graphic organizers (e.g. Venn Diagram) for planning writing]
- Write a story using story elements

- Spelling
 - Spell a core of high frequency words correctly. in daily writing
 - Spell most grade-appropriate words correctly
 - Use dictionary
- Grammar and Usage
 - Use correct verb tense
- Mechanics
 - Use correct punctuation: period, question mark, exclamation point, and period for abbreviations (e.g. Mr.), commas in a series
 - Begin to use quotation marks

HANDWRITING

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

LISTENING

- Listen respectfully and responsively
- Listen to gain information
- Remember sequence of events
- Analyze intent of speaker or speaker's message
- Takes notes

SPEAKING

- Give oral reports
- Present points in logical order
- Summarize and retells a story
- Use descriptive language
- Describe important details
- Identify a problem and its resolution
- Ask questions to gain information
- Make a hypothesis
- Use correct grammar
- Socialize and interact appropriately with respect to peers and adults

ASSESESMENT

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. Additional assessments are given throughout the year. These assessments include: assessments from the Reading Wonders program, STAR Reading, and locally developed formative assessments in reading and writing. 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 further discuss any of these assessment tools, and provide you with additional information.

LANGUAGE ARTS MATERIALS

- Reading Wonders
 - Phonics Readers to practice phonics skills
 - Literature anthologies
 - Leveled readers
- Assorted fiction and informational books for guided and independent reading

English Language Arts

Grade 4

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

READING

- Read for meaning, pleasure, and information
- Read in content areas
- Read 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)
 - Continue to apply knowledge of vowels and consonants
 - Word parts
 - Continue to apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - Use 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
 - Read to gain meaning using prior knowledge and rereading
 - Predict, confirms, and revises predictions
 - Identify main idea and supporting details
 - Identify story elements: character, setting, plot (beginning, middle, end), problem, solution, and theme
 - Compare and contrasts information from two different sources
 - Locate information in text to support opinions
 - Distinguish fact from opinion
 - Make inferences
 - Identify author's viewpoint, style, and purpose
 - Follow written directions
 - Read and takes notes
 - Develop vocabulary
 - Use context clues to determine meaning of words
 - Understand content-area vocabulary
 - Expand vocabulary (e.g. synonyms, antonyms)
- Research Skills
 - Use reference materials to locate information
 - Use technology to locate information with assistance

WRITING

- Write 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, and response to document based question (Social Studies)
- Write a response to fiction and non-fiction literature
- Write in content areas
- Use steps of writing process: planning, drafting, sharing, revising and editing to improve writing, and publishing.
- Use writing planning strategies, (e.g. graphic organizers)
- Write a story in sequence with a beginning, middle, and end (plot)
- Spelling

- Spell a core of high frequency words correctly in daily writing
- Spell grade-appropriate words correctly
- Use dictionary and simple thesaurus
- Grammar and Usage
 - Use correct grammar and usage of nouns, verbs, adjectives, pronouns and conjunctions
- Mechanics
 - Use correct punctuation: period, question mark, exclamation point, and period for abbreviations (e.g. Mr.), commas in a series
 - Use correct paragraphing for introduction, body and conclusion
 - Use 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

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. Additional assessments are given throughout the year. These assessments include: assessments from the Reading Wonders program, STAR Reading, and locally developed formative assessments in reading and writing. 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 further discuss any of these assessment tools, and provide you with additional information.

GRADE 4 LANGUAGE ARTS MATERIALS

- Reading Wonders
 - Phonics Readers to practice phonics skills
 - Literature anthologies
 - Leveled readers
- Assorted fiction and informational books guided and independent reading books

English Language Arts Grade 5

The major skills and strategies 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
- Read in content areas
- Select and reads more challenging material
- Read 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
 - Apply previously learned skills automatically applied
 - Word part
 - Continue to expand and apply knowledge of root words, prefixes, suffixes, compound words, and contractions
 - High frequency words: Recognize a large core of basic sight words
- Comprehension
 - Read to gain meaning using prior knowledge and rereading
 - Read to analyze and evaluate information, ideas, opinions, themes, and experiences
 - Begin to create mental images (visualize) while reading
 - Identify main idea and supporting details
 - Identify story elements: characters (major vs. minor), setting, plot, problem, solution, and theme
 - Compare and contrasts information from two or more different sources
 - Locate information in text to support opinions
 - Summarize stories
 - Make inferences
 - Identify author's viewpoint, style, and purpose
 - Read and follows a series of directions
 - Develop vocabulary
 - Use context clues to determine meaning of words
 - Understand content-area vocabulary
 - Identify synonyms, antonyms, and homonyms
 - Use root words, prefixes, and suffixes to determine meaning of words
 - Use dictionary and thesaurus
- Research Skills
 - Use reference materials to gather information including technology
 - Develop research topics within given parameters
 - Read web sites to find appropriate information
 - Take notes
 - Outline information

WRITING

- Write 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.
- Use steps of writing process: planning, drafting, sharing, revising and editing to improve writing, and publishing.

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

LISTENING

- Listen respectfully and responsively
- Listen to gain information
- Take notes while listening
- Connect new information to prior knowledge

SPEAKING

- Give oral reports
- Summarize the plot of a story
- Synthesize and paraphrases information
- State a main idea and supports it with detail, facts, and examples
- Discuss literature and writing in whole class or small group setting
- Identify a problem and its resolution
- Ask questions to gain information
- Use correct grammar and language
- Socialize and interacts appropriately with respect to peers and adults

ASSESEMENT

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. Additional assessments are given throughout the year. These assessments include: assessments from the Reading Wonders program, STAR Reading, and locally developed formative assessments in reading and writing. 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 further discuss any of these assessment tools, and provide you with additional information.

LANGUAGE ARTS MATERIALS

- District Developed Curricular Materials
- Assorted fiction and informational trade books for guided and independent reading

Ways to Help Your Child Achieve 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): 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.

📖 Selecting appropriately challenging books is ideal. Books that are too challenging 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.
- Ask the child to sound out the word, if appropriate.
- 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.

➤ 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 also 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

Common Core Learning Standards



The goal of the Common Core Learning Standards in Mathematics is to provide students with the knowledge and understanding of the mathematics necessary to function in a world that is 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 intertwined so that students will only become successful in mathematics if they see mathematics as a whole, not as isolated skills and facts. Students will use math content materials, stories, manipulatives and technology as they develop an understanding of the content and processes.

The Common Core Learning Standards for Mathematics emphasize:

| | |
|--------------------|---|
| Focus | A significantly narrow and deeper scope of how time and energy is spent in the math classroom to focus deeply on only the concepts that are prioritized in the standards. |
| Coherence | Learning is carefully connected within and across grades so that students can build new understanding onto foundations built in previous years. |
| Fluency | Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions. |
| Deep Understanding | Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math. |
| Application | Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. |
| Dual Intensity | Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. |

New York State and federal legislation require that students take a NYS Assessment each spring 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 K-1 mathematics program is designed to set the foundation for the skills and competencies children will continue to develop in the elementary grades and the processes and content that will be formally assessed later in the elementary program.

The District’s 2-5 mathematics program is Go Math (Houghton Mifflin Harcourt, 2015); however, many of the resources used are teacher developed. In 5th grade, the District’s program is largely teacher developed. 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, analytical thinking, and application skills. This comprehensive program provides 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.

Mathematical processes are emphasized 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 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, Flashmasters, and computers are used when appropriate, and help students learn about math and build valuable technology skills at the same time.

Following are the major concepts and skills introduced at the elementary 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 and metric 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
- Fractions
- 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 dimensional shapes and calculating area
- Measure length, weight, and capacity using customary and metric units
- Collect data and record appropriately
- Represent 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
- Recognize and measure angles (acute, right, and obtuse)
- Draw points, lines, segments, ray, angles, and perpendicular and parallel lines
- Classify two-dimensional figures based on the presence or absence of parallel and perpendicular lines
- 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
- Read, interpret, and represent data using line plots and 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 to thousandths and fractions
- Compose and decompose numbers
- 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
- Calculate arithmetic means of a data set
- Compare and order decimals and fractions
- Understand that the value of a number is increased or decreased by a power of 10 when the decimal point is moved right or left
- 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 volume of a three-dimensional figure
- Collect and record data from a variety of sources
- Display data in line plots and graphs
- Record experiment results using fractions/ratios
- 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 each spring.

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.

Grade 2 Theme: Cycles

MODULE 1 YOU ARE WHAT YOU EAT

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

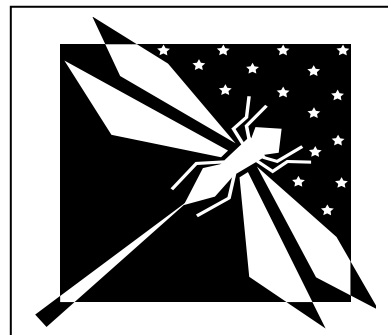


MODULE 2 SOUP TO NUTS

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

MODULE 3 CREEPY CRITTERS

- Life cycles
- Mealworms
- Praying Mantis
- Butterflies



Grade 3 Theme: Cycles

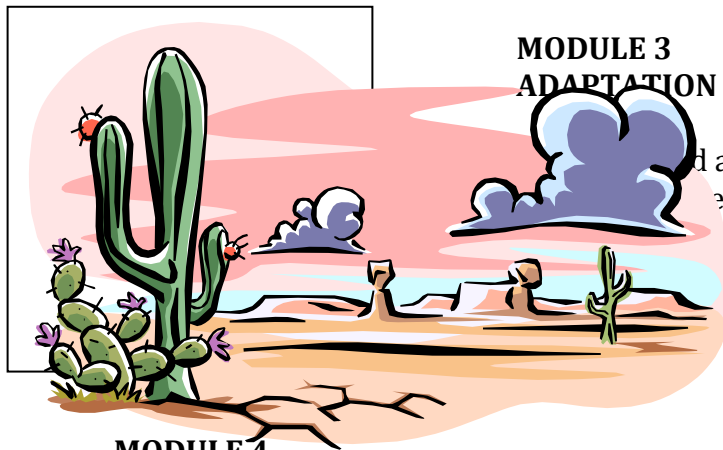


MODULE 1 GIZMOS AND GADGETS

- 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

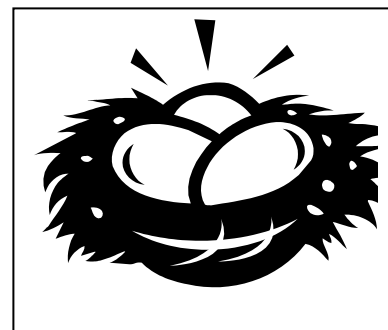


MODULE 3 ADAPTATION TO LIFE IN THE DESERT

and animals
e

MODULE 4 LIFE CYCLES

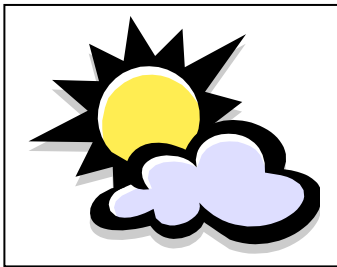
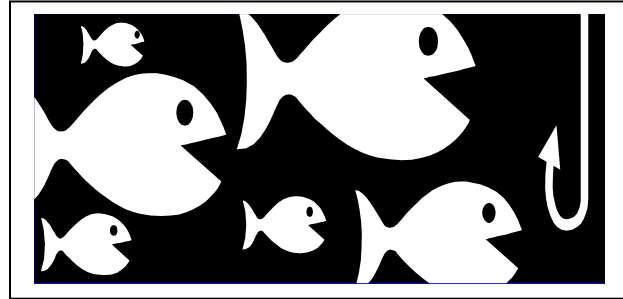
- Chick Hatching
- Human Growth and Development
- Heredity



Grade 4 Theme: Energy

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

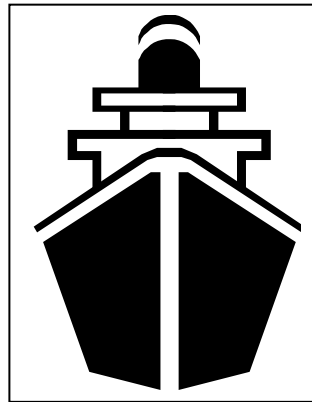


MODULE 2 WEATHER STATION

- 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

Grade 5 Theme: Adaptation and Interaction

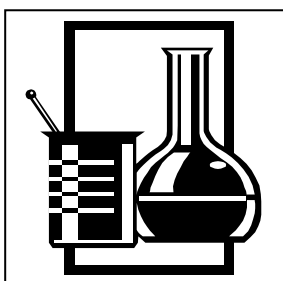
MODULE 1 MICROWORLDS

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



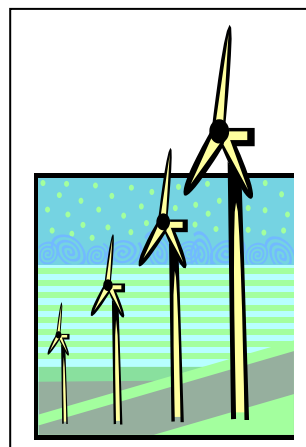
MODULE 2 CHEMICAL TESTS

- 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, 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.

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 and ELA 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 informational 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 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 people 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)



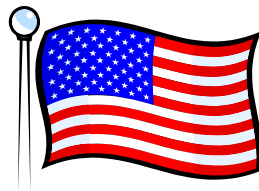
Social Studies Grade 4

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 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 focus 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 emphasizes 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)



THE ARTS

New York State Learning Standards for the Arts

- **Standard 1: Creating, Performing, and Participating in the Arts:**
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- **Standard 2: Knowing and Using Arts Materials and Resources:**
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- **Standard 3: Responding to and Analyzing Works of Art:**
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- **Standard 4: Understanding the Cultural Contributions of the Arts:**
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

ART

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 judgment. Art is integrated with other disciplines in the elementary curriculum.

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 judgment 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.

Students have one art period per week, and have their work displayed during the annual district-wide Arts Festival held in May.

Music

Creating, Performing, and Participating 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 six-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. **General Music.** All students have music class once 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 *orchestra program* begins in fourth grade and offers students the opportunity to learn the violin, viola, cello, or bass and play in a beginning string ensemble. The orchestra program continues in the 5th grade with lessons and orchestra.
 - b. The *band program* begins in the fourth grade and offers 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.

3. **Chorus.** This is available to all fourth and fifth grade students.

The band, chorus, and string ensembles 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: Resources Management:*
Students will understand and be able to manage their personal and community resources.

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, the following activities are suggested: bicycle riding, swimming, running, walking, skipping, dancing, skating, jumping rope, tumbling, playing actively and practicing the skills and exercises performed in P.E. class. In addition, there are many recreational activities offered through the Town of Eastchester that might interest your child.

Guidelines 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. Students in grades 2-5 have two quarters of library media and two quarters of technology skills. Classes meet one time per week and rotate approximately every 10 weeks.

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. Components of the technology program include: typing, the utilization of appropriate technology skills, use of various software programs, educational internet research sites, design thinking, and coding.

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 in school. It is an opportunity 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.

We wish you and your child the very best this school year!