

	Beginners	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Language Arts	Build listening and speaking skills (conversation, language experience, ask/answer questions, group discussions, listening center) Build phonemic awareness (rhyming, sound manipulation) Understand parts of books, their functions, the direction of print. Understand that printed materials provide information or stories. Recognize and name uppercase letters, begin to recognize lowercase letters. Build comprehension skills, understand story structure (preview, listen to, evaluate, respond to text) Form uppercase letters, pick up, hold, aim, place and control writing utensils. Draw, copy, trace, and dictate stories (for retelling). Experience writing as a form of communication (stories, songs, poetry, record observations)	Further phonemic awareness skills-discriminate between individual phonemes. Recite poems, songs. Retell stories, events in a logical and concise order. Build listening skills-participate in class discussions, ask and answer questions. Recognize, use sound/symbol relationships (reading, writing simple words) Recognize, write 35 most common high frequency words. Sort letters and words by phonetic attributes. Build, use beginning reading strategies as part of guided reading groups. Build literal, inferential comprehension skills (discuss text, retell stories or information, participate in dramatic, story-related play). Explore, compare, and identify many genres of literature. Refine formation of uppercase letters; learn to form lowercase letters. Uses phonemic awareness (i.e. beginning, ending, and medial sounds) and letter knowledge to spell independently (invented spelling). Write in journals and participate in Writer's Workshop to establish beginning writing strategies.	Take turns, express ideas clearly, fluently in conversations. Ask questions, seek information. Recognize, use common phonics generalizations (blends, consonant digraphs, short/long vowels, r controlled vowels). Recognize, write the 100 most common high frequency words. Use multiple strategies to read, spell unfamiliar words. Build reading/writing strategies in meaningful contexts (shared reading, interactive read-alouds, guided and independent reading. Participate in daily guided reading groups-refine reading strategies, facilitate discussions about text. Understand story structure and elements; build inferencing skills, the ability to think critically about text. Predict, question, clarify, summarize when reading or listening to grade level text. Orally read grade appropriate text with early fluency. Read appropriate text independently. Refine formation of lowercase letters; use grade appropriate spacing, capitals, and punctuation in writing. Use known phonetic patterns to write unfamiliar words. Write stories, factual accounts, letters, and daily journal entries.	Build listening, speaking skills (group discussions, oral presentations, longer read-alouds, conversations) Follow multi-step directions. Review, spell common phonics generalizations such as blends, consonant digraphs, short/long vowels, r controlled words. Recognize phonics generalizations (6 syllable types, advanced phonograms, basic contractions, silent letters, common suffixes/prefixes) Recognize, spell the 130 most common high frequency words. Read aloud with accuracy, fluency, correct phrasing, some expression (materials at beginning, 2nd grade level, higher) Develop, practice active reading strategies, comprehension for both narrative and expository material (use prior knowledge, question, predict, summarize, make connections and inferences, visualize. Learn to distinguish between main ideas, details, between real/make-believe. Understand story structure, elements by identifying characters, setting, main events from the beginning, middle, end of a story. Review the formation of manuscript letters; Write neatly with smaller sizing; learn the lowercase D'Nealian cursive. Use the story writing process (pre-write/plan, write a rough draft, conference, revise/edit, and writing a final draft) Write 2 to 3 sentence responses (supporting information, complete sentences, 3-5 sentence chapter summaries, poetry, and daily journal entries) Explore grammar basics (nouns, verbs, adjectives, pronouns, adverbs) Review and practice rules for capitalization, punctuation, and alphabetical order. Learn research skills (understand informational text layout, paraphrase, note take using bullets, organize notes.	Develop, practice active reading strategies, comprehension for both narrative and expository material including identifying main ideas and supporting details, making inferences, thinking critically, detecting sequences, and determining cause and effect. Make connections, predict, question, summarize, activate prior knowledge, and visualize. Understand story structure, elements by identifying characters, setting, problem, and solution. Use graphic organizers to assist with comprehension. Participate in a literature circle to build comprehension skills and discussion skills. Review, practice formation of lowercase/uppercase cursive letters. Write in cursive fluently. Write legibly-use appropriate size, spacing, and slant. Learn proper word processing techniques. Use stages of the writing process (find ideas, plan a piece, research, organize, draft, edit, publish. Write a paragraph (topic sentence, at least 3 supporting details, a concluding sentence) Write a chapter summary-only important information. Compose written answers with supporting evidence. Write poetry, news articles, book reviews, letters, and journal entries. Review, practice research skills (understand informational text layout, identify keywords and subtopics, skim/skim text, paraphrase, note take using bullets, organize notes, sequence ideas. Read aloud (accuracy, fluency, correct phrasing, some expression-materials at beginning fourth grade level, higher). Review and spell common phonics generalizations including all vowel combinations, the six syllable types, advanced phonograms, basic contractions, silent letters, prefixes, and suffixes. Learn to apply the rules of basic syllabification. Recognize and spell the 265 most common high frequency words. Learn basic spelling rules such as the doubling rule and the rule for changing y to i. Identify and define basic parts of speech, and subject and predicate. Use a glossary/dictionary to determine word meaning and spelling. Review and practice rules for capitalization, punctuation, and alphabetical order.	Develop, practice active reading strategies and comprehension for both narrative and expository material including identifying main ideas and supporting details, making inferences, thinking critically, detecting sequences, determining cause and effect, making connections, predicting, questioning, summarizing, and activating prior knowledge. Recognize story structure and elements by identifying characters, setting, problem, and solution. Understand and use figurative language and identify points of view. Use graphic organizers to assist with comprehension. Participate in a literature circle to build comprehension, discussion and leadership skills. Write in cursive fluently, legibly -appropriate size, spacing, slant. Practice proper word processing techniques. Use the stages of the writing process -plan a piece, organize, draft edit, publish Review 3rd grade paragraph model, write a more complex paragraph -topic sentence, 2+ supporting ideas, related evidence, explanation, concluding sentence. Write a chapter summary -topic sentence, only important information, transitional words. Compose written answers requiring supporting evidence. Write poetry, news articles, book reviews, letters, and short stories. Review/practice research skills- understand informational text layout, identify keywords, skim/skim text, paraphrase note taking w/bullets, organize notes, sequence ideas. Read aloud with accuracy, fluency, correct phrasing, expression -materials at beginning fifth grade level +. Review, spell common phonics generalizations-all vowel combinations, six syllable types, advanced phonograms, contractions, silent letters, prefixes, suffixes. Apply rules of syllabification to reading and spelling. Recognize, spell the 400 most common high frequency words. Review basic spelling rules- oubling rule, rule for changing y to i. Identify, define basic parts of speech and subject/predicate. Use a glossary/dictionary to determine word meaning and spelling, a thesaurus to build word skills. Review, practice, and revise work for capitalization, punctuation, run-on sentences and fragments.	Develop, practice interpretive/analytical comprehension skills (character traits, story structure, metaphor/simile, personification, imagery, foreshadowing) Use reading strategies inferring main ideas and themes, and pre-, during and post-reading strategies. Learn common text structures. Learn to make margin notes, highlighting and note-taking. Effectively use word processing tools through the writing process. Use stages of writing process to plan, organize, draft, do deep revision, and edit in a variety of genres. Write persuasive and compare and contrast essays with a cohesive thesis statement, supporting ideas, evidence and analysis. Learn important characteristics of memoir, poetry, and fiction writing -including use of figurative language, voice, organization, sentence fluency and word choice - and develop strategies for incorporating these into own writing. Use paraphrasing and note taking skills for incorporating these features into own writing. Use paraphrasing and note taking skills for research. Organize information for reports. Learn, use common spelling rules, common prefixes/suffixes to aid spelling and understand words. Use correct punctuation, capitalization, complete sentences.	Develop and practice active reading strategies for both narrative and expository material, including questioning, making connections, summarizing, inferring main ideas and themes, and pre-, during and post-reading strategies. Learn common text structures. Learn to make margin notes, highlighting and note-taking. Effectively use word processing tools through the writing process. Use stages of writing process to plan, organize, draft, do deep revision, and edit in a variety of genres. Write persuasive and compare and contrast essays with a cohesive thesis statement, supporting ideas, evidence and analysis. Learn important characteristics of memoir, poetry, and fiction writing -including use of figurative language, voice, organization, sentence fluency and word choice - and develop strategies for incorporating these into own writing. Use paraphrasing and note taking skills for incorporating these features into own writing. Use paraphrasing and note taking skills for research. Organize information for reports. Learn, use common spelling rules, common prefixes/suffixes to aid spelling and understand words. Use correct punctuation, capitalization, complete sentences.
Math	1 : 1 correspondence Number concepts (>, <, =) Count accurately and compare quantities to 20 Sort, order, classify and gather data about objects Recognize and make 2, 3 & 4 piece patterns Name, sort and compare basic geometric shapes Spatial sense awareness Measure using non-standard units Compare simple measurement quantities Gather data about objects. Predicting, estimating, data analysis, graphing	Count and recognize numbers to 100 Arrange sequentially 1-10 both ways Know odd & even numbers Sort, classify and order objects by different properties Identify, analyze and extend patterns. Add, subtract single digit numbers using symbols + - = Name, describe and sort 2D and 3D shapes. Collect and analyze data. Compare and estimate length.	Recognize, write and compare numbers to 100. Count by 1/5/10s Understand odd & even numbers Use pennies, nickels & dimes. Use simple fractions, measure using inch and 1/2 inch rulers Add & subtract 1- and 2-digit numbers (no regrouping). Create & extend shape and number patterns Begin to balance equations Name, compare & classify 2D & 3D objects Create symmetrical designs Measure using inch and 1/2 inch rulers Experience passage of time on clock & calendar Gather and enter data Read and interpret simple graphs Experience probability activities.	Read, write and compare numbers to 1,000. Understand place value through hundreds. Review odd/even numbers. Count by 2s, 5s, 10s. Add and subtract 2-digit numbers with regrouping. Sort and classify objects by attributes. Measure objects to the nearest 1/2 inch. Identify and describe 2D & 3D shapes. Describe, extend and create symbol and number patterns. Solve word and logic problems. Read calendars and clocks accurately to understand passage of time. Gather, represent and interpret data on a graph.	Read & write numbers to 100,000. Understand place value through 10,000s. Round numbers to nearest multiple of 10,100,1000. Add and subtract with regrouping through 4-digit numbers. Master addition and subtraction facts to 20. Introduce multiplication concept and master facts through 10s. Multiply 1 digit by 3 digit numbers. Introduce division concept and use division with basic facts. Sort and classify by multiple attributes. Measure objects to nearest 1/4 inch. Work with area and perimeter. Tell time and understand passage of time on a clock and calendar. Collect, organize and interpret data for various types of graphs.	Read and write numbers to one million. Understand place value through millions. Round numbers to build estimation skills. Review addition and subtraction with regrouping. Multiply with 1- & 2-digit multipliers. Divide with 1-digit divisors Order, compare, add & subtract fractions and decimals. Measure to nearest 1/8 inch. Extend concepts of area and perimeter, and explore their relationship. Further work in probability, data analysis and statistics. Use patterns as a problem solving strategy. Extend experiences with geometric 2D & 3D shape relationships.	Use rounding of whole numbers, fractions, and decimals to make mental estimations Classify numbers as prime/composite, odd/even, and square Find multiples, factors, and the prime factorization of any whole number Multiply with 2- and 3-digit multipliers Divide with 1- or 2-digit divisors and 3- or 4-digit dividends Understand basic operations (<, >, +, -, x, ÷) of fractions and decimals. Explore the properties of 2D geometric shapes Understand relationships between side length & angle measure in regular & irregular polygons Collect and analyze data and interpret results Represent data using charts & graphs and descriptive statistical language Implement a variety of problem solving strategies to solve multi-step word problems	Approximate solutions quickly by applying estimation skills Classify numbers as positive/negative, integers/whole numbers Order, compare, add, subtract, multiply, and divide positive and negative integers; Understand and perform basic operations (<, >, +, -, x, ÷) of fractions and decimals. Apply understanding of fractions to solve problems involving ratio, rate, and proportion Investigate the relationship between area & perimeter of 2D geometric shapes Understand similarity of 2D figures and make basic transformations on coordinate plane Apply reasoning about uncertainty and theoretical & experimental probability. Analyze data and use charts & graphs and statistical language to represent problems
Social Studies	Be able to point out continents and oceans on a globe; start to see on globes and maps where stories come from; introduced to use Google Earth to find a location; locate the north and south poles on globe; use correct words/phrases to indicate location and direction, such as up/down, near, left/right, etc.	Develop awareness of their place on the globe as they use map and globe skills to determine absolute locations (latitude and longitude) of places studied; identify continents on maps and 5 oceans; explain how people travel between continents and countries; use correct words/phrases to indicate location and direction, such as up/down, near, left/right, etc.; make simple maps on paper and relief maps; use Google Earth to find a location.	Use map and globe skills to determine absolute locations (latitude and longitude) of places studied; describe how maps and globes depict geographical information in different ways; make simple maps on paper and relief maps; study and research 2 geographic areas-take notes, share findings and use in presenting products that reflect the nature and commerce of the people under study; investigate lifestyles through studying shelter, food, clothing, transport and factors that influence those lives; compare own life with those under investigation, draw conclusions and observations from those studies.	Use map and globe skills to determine absolute locations (latitude and longitude) of places studied; interpret a map using information from its title, compass rose, scale, and legend; use map reading vocabulary; describe how maps and globes depict geographical information in different ways; make simple maps on paper and relief maps; research, take notes, write a report on a topic, share findings orally with classmates; investigate lifestyles through studying shelter, food, clothing, transport and factors that influence those lives; compare own life with those under investigation, draw conclusions and observations from those studies; identify Massachusetts/local neighborhood on maps; locate US regions of Northeast, South, West, Midwest, Alaska and Hawaii maps; know map terms of scale, location, direction, etc.	Use map and globe skills to determine absolute locations (latitude and longitude) of places studied; explain the difference between a continent and a country and give examples of each; begin to identify and express understanding of geographical effects/cause in history under study (effect on shelter, diet, arts, technologies; cause of event); interpret a map using information from its title, compass rose, scale, and legend; use map reading vocabulary; describe how maps and globes depict geographical information in different ways; make simple maps on paper and relief maps; compare and contrast life in modern and ancient times.	Use map and globe skills to determine absolute locations (latitude and longitude) of places studied; explain the difference between a continent and a country and give examples of each; be able to show understanding of geographical effects/cause in history; use map reading vocabulary; make simple maps on paper and relief maps; use Google Earth to find a location; research, take notes, report on topics both written and orally; use primary source documents and historical fiction to understand factors that influenced the movement of people; investigate cause and effect of man's interaction with the environment, report on those findings; role play for deeper understanding of individual's experiences.	Use map and globe skills to determine absolute locations (latitude and longitude) of places studied; continue to show understanding of geographical effects/cause in history; interpret a map using information from its title, compass rose, scale, and legend; use map reading vocabulary; describe how maps and globes depict geographical information in different ways; make simple maps on paper and relief maps; research a topic, take notes, write a report, present report orally, use statistics and graphs to represent findings; read historical fiction and primary source documents to understand life in the time period studied; use the internet and reference books in research.	Use map and globe skills to determine absolute locations (latitude and longitude) of places studied; Interpret a map using information from its title, compass rose, scale, and legend. Identify the modern countries in the Asian region (India, Pakistan, Afghanistan, China) on a modern map.
Science	Utilize nature to observe, interpret, collect and record. Nurture natural curiosity and quest for deeper meaning, greater insight. Use child's own active involvement, reasoning, explanations for phenomena vs. magical thinking; planting and growing, exploring with magnets, color mixing.	Observe and handle classroom animals and newly hatched chicks; investigate the properties of sound and vibrations; Explore the three laws of motion focusing on friction, inertia, and gravity to create and build roller coasters; Investigate and learn components of weather.	Observe the life cycles of mealworms, marigolds and chicks; Explore seasonal cycles and use paper chromatography to see the different pigments in a leaf; Make and test hypotheses about paper absorbency; Investigate the properties of light and construct a kaleidoscope; Practice making accurate weight and length measurements while dehydrating a carrot.	Investigate properties of water; design and conduct evaporation experiments; observe trees through the seasons; grow and observe paper white bulbs; investigate the properties of magnets; compare methods for melting ice; observe the life cycle of insects; test items to see if they sink or float; learn about chick development and hatch eggs.	Build electric circuits; design switches; make electric quiz boards; observe and compare rocks and minerals; learn about how rocks form and change; examine and compare four white powders and their reactions with liquids; design "reed boats" out of straws, rubber bands and clay and test them to see how much cargo they hold; observe and study the moon and sun.	Design and conduct experiments to understand the food preferences of mud snails as part of a larger saltwater unit; Explore the properties of lenses as they relate to microscope use; Observe saltwater plankton using a 40X microscope; Investigate acids and bases using indicators; Discuss the effects of acid rain on the environment; Assemble cat and bear skeletons and learn the common and scientific names of common bones; Understand the importance of nutrition and hygiene on our teeth; Construct Capsella models to understand motion, gears, torque and conservation of energy.	Build bottle ecosystems; create food webs and use them to understand changes in ecosystems; dissect owl pellets and calculate the quantity of rodents needed to support an owl population; design a system for mapping the ocean floor; investigate the challenges of different habitats and how adaptations allow life to thrive there; conduct an animal behavior experiment; compare distances on earth and in space; understand what a light-year is; relate orbital radius to year length on other planets.	Discuss what it means for something to be alive; observe elodea and amoeba cells under a microscope; create a 3D model of a cell; dissect sheep's lungs and hearts; design an experiment to determine the relationship between heart rate and exercise; analyze and graph data; investigate the processes of chemical and mechanical digestion through various labs and activities; learn about the human reproductive system and puberty in conjunction with the health curriculum.

	Beginners	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
French/Spanish	<p>SPANISH: Exposure through games, activities to:</p> <ul style="list-style-type: none"> Develop sound recognition, pronunciation Learn basic phrases, greetings Gain familiarity with authentic materials, music, dance, and games of Spanish speaking countries Practice vocabulary that connects to class content 	<p>SPANISH: Continue building competency in the Spanish language through games, activities, and projects to:</p> <ul style="list-style-type: none"> Develop sound recognition, pronunciation Expand repertoire of basic phrases, greetings Gain familiarity with authentic materials, music, dance, and games of Spanish speaking countries Practice vocabulary that connects to class content 	<p>SPANISH: Continue building competency in the Spanish language through games, activities, and projects to:</p> <ul style="list-style-type: none"> Develop sound recognition, pronunciation Expand repertoire of basic phrases, greetings Gain familiarity with authentic materials, music, dance, and games of Spanish speaking countries Practice vocabulary that connects to class content Practice aural comprehension by listening to spoken Spanish 	<p>SPANISH: Continue building language competency through games, activities, projects, and basic reading to:</p> <ul style="list-style-type: none"> Further develop sound recognition, pronunciation Expand repertoire of conversational phrases, greetings Gain familiarity with authentic materials, music, dance, games, and literature/folktales of Spanish speaking countries Practice vocabulary connected to class content and aural comprehension; express themselves in simple sentences 	<p>SPANISH: Build upon skills from B-2nd grades, as well as achieve basic fluency through games, activities, projects, reading, and writing as well as:</p> <ul style="list-style-type: none"> Practice reading and writing skills in Spanish Gain exposure to cross-cultural communication Further practice expressing themselves and their feelings using simple sentences practiced in class 	<p>FRENCH/SPANISH: Begin/Continue building basic fluency in the French/Spanish language through games, activities, projects, reading and writing to:</p> <ul style="list-style-type: none"> Develop sound recognition, pronunciation Expand repertoire of conversational phrases, greetings and expressing themselves Gain familiarity with authentic materials, music, dance, games, and literature/folktales Practice: vocabulary connected to class content Aural comprehension by listening to spoken French/ Spanish reading and writing skills in French/Spanish; Expressing themselves and their feelings using simple sentences practiced in class Exposure to cross-cultural communication 	<p>FRENCH/SPANISH: Continue building basic fluency in the French/Spanish language through games, activities, projects, reading and writing to:</p> <ul style="list-style-type: none"> Further develop sound recognition, pronunciation Expand repertoire of conversational phrases, greetings and expressing themselves Gain familiarity with authentic materials, music, dance, games, and literature/ folktales Practice: vocabulary that connects to class content Aural comprehension by listening to spoken French/Spanish Reading and writing skills in French/Spanish Exposure to cross-cultural communication Compare and contrast a variety of French/Spanish countries Practice expressing themselves and their feelings using simple sentences practiced in class 	<p>FRENCH/SPANISH: Continue building basic fluency in the French/Spanish language through games, activities, projects, reading and writing to:</p> <ul style="list-style-type: none"> Develop sound recognition, pronunciation Expand repertoire of conversational phrases, greetings and expressing themselves Gain familiarity with authentic materials, music, dance, games, and literature/folktales Practice vocabulary that connects to class content Practice aural comprehension by listening to spoken Spanish Practice reading and writing skills in French/Spanish Gain exposure to cross-cultural communication Compare and contrast a variety of Spanish/French countries Practice expressing themselves and their feelings using simple sentences
Technology	Use the Mac Lab to practice basic computer skills; click/move a mouse, use headphones. Use skills to play literacy games. Try taking apart a computer system and learn about its components.	Build upon skills and learn various components of a computer system. Develop skills of basic computer operations, concepts-use a mouse, locate items on the desktop or folder. Use keyboard, open/close applications, and learn to sit ergonomically	Skills focused on include navigating the desktop; understanding what are a file and folder; logging in and out of the system; understanding why security is important when using a computer; how to use a digital camera and manipulate them in a graphics program	Use programs that reinforce computer and math skills; Skills include navigating the desktop, understanding what an icon, menu and toolbar are, and how to import images; Internet research; general Internet safety; how to address a webpage that is not part of their search.	Use and take care of pc laptops. Know how to use the laptops to access the library catalog, and other reference material. Keyboarding skills are started, able to touch-type all the letter keys by the end of the year. Focus on proper posture, correct fingering positioning during keyboarding	Keyboarding instruction, emphasize increased speed and accuracy yet maintain proper posture, finger positioning; learn the basics of word processing, begin to use computers as writing tools; introduction to spreadsheets and graphing and introduction to presentation software; internet safety and research strategies are reinforced	Students continue using the computer as a writing tool. In-school assignments are completed on the computer, students are encouraged to word process homework assignments. Formal assessment of keyboarding skills-both speed and accuracy-is completed at the start and end of the school year. Several projects using word processing, graphing or presentation software support the Social Studies curriculum, students are introduced to programming using Logo. Internet safety and research strategies are reinforced.	Skills include using computers as writing tools; for projects in word processing, graphing, and presentation as well as using music and movie editing software that support the curriculum. Review and learn internet safety and research techniques; how to use First Class email
Library/Info. Science	Discover joy of reading, enrich vocabulary and develop listening skills; talk about the role of the author/illustrator; read books related to class topics. Learn how the library is arranged by categories, types of books to be found; card catalog organization title, author, subject.	Continue to develop the joy of reading, enrich vocabulary and develop listening skills; talk about the role of the author/illustrator read books related to class topics. Learn how the library is arranged by categories, types of books to be found; card catalog organization-title, author, and subject.	As in kindergarten, continue to develop the joy of reading, enrich vocabulary and develop listening skills; talk about the role of the author/illustrator; read books related to class topics. Learn how the library is arranged by categories, types of books to be found; card catalog organization-title, author, subject.	Skills include: Understand concepts of fiction and nonfiction; Locate fiction and picture books by using the authors last name; Locate nonfiction by using a given Dewey call number; Check out books independently Evaluate a book for ease or difficulty; Use an encyclopedia (book and on-line), table of contents and index to locate material in a book. visual catalog and school library website	Skills developed include how to: Find an author, title or subject in the catalog; use the school library website, other sites; find/use call numbers to locate (non)fiction on the shelves; read a catalog entry for summary, length, author, title, and subject area and for whether the book is fiction or nonfiction. Use an encyclopedia, a dictionary, find books by various genres.	Use almanacs to find information on topics, Locate, use atlases, geographical encyclopedias, given quick references to quickly find facts and appropriate sources to answer questions; use the School Library catalog; public library catalog; discuss fiction- plot, themes, characters settings, point of view. Locate biographies; understand broad areas of nonfiction	Students build skills to Use our school library catalog and the catalog for their public library; explore topics using search engines, and pre-selected websites; work with both print and electronic resources including encyclopedias, dictionaries, almanacs, atlases and periodicals; store materials for use in class projects; Keep track of their sources; Introduced to bibliographies	Skills taught include a review of how to access and use the library catalog, reference tools, and website, how to borrow materials; learn strategies for using many sources: including web searches, emphasizing critical thinking and problem solving, how to pre-plan research, use search engines to explore topics, practice scanning for information, broaden and narrow focus, compare sources, evaluate websites and other materials with emphasis on reliability and relevance; understand the difference between recreational information and reliable information, prepare a bibliography
Visual Arts	Hands-on experience-exploration, discovery -based necessary for acquiring cognitive and physical growth (i.e. fine motor development). Open-ended active process oriented exploration of a wide range of art media.	The goal is to imagine, describe, create, connect, examine, demonstrate, express, design, identify, appreciate, and reflect through use of simple tools, techniques including: paint, collage, assembly, drawing, sculpting. Themes may connect with class topics.	Begin learning the technical aspects of clay, such as wedging, different construction techniques, and glazing; sculpt objects with diverse perspectives of family life, symbols using 2D, 3D concepts. From a visit to the MFA, students paint in the Impressionist style, with exposure to painting drawing, collage and clay work.	Skills developed center around the media: painting/drawing, fabric projects, collage, print-making, ceramics paper constructions/paper mache	Continue to develop skills, from drawing (from observation and memory) to ceramics/clay work, collage, soft/wire sculpture, papier mâché print-making/textiles, painting	Demonstrate/discuss color mixing, paint application, manipulation; how drawing techniques are applied to painting; practice painting/drawing still life, contour, composition, proportion, tone, texture, positive/negative space, light/shadow; practice sketchbook, develop and practice observation skills; 3D clay sculpting techniques	Drawing/Design – brainstorming/collecting ideas; painting, demonstrate approaches; discuss/explore Introduce/demonstrate/ reinforce vocabulary; explore, emphasize and reinforce composition, contour, patterns, templates, proportion, texture and Continue to work on observation skills & personal expression; discuss the work of masters, draw from observation, memory and imagination, explore collage, sculpture, design, ceramics, print making	Drawing/Painting; discuss/explore values of different materials/ subjects matter; how artists work; introduce/ demonstrate color mixing, palettes, application, and manipulation; explore/emphasize composition, contour, proportion, tone, texture, positive/negative space, and light/shadow; use symbolic and realistic imagery applied to the rules of pencil drawing and cut paper collage; learn to use the eye as an effective tool
Music	Rhythm: Demonstrate pulse; vocalize rhythms; Explore unpitched percussion Melody: Distinguish between high/low, up/down; Explore scale; Experience glockenspiel; Develop repertoire of songs Harmony: Experience songs with accompaniment Form: Respond to varying sections of music, stories, rhymes Timbre: Listen to a variety of instruments; Play unpitched percussion	Rhythm: Differentiate between pulse and rhythm; Explore unpitched percussion; Respond to a variety of meters Melody: Distinguish between high/low, up/down; Explore scale; Play glockenspiel; Develop repertoire of songs Harmony: Experience songs with accompaniment Form: Respond to varying sections of music, stories, rhymes Timbre: Listen to a variety of instruments; Play unpitched percussion Kindergarten music skills are the same as Beginners skills. They are differentiated in song & instrument choices, coordination with classroom and Science themes, and computer software to learn music terminology and explore visualization.	Rhythm: demonstrate and identify pulse, quarter/eighth notes, rest; Explore unpitched percussion; Respond to a variety of meters Melody: Build on previous grade skills; Experience So-Mi/So-Mi-La melodies; Identify So-Mi/So-Mi-La hand signals; Demonstrate Contour; Develop repertoire of songs Harmony: Develop proper mallet technique; Demonstrate simple bordun; Experience ostinato Form: Experience same/different; Identify phrase, introduction, repeat sign, same/different as AB/ABA Timbre: Identify unpitched percussion, levels of body percussion (snap, clap, pat, stamp); Differentiate vocal qualities (speak/sing/whisper/shout); Classify unpitched & pitched percussion; Demonstrate dynamics	Rhythm: Demonstrate quarter/half note pulse; Identify eighth notes written as 2 quarter notes tied = half note, two quarter rests = half rest. Label half note, half rest; Define tempo; Experience meters of 2,3,4,6; Recognize time signatures: 2/3, 3/4, 4/4; Melody: Build on previous grade skills; Experience So-Mi/So-Mi-La melodies; Identify So-Mi/So-Mi-La hand signals; Demonstrate contour, proper vocal technique; Develop a repertoire of songs; Experience mi-re-do melodies; Identify Do and Re scale tones and hand signals; Perform mi-re-do/ so-mi-Re-Do/ So-Mi-Do/ So-Mi-La-Do; Harmony: Develop proper mallet technique; Demonstrate ostinato, simple bordun (broken), Experience major/minor, vocal ostinato, suspended pitch; Form: Demonstrate phrase; Identify coda, ABC, barline/double bar measure; Explore time/space/ shape/force in movement Timbre: Identify forte/piano, pitched percussion, accent; Demonstrate hand drum technique	Rhythm: Demonstrate and Identify pulse of differing note values Label sixteenth, dotted half and whole notes; Experience Question-Answer through body percussion Melody: Demonstrate proper vocal technique and develop repertoire of songs; Label treble clef lines and spaces on staff; Experience pentatonic melodies, Identify Fa, high Do, low So, La Harmony: Demonstrate proper mallet technique, simple cross-over bordun, 2-part score reading; Experience ostinato, Label canon/round; Form: Demonstrate phrase, accent; Identify interlude, Experience extended form, Label rondo Timbre: Label crescendo and decrescendo, fermata; Identify orchestra string and percussion families	Rhythm: Demonstrate pulse, conducting in 3. Question-answer through body percussion, instruments, recorder; Label eighth rest, pick up (anacrusis), Experience accelerando and ritardando Melody: Demonstrate proper vocal technique, develop a repertoire of songs, review treble clef lines and spaces and identify leger lines, Experience BAGDC'F#D' on recorder; Demonstrate Question-Answer on recorder; Experience counter melody and scale; Identify Ti; Label sharp/flat Harmony: Demonstrate proper mallet technique, simple and moving bordun, Experience canon/round, ostinato, I-V chord change, distinguish Major/minor Form: Demonstrate phrase; Experience rondo, additive form, 12-bar blues; Identify high A, Label D.C. al Fine Timbre: Identify recorder family, orchestral woodwind and brass families, pianissimo/fortissimo	Rhythm: Demonstrate pulse, Question-answer, echo, improvisation; Use sixteenth through whole note values, including dotted quarter/half; Experience simple & compound meters, multiple ostinati (body percussion and instruments) Melody: Demonstrate proper vocal technique; Use repertoire of songs for school events/traditions; Use written notation C-A'; Review and expand recorder skills; Demonstrate Question & Answer, improvisation and composition by phrase; Label Fa/Bb Harmony: Demonstrate proper mallet technique; Experience using 3 mallets; Play counter melodies and multiple ostinati; Create ostinati; Experience 2 & 3 part recorder; Distinguish between Major/minor Form: Demonstrate phrase; Experience Theme and Variations and extended form; Create rondo; Label Allegro/Andante/Adagio Timbre: Identify orchestral instrument families; Experience instruments from various genres	Rhythm: Demonstrate pulse; use sixteenth through whole notes, including eighth & 2 sixteenths and 2 sixteenths & eighth; Demonstrate echo, question answer, improvisation, multiple ostinati; Experience different meters Melody: Demonstrate proper vocal technique; Use repertoire of songs for school events/traditions/assemblies; Refer to and write notation C to A'; Demonstrate improvisation and composition (G Major/e minor pentatonic) on barred instruments and notation software Harmony: Demonstrate proper mallet technique; Play canon/round; Form: Demonstrate phrase; Compose 12 bar blues on barred instruments; Experience improvisation in blues format Timbre: Identify orchestral instruments and their families; Experience instruments from various genres

	Beginners	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Woodshop	N/A	N/A	Begin learning basic and safe use of simple hand tools: measure lengths, draw perpendicular lines, use hand saw and hammer; develop a creative approach to design by generating many visual images for each project, learn that there are many solutions to a design assignment	Techniques introduced and developed include: safe use of basic hand tools, creative design approach to design assignments; learn to develop a visual image from an idea to a drawing, to a finished wood project; use of rasps to contour 3D forms, control coping saws to cut curves, wood finishing techniques	The skills and techniques include: safe and competent use of hand tools; confidently using creative approach to design problem solving; developing familiarity with the process of taking a visual image from an idea to a drawing, to a finished wood project; use a gouge and mallet to carve; developing effective use of rasps to contour 3D forms, control coping saws to cut curves; learn to draw faces and figures in correct proportion.	Competently, independently and safely use hand tools such as a hammer, saw, block planes, nails and screws. Draw and measure lines and angles accurately using tape measures and carpenter's squares Refine carving skills using gouges and mallet; fluidly and confidently use a creative approach to designing abstract forms; and independently taking a visual image from an idea to a drawing, to a completed project	N/A	N/A
Drama	N/A	N/A	N/A	N/A	N/A	Develop individual and small group improvisation, group scene work skills. Performance skills build on techniques (rehearse a one act play and short skits; learn stage terms) learn and improve on acting exercises, physical and vocal games, line memorization and final performance results	N/A	Focus on three skills and goals: confidence building through improvisation and group scene work, perform in monologues; group performance-rehearse and perform a play; memorize lines, technical stage craft involved; exercises, physical + vocal games, intense rehearsing for the support the goals; to promote confidence, team work and social awareness; texts provide theater games and improvisations to develop skills in: attention, imagination, observation, physical awareness, and narrative skills.
Physical Education/ Health	Experience various balls, equipment: Skills- throw, toss, catch, kick, bounce, strike and roll. Run, jump, hop, gallop, slide- move over/ under/around/between/through objects while changing force, direction, and shape. Explore, move, dance, create and warm up to music. Health Topics: will be introduced: Community and personal safety, Nutrition, Emotional Health, Physical Fitness Awareness.	Learn personal and safe space-stretching, creative movement in acting games. Focus on opposition/visual concentration, to form shapes, patterns with body, rhythmic activities, combine (non) loco motor, manipulative skills. Health Topics will included Injury Preventions, Community and Personal Safety, Family, Decision Making	React to directions, achieve basic movement pattern, practice manipulative skills, work on non-loco motor skills as warm up activities, and participate in large group games focusing on team awareness, rules and cooperation. Health Topics: Personal Safety, Setting Goals, Safety Routines to protect body, Respecting individual differences.	Skills building through repetition and review; work on eye hand coordination-use of various types of balls; increased concentration on loco-motor skills (skipping, jumping); rhythmic dance, aerobics exercise, gymnastics, non loco-motor skills; group/lead up game play to practice rules, directions. Health Topics: Safe vs. unsafe, nutrition, thinking skills, family roles and differences, illness prevention, refusal skills, predicting consequences	Skills taught for team sports (including passing, kicking, throwing, catching) are used in lead-up games, applied in small scrimmages; offense and defensive strategies explained; rhythmic activities provide warm up to music; group games develop awareness of rules, sportsmanship, positive participation. Health Topics: Personal and community safety, responsible food choices and self care, practicing healthy behaviors and positive attitudes, communication skills	Activities to build fitness levels, develop skills, concepts and strategies to apply to sports such as soccer, speedball, softball, basketball; learn rules, positions, offense/ defense skills; cooperative group games; throwing, catching, running skills. Health Topics: Community safety, puberty, Taking responsibility, Nutritional goal setting, Responsible behavior, Managing strong emotions, exercise, no smoking, teeth health	Goal to improve overall fitness; develop skills, strategies, positions, know rules; review throwing, catching, kicking, fielding skills and progression specific to the seasonal team sports taught; positional and strategies involved in the team sports. Health Topics: Hygiene, puberty, defining first aid, influences on food choices, social skills, positive character development, play fair by the rules	Goal to introduce intramural team sports that will be taught in the middle school, review and improve to more advanced skills through drills, following rules; review techniques and application of individual skills Health Topics: Hygiene/puberty, cells/reproduction, peer pressure, conflict resolution, stress management
Responsive Classroom	Build class rules and explore what it means to be part of a learning community. Learn to sit and positively participate in morning meeting; to share, greet, engage in all activities and be respectful listener. Practice work with a partner and small groups Accept and understand consequences for actions or comments that may disrupt or hurt others' feelings. Show proper use of classroom materials and following class/school rules. Become a supportive friend and teammate in games and lessons.	Build class rules and continue to work on being a successful community citizen. Develop morning meeting skills as active listeners, learn different greetings, practice eye contact and communicating with teachers or adults as well as peers. Speak assertively and respectfully in morning meetings. Show responsible behavior moving about campus, within classrooms, and on field trips. Learn to seek teacher mediation as needed to resolve conflicts, to use words over actions and to broaden base of friendships to include new friends.	Develop an understanding of how class rules are created and why it is important to follow them. Practice and monitor self control during morning meeting and class meeting times. Speak assertively and respectfully in morning meetings. Learn the art of sharing from selecting items or topics to narrow what to say, ask for questions, thank the class. Continue to improve behavior during transitions, free choice or unstructured time. Make wise, safe choices or seek support from adults as needed.	Become a more active participant in morning meeting, supporting others' turn to speak and speaking assertively and respectfully in morning meetings. Show caring and concern for peers through words and actions. Develop an understanding of how to create class rules and why citizens follow rules that are set. Continue to work on choice making skills around academic and social decisions. Be inclusive and flexible through partner or team selections, including gender mixed pairings. Practice positive self control.	Work on skill to speak assertively and respectfully in morning meeting, class meetings. Learn to manage free time wisely, to set limits and follow limits set by teachers. Practice positive self control, affirming words to peers and teachers in academic and social situations. Build upon the ability to focus during morning meeting or class discussions and positively participate consistently. Work on including peers of both genders in group games and play fairly, accept losses or setbacks without causing conflict.	Increase repertoire of greetings, model good firm handshake and eye contact when approaching/ greeting adults and new students. Resolve differences in a non confrontational open forum with mediation as needed. Practice positive self control. Invite new friendships and working partnerships. Continue to build upon the ability to focus during morning meeting or class discussions and positively participate consistently, by speaking assertively and respectfully in morning meetings. Work on including peers of both genders in group games and play fairly, accept losses or setbacks without causing conflict.	Develop affirming, positive community building skills; develop flexibility in working in different teams, groups and partnerships. Respect all student and faculty/staff. Take an active role in creating class rules, class events, morning meeting or discussions. Strengthen listening skills and wait time for responses, such as speaking assertively and respectfully in morning meetings. Positively support and affirm peers with different learning styles or pace. Become a leader and role model of the LS community. Show good citizenship both at BB&N and the greater Boston area. Encourage new friendships with sensitivity to students seeking inclusion. Practice positive self control.	Mature skill of building class and community rules and understand why they must be followed. Practice affirming, positive community building skills and self control; develop flexibility in working in different teams, groups and partnerships. Respect all student and faculty/staff. Take an active role in class events, morning meeting or discussions. Strengthen listening skills and wait time for responses, such as speaking assertively and respectfully in morning meetings. Positively support and affirm peers with different learning styles or pace. Become a leader and role model of the LS community. Show good citizenship both at BB&N and the greater Boston area. Invite new friendships with sensitivity to students seeking inclusion.