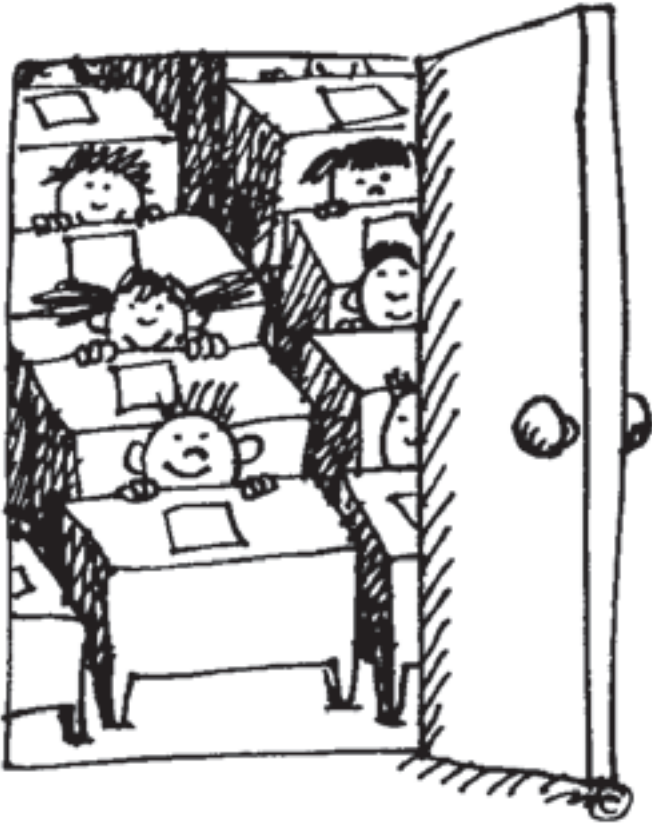


Wappingers Central School District



District Syllabi / Course Handbook
Elementary Grades K – 6
2009 – 2010

Dear Students and Families,

The Wappingers Central School District's (WCSD) elementary schools are committed to building a solid foundation for life long learning. Our elementary school programs are designed to cultivate students' confidence in their abilities and to instill a love of learning. It is our goal to empower them to develop the knowledge, skills and attitudes needed to communicate effectively and to understand the world around them as they confront an ever-changing society.

The WCSD academic programs are aligned with the New York State Learning Standards and are enriched through the integration of technology. Within our comprehensive literacy approach to ELA, students learn language patterns, rules, and strategic principles for productive reading and writing. Students construct meaning and make connections through the use of increasingly challenging fiction and nonfiction texts. In mathematics, students learn concepts and apply skills by developing their capacity to explain the mathematical reasoning behind the estimates and solutions they propose during problem solving exercises. Our science and social studies programs promote student understanding and application of concepts through observation, research and interpretation of data, and other source material.

Academic students continue in the art, music and physical education programs through hands-on, activity based learning experiences. Students participating in our fine and performing arts programs will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of others, while developing skills to express personal artistic and musical talents. Physical education programs teach essential life skills, team-work, self discipline, the value of hard work, and good sportsmanship. Our young people learn the importance of being physically active in their daily lives, establishing a foundation in their early years that will influence a lifetime of healthy living and wellness.

The District is proud of its many exemplary learning opportunities offered through Academic Intervention Services (AIS), character education programs, English as a Second Language (ESL), enrichment, library-media centers, and a full continuum of special education services.

The dedication and talents of our instructional staff, as well as the quality of our programs, are reflected in the accomplishments of our students.



Brinckerhoff



Evans



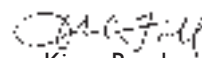
Fishkill



Fishkill Plains



Gayhead



Kinry Road



Myers Corners



Oak Grove



Van Wyck JHS



Sheafe Road



Vassar Road

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◀PLEASE NOTE▶

This entire
WCSD Course Handbook
may be viewed online at:
www.wappingersschools.org/academics

BOARD OF EDUCATION

WAPPINGERS CENTRAL SCHOOL DISTRICT

167 Myers Corners Road • Suite 200
Wappingers Falls, New York 12590
298-5000

BOARD OF EDUCATION 2009-2010

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DIRECTOR FOR SPECIAL EDUCATION

Mrs. Johanna Hudak

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Ms. Joanne Sereda

SCHOOL BUSINESS MANAGER II

Ms. Michele Moloney

DISTRICT COORDINATORS

| | | | |
|---|-----------------|----------|------|
| Continuing Education..... | Jeffrey Behnke | 298-5000 | x137 |
| Fine & Performing Arts | Mary Bish | 298-5000 | x121 |
| English Language Arts..... | Margery Wadkins | 298-5000 | x167 |
| English Language Arts..... | Dana Brown | 298-5000 | x128 |
| Library Media | Maryann Politi | 298-5000 | x156 |
| Mathematics & Business Education | Todd Mensch | 298-5000 | x170 |
| Physical Education, Athletics, Career & Life Sciences..... | Kathryn Polumbo | 298-5062 | x122 |
| Science & Technology | Carole Levy | 298-5000 | x174 |
| Social Studies & Second Language..... | Joseph DiDonato | 298-5000 | x171 |
| Student Services Programs | Mary Nicoletti | 298-5000 | x129 |

DIRECTORY OF SCHOOLS & PRINCIPALS

BRINCKERHOFF ELEMENTARY

Grades K-5

Ursula Platz, Principal

16 Wedgewood Road
Fishkill, N.Y. 12524

Tel: 845-897-6800 Fx: 845-897-6802

KINRY ROAD ELEMENTARY

Grades 4-6

John Farrell, Principal

58 Kinry Road
Poughkeepsie, NY 12603

Tel: 845-463-7322 Fx: 845-463-7327

JAMES S. EVANS ELEMENTARY

Grades K-5

Richard Dominick, Principal

747 Old Route 9N

Wappingers Falls, NY 12590

Tel: 845-298-5240 Fx: 845-298-5232

MYERS CORNERS ELEMENTARY

Grades K-6

Gail Wehmann, Principal

Jay Curtis, Assistant Principal

156 Myers Corners Road
Wappingers Falls, NY 12590

Tel: 845-298-5260 Fx: 845-298-5258

FISHKILL ELEMENTARY

Grades K-5

Andrew McNally, Principal

20 Church Street

Fishkill, NY 12524

Tel: 845-897-6780 Fx: 897-6788

OAK GROVE ELEMENTARY

Grades K-5

Angelina Alvarez-Rooney, Principal

40 Kerr Road

Poughkeepsie, NY 12601

Tel: 845-298-5280 Fx: 845-298-5270

FISHKILL PLAINS ELEMENTARY

Grades K-5

Sylvia Epstein, Principal

17 Lake Walton Road

Wappingers Falls, NY 12590

Tel: 845-227-1770 Fx: 845-227-1747

SHEAFE ROAD ELEMENTARY

Grades K-5

Franco Miele, Principal

287 Sheafe Road

Wappingers Falls, NY 12590

Tel: 845-298-5290 Fx: 845-298-5199

GAYHEAD ELEMENTARY

Grades K-5

José Olavarria, Principal

Tarkan Ceng, Assistant Principal

15 Entry Road

Hopewell Junction, NY 12533

Tel: 845-227-1756 Fx: 845-227-1764

VASSAR ROAD ELEMENTARY

Grades K-3

Frank Annis, Principal

174 Vassar Road

Poughkeepsie, NY 12603

Tel: 845-463-7860 Fx: 845-463-7859

VAN WYCK JUNIOR HIGH

Grades 6-8

Steven Shuchat, Principal

James Daley, Assistant Principal - Grade 6

6 Hillside Lake Road

Wappingers Falls, NY 12590

Tel: 845-227-1700 Fx: 845-227-1748

COURSE SYLLABUS TEMPLATE

In order to promote a clear and uniform understanding of the content, learning objectives, texts, handbooks, supporting resources and related academic requirements contained in the district curricula, it is vital to ensure a standardized syllabus format which shall be submitted by the Superintendent of Schools to the Board of Education for final approval.

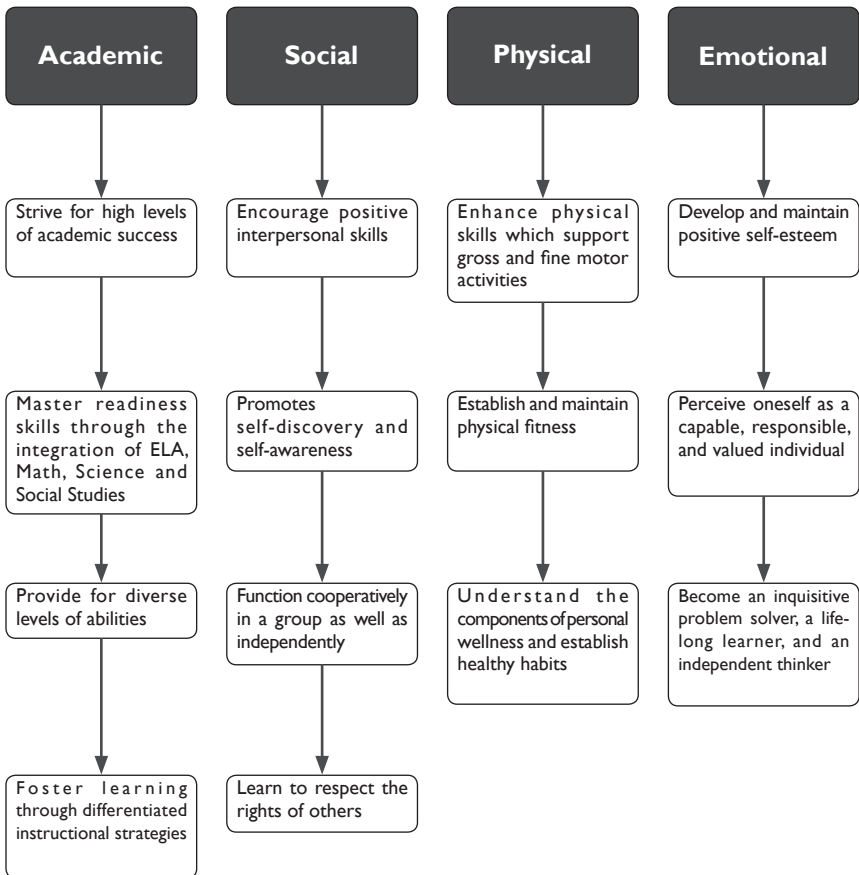
Course Syllabus

The syllabus format for all elementary courses taught shall include the following elements:

1. Course Description
 - a. Areas of study
 - b. Assessment
2. Textbook, handbook(s) and other resources
3. *Classroom expectations and procedures**
4. *Activities/projects unique to this class (if applicable)**
5. *Recommended/required materials for class**
6. *Grading procedures**
7. *Teacher contact information**

**Italicized items are individualized by teacher, when applicable, and approved by the coordinator and/or principal.*

The Wappingers Central School District Kindergarten Philosophy encompasses the academic, social, physical, emotional growth and development of the early age learner. It is our goal to create a learning environment that encourages each student to work up to his/her potential.



ENGLISH LANGUAGE ARTS

The Kindergarten curriculum in English Language Arts reflects the integrated nature of a balanced approach to literacy. Instruction is provided in the five components of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension, as well as engagement in independent reading. Instruction in writing teaches the writing process, the traits of writing, (Ideas, Organization, Word Choice, Voice, Sentence Fluency and Conventions) and independent writing. Listening and speaking are integrated into all components of a comprehensive balanced approach to literacy instruction.

The Kindergarten program focuses on the foundational skills necessary for early reading and writing success.

READING**Oral Language Development**

- Learns language concepts
- Speaks to inform or relate experiences
- Expands word choice to communicate effectively

Phonemic Awareness

- Identifies and generates rhyming words
- Speaks to inform or relate experiences
- Blends sounds together to create words

Phonics

- Recognizes and identifies all upper and lower case letters
- Matches consonant sounds to appropriate letters

Fluency

- Reads accurately and with expression

Vocabulary

- Reads simple high frequency words
- Recognizes environmental print (stop sign, up and down arrows)

Comprehension

- Tracks words left to right, top to bottom, with return sweep, and identifies parts of book
- Coordinates one-to-one matching of spoken words with written words
- Learns reading strategies used before, during and after reading
- Makes predictions based on background knowledge
- Makes connections from what is known to what is read
- Responds to reading through discussions or retellings
- Reads beginning text

Writing

- Contributes to group writing experiences
- Writes independently
- Writes simple sentences
- Begins to learn about the traits of effective writing
- Spells high frequency words correctly

SPEAKING AND LISTENING**(These skills and strategies are learned and applied during reading and writing instruction)**

- Actively listens to books read aloud
- Retells information heard from stories and spoken presentations
- Follows simple two and three step directions
- Uses social conventions when appropriate

Assessment: All kindergarten students are periodically assessed by the classroom teacher. The district writing benchmark is administered in January and June. Also in June, students take the Developmental Reading Assessment.

Textbook: Various leveled texts and supplemental texts.

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, please see;
<http://www.emsc.nysed.gov/ciai/ela.html> or
www.wappingersela.com

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In Kindergarten our program stresses real-life mathematical experiences. The children use a variety of materials and manipulatives to experience, react, think, and communicate mathematically. Students work with patterning, classifying, counting, measuring, and problem solving. Below are the areas of study for Kindergarten mathematics.

Exploration I

- Likeness and difference in color, shape, size, weight, quantity
 - Measurement exploration
 - Sorting, counting, and observing
- Counting, Numerical, and Number Recognition
- One-to-one correspondence, inclusion, ordinal counting, and counting on
 - Counting forward and back, estimate and count

Shapes

- Describe characteristics and relationships
- Arrange as increasing and decreasing in size, orientation of 3-dimensional objects
- Over, under, above, below, on, beside, next to, between

Sorting and Classifying with Graphing

- Organize information and find patterns
- Similar and different, predictions and conclusions
- Using real, picture, and symbolic graphs

Patterning

- Experience patterns visually, aurally, and physically
- Analyze, duplicate, extend, and describe patterns

Numerical Writing

- Recognition and writing
 - Ordinal numbers
- Comparing, Measurement, and Estimation
- Quantity, weight, linear measurements, time
 - Coins

Number Operations

- Addition and subtraction using concrete objects

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

Textbook: *Math Their Way, Center for Innovation in Education*, Copyright 1988

For more information see page 12 of the New York State Math Core Curriculum
<http://www.emsc.nysed.gov/ciai/mst/mathstandards/mathcorepage.htm>

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these standards is addressed at the elementary level.

Applying Physical Education to Life

- Be able to work to become better at physical skills and to be in shape
- Be able to take care of sports equipment

Sportsmanship

- Be able to play safely and by the rules
- Be able to encourage others and show appropriate social skills
- Know that practice will improve skill and understanding
- Be able to take responsibility for behavior

Rhythm

- Be able to move in a line and play circle games to a rhythm
- Be able to move balls, sticks, beanbags and other objects to rhythm
- Be able to move body parts to rhythm and create ways to move to a rhythm

Body Recognition

- Be able to know the names of body parts
- Be able to move body parts in various ways on direction
- Begin establishing movement vocabulary(space, high, low, fast, slow)
- Be able to identify and use a variety of relationships(over/under, behind, through)

Eye/Hand, Eye /Foot Coordination

- Be able to demonstrate beginner level techniques of catching, throwing, kicking, rolling and bouncing
- Be able to self-toss and catch
- Be able to work with a partner with bounce or roll
- Be able to roll to a target
- Be able to kick a stationary ball

Locomotor and Non-locomotor Patterns and Balance

- Be able to identify and perform a walk, run, jump and hop
- Be able to balance on a variety of body parts
- Be able to travel forward and sideways using a variety of locomotor skills
- Be able to roll

Awareness and Participation

- Be able to sustain moderate physical activity for short periods
- Be able to know the importance of warm-ups
- Be able to know that physical activity is fun and good for you
- Be able to enjoy the discovery of playing with friends
- Be able to interact positively with students in the class
- Be able to demonstrate knowledge and skills associated with Abduction Prevention

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE
Exploring Our World

The Kindergarten curriculum is the Science 21 Program developed at the Putnam/ Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science, Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: Using My Senses to Learn About and Appreciate Science

- How to behave when doing science activities
- How a scientist solves mysteries
- Solving a mystery substance
- Investigating a mystery box

Unit 2: Using My Senses to Learn About Me In My World

- The parts of the body
- What your senses are
- When eyes need help
- Sound discrimination
- Texture matching
- How senses protect us

Unit 3: Using My Senses to Learn About Other Things In My World

- Living and non-living things
- Where plants come from
- Seeds
- How seeds grow
- Setting up for newts
- Looking at newts

Unit 4: Using My Senses to Learn About Non-Living Things In My World

- What happens when you mix things together
- Rainbow bags, glue-goo, corn starch-goo
- How to make bubbles

Assessment: None

Textbook: None

For additional information on the Science 21 Program, please see:

<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES

Self and Others

The Kindergarten curriculum helps students develop an awareness of themselves as growing individuals. Children’s unique qualities as well as similarities to others is stressed. Children learn about values, ideas, customs, and traditions through folklores, music and oral histories. In addition, children’s relationships with others in the classroom and the school become the sources for social studies learning.

Skills Outcomes*

- Expose geography skills with the emphasis on self and family
- Expose students to charting information and putting events in order, different primary and secondary sources, planning skills which help with writing skills later, research and technical skills

Content Outcomes, covering the Political, Economic, Social and

Geographical aspects of each area*:

Myself and others

- People are alike and different in many ways (diversity)
- We all have a role and responsibilities in a family, neighborhood, school, government (citizenship)
- Each person has wants, needs, talents and abilities; likes and dislikes
- A student’s physical self includes gender, ethnicity and language
- People use folktales, legends, music and oral histories to teach values, ideas and traditions
- Memorize address, phone number, and birthday

My family and other families

- Define family and identify each student’s role in his/her family.
- Compare different kinds of families around the world
- Describe family celebrations around the world
- Know where your family comes from
- Explain how geographical factors affect families and their needs and wants

My school is a community

- Define school and its environment
- Identify the responsibilities of school workers and authority figures
- Identify the roles and responsibilities of students in school
- Students learn to work in a group: teamwork and helping each other, sharing.

My neighborhood

- Identify what neighborhood means and its many parts
- Describe the importance of money
- Identify different jobs people have in a community
- What 911 is
- Use a map to find places in a neighborhood
- List places located in my neighborhood.

My state and nation

- The U.S. has a history that started with the Native Americans
- Identify American heroes and their great contributions
- Citizenship includes an understanding of holidays and celebrations of our nation
- Respect the flag and learn The Pledge of Allegiance
- Compare farm life with city life
- Locate state and nation on a map/globe.

Assessment: No NYS or districtwide assessment is used. Teacher-created tests and performance activities are used to assess students’ level of mastery throughout the year.

Textbook: None

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see:
<http://www.emsc.nysed.gov/ciai/social.html> (NYS Education Dept.)
<http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ART

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In first grade, students meet with a NYSED certified art specialist for two 40-minute periods in each six-day cycle. Our arts educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- Be able to use the elements of art (line, color, shape and form) to make art
 - Recognize and be able to find the elements (line, color, shape and form)
 - Be able to find lines
 - Be able to use lines to draw and make shapes
 - Be able to find and use the basic geometric shapes
 - Know and use colors (use primary colors, be aware of warm and cool colors)
 - Be able to experience basic manipulation of shape and form in sculpture
- Be able to use the principles of art (concentrating on pattern) to make art
 - Be able to identify patterns
 - Be able to create examples of pattern
 - Use repeated lines to form patterns in design
 - Use basic geometric shapes to create patterns
- Be able to use a wide variety of art materials/media
 - Be able to complete many kinds of art independently and with others cooperatively
 - Be able to use materials appropriately and safely
 - Be able to identify, locate, manage and clean up/put away tools and materials

- Know about art made by selected cultures and artists
 - Know about selected artists (Picasso, Cassatt)
 - Know selected works made by these cultures and these artists
 - Be able to make art inspired by the art of these cultures and these artists
- Create and respond to art in a responsible, respectful manner
 - Be able to appreciate the creativity of others
 - Be able to create and respond to art with respect for self and others
 - Talk about art with known art vocabulary.

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in artwork.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

ENGLISH LANGUAGE ARTS

The Grade 1 curriculum in English Language Arts reflects the integrated nature of a balanced approach to literacy. Instruction is provided in the five components of reading; Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension, as well as engagement in independent reading. Instruction in writing teaches the writing process, the traits of writing, (Ideas, Organization, Word Choice, Voice, Sentence Fluency and Conventions) and independent writing. Listening and speaking are integrated into all components of a comprehensive balanced approach to literacy instruction.

The Grade 1 program builds on the skills from kindergarten and advances those skills through exposures to developmentally more difficult texts.

READING

Phonemic Awareness

- Identifies the sound at the beginning middle and end of a word
- Combines sounds or words to form words
- Changes the sound at the beginning middle or end of a word to form a new word

Phonics

- Uses consonants, consonant blends and vowel sounds to read unknown words
- Uses word patterns to read unknown words

Fluency

- Reads grade level text accurately and with expression

Comprehension

- Determines a purpose for reading
- Makes predictions or asks questions based on background knowledge
- Makes connections from what is known to what is read
- Retells stories and recalls facts from books read
- Responds to reading through discussions, retellings and in writing
- Revisits the text to clarify understanding
- Reads for different purposes
- Reads grade-level text
- Selects and independently reads 25 books or more at grade level

Writing

- Uses the writing process and the traits of writing
- Writes for a purpose
- Begins to make revisions and edit writing
- Writes independently using simple and compound sentences
- Continues to learn about the traits of effective writing
- Spells sight words and words that follow a beginning phonetic concept correctly
- Uses invented spelling for unknown words or non phonetic words

Speaking and Listening (These skills and strategies are learned and applied during reading and writing instruction.)

- Demonstrates active listening strategies
- Speaks clearly enough to be heard and understood in a variety of situations for a variety of purposes
- Follows multi-step directions

Assessment: All first grade students are periodically assessed on literacy skills by the classroom teacher. The district writing benchmark and the Developmental Reading Assessment is administered in January and June.

Textbook: Various leveled texts and supplemental texts.

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, please see:
<http://www.emsc.nysed.gov/ciai/ela.html> or
www.wappingersela.org

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In 1st grade students begin with addition and subtraction readiness, spend the majority of the year on addition and subtraction facts, and begin working with two-digit numbers. Also included are geometry, measurement, time, and money activities. Below are the areas of study for Grade 1 mathematics.

Patterns and Readiness for Addition and Subtraction

- Making 6, 7, 8, 9, and 10
- More than, fewer than, comparing and ordering numbers
- Patterns

Understanding Addition and Subtraction

- Using counters to add and subtract, using numbers to add and subtract
- Zero in addition and subtraction, vertical addition, number sentences
- Choose an operation, using cubes and subtraction to compare
- Addition and subtraction facts

Strategies for Addition and Subtraction Facts to 12

- Counting on, adding in any order; adding using a number line
- Doubles, doubles plus 1, sums of 10
- Counting back, using related facts
- Fact families, writing number sentences

Geometry

- Solid figures, flat surfaces and vertices, plane shapes
- Same size and same shape, symmetry, slides, flips, and turns

Counting to 100

- Numbers to 19, counting by 10s to 100, hundred chart
- Estimating with groups of 10, skip-counting
- Before, after, and between
- Ordinal numbers through twentieth

Place Value, Data, and Graphs

- Numbers made with tens
- Comparing, ordering, and sorting numbers
- Increasing and decreasing order
- Bar Graphs, Venn Diagrams

Two-Digit Addition and Subtraction

- Adding and subtracting groups of 10, adding and subtracting two-digit numbers

Measurement and Probability

- Estimating, measuring, and comparing length
- More likely, less likely

Time & Money

- Hour and minute hands, telling and writing time to the hour
- Days of the week, months of the year
- Coins

Assessment: No NYS or district-wide assessment is used. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *EnVision Mathematics*, Scott Foresman-Addison Wesley Copyright 2009

For more information see page 17 of the New York State Math Core Curriculum
<http://www.emsc.nysed.gov/ciai/mst/mathstandards/mathcorepage.htm>

MUSIC

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In first grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Content Outcomes

- **Singing:** Be able to use the singing voice
 - Be able to identify the singing voice in self and others
 - Be able to use the singing voice in a group
 - Be able to sit straight when you sing
- **Rhythm:** Be able to hear, read and perform patterns of beats and silent beats
 - Be able to perform steady beat while singing and listening
 - Be able to follow pictures/symbols of beat while singing and listening
 - Be able to read and perform beat and silent beat from pictures/symbols
- **Melody:** Understand that sounds go up, down and stay the same
 - Be able to sing and vocalize from visual cues up, down and stay the same
 - Be able to sing sol-mi patterns from visual cues
- **Harmony:** Be able to sing with a variety of accompaniments
 - Be able to sing with guitar/autoharp accompaniment
 - Be able to sing with piano accompaniment
- **Form:** Understand same and different
 - Know when melodic and rhythmic patterns sound the same or different
 - Know the difference between verse and refrain
- **Tone Color** Be able to hear different kinds of musical sounds
 - Be able to identify classroom percussion instruments by sight and sound
 - Know piano, flute, violin, trumpet, voice, guitar, and cymbals by sight and sound
 - Be able to hear and differentiate child voice, adult male and adult female voices
- **Instruments:** Be able to play unpitched classroom percussion instruments
 - Be able to play the triangle
 - Be able to play the finger cymbals
 - Be able to play a single maraca
 - Be able to play the tambourine
- **Culture/Style:** Know and participate in different kinds of world music
 - Be able to perform songs and singing games from four different cultures or countries
 - Know the story and musical themes from “Peter and the Wolf”

Assessment: Student evaluation is reflected in the music grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student’s demonstrations of criteria-based skills and techniques in performance, District-wide assessments, and home assignments.

Textbook: *The Music Connection*, Silver, Burdett & Ginn, 1998

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these standards is addressed at the elementary level.

Applying Physical Education

- Be able to work to be better at physical skills and to be in good shape
- Be able to take care of sports equipment

Sportsmanship

- Be able to play safely and by the rules
- Be able to encourage others and show appropriate social skills
- Know that practice will improve skill and understanding
- Be able to take responsibility for behavior

Rhythm

- Be able to create movement patterns (using body, time, space and force)
- Be able to move objects to a rhythm
- Be able to walk, jump and hop to a rhythm
- Be able to move body parts to a rhythm

Body Recognition

- Know the names of body parts and move them on direction
- Be able to move body parts in the way directed-lateral/unilateral
- Be able to change direction on cue
- Uses beginning movement vocabulary
- Identifies and begins to utilize the technique of landing

Eye/Hand, Eye/Foot Coordination

- Be able to run and kick a stationary ball without stopping
- Be able to demonstrate overhand throw and underhand throw
- Be able to self-toss a playground ball and catch it before it bounces
- Strike a stationary ball off a tee/off a tether

Group and Team Activities

- Be able to successfully participate in games of low organization
- Respond to teachers signals
- Responds to rule infractions when reminded
- Follows directions given to the class

Awareness and Participation

- Discover the joy of playing with friends
- Recognize that participation with a partner/group requires cooperation and sharing
- Be able to demonstrate complex locomotor patterns, balance and movement skills
- Be able to bend, twist, stretch, turn, sway, gallop, skip, jump and slide when asked

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE
Order In Our World

The Grade 1 curriculum is the Science 21 Program developed at the Putnam/Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science. Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: Organizing Ourselves to do Science Investigations

- Why we need to organize ourselves and our materials?
- What does a scientist do?
- Why scientists observe
- How to collect and record information
- How scientists tell others what they have done

Unit 2: Investigating Attributes and Properties of Objects

- What is a property?
- Sort and compare objects using properties
- Sort and compare ourselves using a Venn Diagram
- Sort objects by sinking or floating

Unit 3: Identifying the States of Matter

- Properties of a solid, liquid and a gas
- How temperature affects the state of matter
- Make foods that demonstrate changes in the states of matter
- Growing crystals

Unit 4: Investigating Living Things (Hermit Crabs)

- Set up an environment for the hermit crabs
- Observations of the hermit crabs
- Snail interactions with different stimuli
- How hermit crabs eat
- Hermit crabs and plants

Assessment: None

Textbook: None

For additional information on the Science 21 Program, please see:

<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES

My Family and Other Families: Past and Present

The Grade 1 curriculum explores the students’ roles as members of a family and school community. The development of identity and social interactions is stressed. Students explore self, family and school through the five standards. Students learn about families in the past and the present, as they study different kinds of families that have existed in different societies and communities.

Skills Outcomes*

- Introduce geography skills; skills with timelines, charts, diagrams, graphs
- Expose students to skills working with primary and secondary sources, to writing skills which help to demonstrate knowledge of social studies
- Introduce research and technical skills

Content Outcomes, covering the Political, Economic, Social and Geographical aspects of each area*
My family and other families

- Compare different kinds of families and family celebrations around the world
- Folk tales, biographies, oral histories, and legends relate family histories
- Know where your family comes from
- Describe the location of places with street names and address numbers
- Know your own address, phone number, and birthday

My school is a community

- Define school as a place for learning
- There are consequences for breaking rules
- Identify the responsibilities of school workers and authority figures, and students
- Students recognize the value of being cooperative, respectful, responsible
- Practice mapping from an aerial view (using the objects in the classroom)

My community and local region

- Define communities and their many parts
- Explore folklore, myths, legends, and other cultural contributions
- Explore monuments and important places in our community

- People exchange elements of their culture (cultural diffusion)
- Explore diversity within our community
- List places located in my neighborhood

My state and nation

- The U. S. has a democratic government; discuss the voting and election process
- Explain why and how Americans celebrate Independence Day
- Citizenship includes an understanding of songs/ symbols, holidays/celebrations of our nation, knowledge of and respect for the flag
- Introduce a calendar
- Recognize N.Y.S. and the U. S. on a map/globe
- Identify the nation’s coasts, major lakes, and rivers on a map

My world near and far

- Cooperation between countries may lead to global solutions
- Explain the role of language: to communicate, to understand other cultures

Assessment: No NYS or districtwide assessment is used. Teacher-created tests and performance activities are used to assess students’ level of mastery throughout the year.

Textbook: *Families and Their Needs*, Silver, Burdett & Ginn, 1988

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see: <http://www.emsc.nysed.gov/ciai/social.html> (NYS Education Dept.) <http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ART

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In second grade, students meet with a NYSED certified art specialist for two 40-minute periods in each six-day cycle. Our arts educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- Be able to use the elements of art (line, color, shape, form and texture) to make art
 - Know and be able to find the elements (line, color, shape, form and texture)
 - Be aware of horizontal, vertical and diagonal lines
 - Be able to use warm and cool colors
 - Be able to recognize and use colors
 - Be able to use lines in a variety of ways
 - Be able to distinguish between geometric and organic shapes
 - Know and use secondary colors
 - Be aware of the color wheel
 - Begin to mix primary colors to make secondary colors
 - Understand and identify textural differences
- Be able to use the principles of art (concentrating on pattern and variety) to make art
 - Be aware of the principles of pattern and variety, and be able to find and use them
- Be able to use a wide variety of art materials/media
 - Be able to complete many kinds of art independently and with others cooperatively
 - Be able to use materials appropriately and safely
 - Be able to identify, locate, manage and clean up/put away tools and materials
- Know about art made by selected cultures and artists
 - Know about African art
 - Know about selected artists (Monet, Van Gogh)
 - Know selected works made by these cultures and these artists
 - Be able to make art inspired by the art of these cultures and these artists
- Create and respond to art in a responsible, respectful manner
 - Be able to appreciate the creativity of others
 - Be able to create and respond to art with respect for self and others
 - Talk about art with known art vocabulary

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in artwork.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

ENGLISH LANGUAGE ARTS

The Grade 2 curriculum in English Language Arts reflects the integrated nature of a balanced approach to literacy. Instruction is provided in the five components of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension, as well as engagement in independent reading. Instruction in writing teaches the writing process, the traits of writing, (Ideas, Organization, Word Choice, Voice, Sentence Fluency and Conventions) and independent writing. Listening and speaking are integrated into all components of a comprehensive balanced approach to literacy instruction.

The Grade 2 program builds on the skills from kindergarten and advances those skills through exposures to developmentally more difficult texts.

READING**Phonics**

- Uses consonants, consonant blends and vowel sounds to read unknown words
- Uses words patterns to read unknown words

Vocabulary Skills

- Uses surrounding words or sentences to determine word meanings
- Recognizes word use when seen in everyday language when seen in print

Fluency

- Reads grade level text smoothly and accurately with expression

Comprehension

- Reads for different purposes and literary experiences (stories, plays, poems) to be informed or to perform a task
- Determines a purpose for reading
- Makes predictions based on knowledge of the topic and the preview of the text
- Makes connections to the text
- Uses strategies to fix what does not make sense
- Confirms or alters predictions
- Rereads to confirm or alter understandings
- Understands character plot and setting when reading for literary experience
- Is aware of text features (headings, table of contents, captions, labels, index) when reading informational text
- Revisits text to think about what was learned
- Responds to reading through discussion and writing
- Selects and independently reads at least 25 or more grade level appropriate books

Writing

- Uses the writing process and the traits of writing
- Determines purpose and audience for writing
- Revises writing by using criteria or check list
- Spells frequently used words and pattern words correctly
- Understands sequencing in writing
- Groups similar information together when writing to inform
- Writes topic sentence and supporting sentence

Speaking and Listening (These skills and strategies are learned and applied during reading and writing instruction.)

- Demonstrates active listening strategies
- Speaks clearly enough to be heard and understood in a variety of situations for a variety of purpose

Assessment: All second grade students are periodically assessed on literacy skills by the classroom teacher. The district writing benchmark and the Developmental Reading Assessment is administered in January and June

Textbook: Various leveled texts and supplemental texts.

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, please see: <http://www.emsc.nysed.gov/ciai/ela.html> or www.wappingersela.com

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In 2nd grade students mainly study addition and subtraction, along with time, money, and shapes. During science instruction they study the math concepts length and weight. Below are the areas of study for Grade 2 mathematics.

Understanding Addition and Subtraction

- Joining groups to add
- Zero as the identity element
- Addition, subtraction, and number sentences
- Fact families

Fact Strategies for Addition and Subtraction

- Counting on, counting backwards, double facts, and doubles plus 1
- Add three numbers
- Making 10 to add 7, 8, or 9
- Thinking doubles and addition to subtract

Time, Data, and Graphs

- Telling time to five minutes and after the hour
- Estimating time
- Tables and data from a survey, Pictographs, and Bar Graphs

Place Value to 100 and Money

- Using tens and ones, and recognize the meaning of zero in the place value system
- Use doubling to add 2-digit numbers
- Number words, comparing numbers, before, after, and between, and skip-counting
- Even and odd numbers, ordinal numbers, and money – coins and bills

Two-Digit Addition and Subtraction

- Adding and subtracting with and without regrouping
- Adding and subtracting money, and adding three numbers
- Estimating sums, trial and error, and using addition to check subtraction

Numbers to 1,000

- Building 1,000 and writing numbers to 1,000
- Counting hundreds, tens, and ones

Geometry and Fractions

- Slides, flips, turns, and symmetry
- Circle, square, rectangle, and triangle - grouping objects by properties

Understanding Multiplication and Division

- Skip-counting equal groups, and repeated addition
- Making equal groups

Mental Math: Addition and Subtraction

- Adding and subtracting tens and ones
- Addition and subtraction patterns
- Finding parts of 100

Assessment: No NYS or district-wide assessment is used. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *EnVision Mathematics*, Scott Foresman-Addison Wesley Copyright 2009

For more information see page 25 of the New York State Math Core Curriculum:
<http://www.emsc.nysed.gov/ciai/mst/mathstandards/mathcorepage.htm>

MUSIC

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In second grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Content Outcomes

- **Singing:** Know tuneful singing
 - Be able to sing familiar songs tunefully in a group
 - Be able to sing with good seated and standing posture
 - Know when two voices make the same sound/ tune (pitch)
 - Be able to improvise using sol and mi
 - Be able to sing resting tone (tonic) for familiar songs in major and minor tonalities
 - **Rhythm:** Be able to hear, read, write and perform patterns of sounds
 - Be able to read, write and perform rhythm patterns using the Kodaly rhythm syllables ta (quarter note), ti-ti (two connected eighth notes), rest (quarter rest)
 - Understand the difference between beat and rhythm
 - Be able to walk and move to the steady beat at various speeds
 - Be able to hear and write rhythm patterns using quarter notes, two connected eighth notes and quarter rests
 - Be able to hear and respond to strong beat for music with beats grouped in twos and threes
 - Be able to perform an ostinato (repeated pattern) using quarter notes and quarter rests
 - **Melody:** Know that different notes show different sounds
 - Be able to read and sing solfege patterns using sol, mi, and la
 - Be able to hear and write note heads for patterns of sol and mi
 - Be able to differentiate line and space notes
 - **Harmony:** Be able to make harmony
 - Be able to play an ostinato (repeated pattern) with a familiar song
 - Know the difference between melody and accompaniment
 - **Form:** Know that music has form
 - Know when sections sound the same or different
 - Know forms using A and B sections
 - Be able to say how the A and B sections are different
 - **Tone Color** Know families and groups of instruments
 - Know the instrument families by sight
 - Be able to group similar musical sounds together and say how they are alike and different
 - Know how to create different musical sounds (i.e., shake, hit)
 - **Instruments:** Be able to play mallet percussion
 - Be able to hold mallets properly
 - Be able to bounce mallet on mallet percussion to make a ringing sound
 - Be able to play using single hand and hands together
 - **Culture/Style:** Know and participate in different kinds of world music
 - Know examples of African American music, songs, singing games, and spirituals
 - Know the music from “Carnival of the Animals”
 - Know the story and musical themes from the “Nutcracker” ballet
- Assessment:** Student evaluation is reflected in the music grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student’s demonstrations of criteria-based skills and techniques in performance, District-wide assessments, and home assignments.
- Textbook:** *The Music Connection*, Silver, Burdett & Ginn, 1998
- For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these standards is addressed at the elementary level.

Applying Physical Education

- Be able to work to be better at physical skills and to be in good shape
- Be able to take care of their sports equipment
- Be able to understand that classroom learning and activities can reinforce each other
- Be able to understand that various recreational activities are lifetime activities

Sportsmanship

- Be able to play safely and by the rules
- Be able to encourage others and show appropriate social skills
- Be able to accept personal physical abilities as others abilities
- Be able to take responsibility for behavior

Rhythm

- Be able to create movement patterns(using body, time, space and force)
- Be able to move objects to a rhythm
- Be able to walk, jump and hop to a rhythm
- Be able to move body parts to a rhythm

Body Recognition

- Be able to control your body (perceptual motor ability)
- Be able to control several parts at once
- Be able to stay balanced in many positions on the floor
- Being able to jump and land using combinations of take-offs
- Be able to demonstrate chasing, fleeing and dodging to avoid others
- Use concepts of space awareness and movement control

Eye/Hand, Eye/Foot Coordination

- Be able to use at least three body parts to strike a ball towards a target
- Be able to strike a ball repeatedly with a paddle
- Be able to kick and trap a slow moving ball
- Consistently strike a stationary ball off a tee/off a tether

Group and Team Activities

- Be able to successfully participate in group games that require simple ball skills
- Be able to recognize boundary lines during group activities
- Responds to rule infractions when reminded
- Follows directions given to the class
- Be able to stop activity immediately at the signal
- Be honest when reporting results of work

Awareness and Participation

- Be able to develop an understanding of the components of health related fitness
- Be able to engage in sustained physical activity
- Be able to demonstrate jump rope skills and warm-up exercises
- Be able to support body weight for climbing, hanging, and taking weight on hands
- Be able to treat others with respect
- Demonstrate knowledge and skills of abduction prevention and stranger cues

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE**Measuring Changes In Our World**

The Grade 2 curriculum is the Science 21 Program developed at the Putnam/Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science, Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: Tools to Measure Our World

- Tools in the classroom and why they are needed
- Measure length using non-standard methods
- Use a ruler to measure
- Use a balance to find the weight of objects
- Measure volume and temperature
- Work with "gro-beasts"

Unit 2: Observing and Measuring Changes in Energy

- What is energy
- Where light comes from
- Solar cells
- How sound is created by vibrations
- Magnets – what they attract and how they interact
- Sources of energy

Unit 3: Observing and Measuring Changes in Living Things

- Growing and observing seeds and bulbs
- Setting up the habitat for the crayfish
- Observations of a crayfish
- Lyme Disease

Unit 4: Observing and Measuring Changes in the Environment

- Fall – Shadows, sundials, changes of the Moon
- Winter – Insulation
- Spring – Waterproofing
- Summer – Solar Heater

Assessment: None

Textbook: None

For additional information on the Science 21 Program, please see:
<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES

My Community and Other U.S. Communities

The Grade 2 curriculum explores rural, urban, and suburban communities, while concentrating on communities in the United States. We use our local community as an example for studying about and understanding other communities. We use a variety of perspectives in studying the content of the other communities, including geographic, socioeconomic and ethnic. Throughout the curriculum, the rights and responsibilities of citizenship should be highlighted.

Skills Outcomes*

- Develop geography skills with the emphasis on local and American communities
- Develop skills using time lines, charts, graphs, tables and diagrams
- Expose students to skills working with primary and secondary sources
- Introduce writing skills which help to demonstrate knowledge of social studies
- Develop research and technical skills

Content Outcomes, covering the

Political, Economic, Social and

Geographical aspects of each area*

People live in different types of communities: urban, rural, and suburban (Show similarities and differences, while exposing students to different places and local history)

- People in communities belong to different groups: families, schools, churches, public service, etc
- Define government, its purposes, and consequences of its absence
- There are economic benefits to living in a community
- Communities depend on each other for facilities and services (interdependence and trade)
- The role and responsibility of families in each community may change over time
- People find out about themselves by learning their family history
- People engage in different activities depending on where they live (different lifestyles)
- Different ethnic groups may live in different communities.

Decision Making is important for urban, rural, and suburban communities

- Taxes are collected by the government in order to provide public services
- Communities in the U.S. elect and appoint leaders who make, enforce and interpret rules and laws
- Rules and laws are made to govern and protect community members

- Citizens participate in decision making, problem solving, conflict resolution (citizenship and voting)
- Decisions are made on how to spend the taxes they collect based upon the needs of the community
- People move from place to place
- Identify how geography affects decisions made in different communities.

American history is rooted in the achievements of people, different events and traditions

- Native Americans were the first inhabitants in America
- The Pilgrims were one of the first people to encounter the Native Americans
- Immigration helped change America
- Discuss people who have worked for freedom in the U.S
- Inventions change America. Define Industrial Revolution
- Immigrants affect the economy of the U.S
- Identify different monuments in the U.S
- Many people have made America
- We honor our country's great events, symbols, and achievements through celebrations and holidays
- Locate the 13 colonies on a map

Assessment: No NYS or districtwide assessment is used. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *Communities and Their Needs* Silver, Burdett & Ginn, 1988

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see: <http://www.emsc.nysed.gov/ciai/social.html> (NYS Education Dept.) or <http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ART

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In third grade, students meet with a NYSED certified art specialist for two 40-minute periods in each six-day cycle. Our arts educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- Be able to use the elements of art (line, color, shape, form and texture) to make art
 - Know and be able to find the elements (line, color, shape, form and texture)
 - Use horizontal, vertical and diagonal lines
 - Be able to use contour lines in drawing
 - Be aware of a color scheme
 - Further experience primary and secondary colors
 - Be able to use the elements of art
 - Be aware of a horizon line
 - Be able to perceive and use overlapping shapes
 - Be able to distinguish between geometric shape and form from organic shape and form
 - Be able to identify and describe textures
 - Experiment with textures
 - Be able to use real and simulated textures
 - Be able to mix different colors and use them
- Be able to use the principles of art (concentrating on balance) to make art
 - Be able to identify and create balance
 - Identify and create symmetry/asymmetry
- Be able to experience two- and three-dimensional media
 - Be able to complete many kinds of art independently and with others cooperatively
 - Be able to plan the art before creating it
 - Be able to use materials appropriately and safely
 - Be able to identify, locate, manage and clean up/put away tools and materials

- Know about art made by selected cultures and artists
 - Know about Native American art
 - Know about selected artists (Matisse, O'Keeffe)
 - Know selected works made by these cultures and these artists
 - Be able to make art inspired by the art of these cultures and these artists
- Create and respond to art in a responsible, respectful manner
 - Be able to appreciate the creativity of others
 - Be able to create and respond to art with respect for self and others
 - Talk about art with known art vocabulary

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in artwork. All third grade students will complete the District-wide assessment, "I Can Talk About Art."

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

ENGLISH LANGUAGE ARTS

The Grade 3 curriculum in English Language Arts reflects the integrated nature of a balanced approach to literacy. Instruction is provided in reading and word study, and engagement in reading. The program encompasses writing instruction, which includes the teaching of the writing process, writer's craft, and conventions of language, including spelling and grammar and independent writing. Listening and speaking are integrated into all components of a comprehensive balanced approach to literacy instruction.

The Grade 3 program builds on the skills from second grade and advances those skills through exposures to developmentally more difficult texts.

READING

Phonics

- Uses phonics skills to read multi-syllabic words
- Vocabulary skills
- Uses context clues, suffixes and prefixes to determine word meanings
- Begins to acquire new vocabulary from reading

Reading comprehensions strategies

- Reads grade level text fluently and accurately
- Reads for different purposes
- Applies appropriate grade level strategies to text
- Makes predictions based on background knowledge and previewing text
- Visualizes or makes mental pictures to understand text
- Determines importance of information in text
- Uses strategies to fix what does not make sense
- Understands characters, setting, conflict and plot when reading literature
- Revisits texts to think about what was learned
- Responds to reading through discussion and writing summaries of text
- Selects and independently reads at least 25 grade level appropriate books

Writing

- Uses the writing process and the traits of writing
- Determines purpose and audience and maintains focus in writing
- Edits writing using grade level appropriate writing conventions, (i.e. Capitalization of months, names of countries, standard punctuation and simple and complex sentences)
- Writes independently for a variety of purposes- for personal expression, to inform, to persuade, to entertain
- Spells frequently used words and words with specific spelling patterns correctly
- Uses a variety of sentence structures and sentence lengths
- Develops multiple paragraph essays with topic sentence and detail
- Uses relevant descriptions to make a topic clear to the reader

Speaking and Listening

- Speaks and expresses thoughts clearly
- Demonstrates active listening strategies
- Plans and delivers effective oral presentations
- Builds on the ideas of others in conversation

Assessment: All third grade students are periodically assessed on literacy skills by the classroom teacher. The district writing benchmark and the Developmental Reading Assessment is administered in January and June. Students take the NYS Grade 3 ELA Assessment in January.

Textbook: Various leveled texts and supplemental texts.

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, see:

<http://www.emsc.nysed.gov/ciai/ela.html> or www.wappingersela.com

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In 3rd grade students review and extend their skills with addition and subtraction. A major focus is the introduction of multiplication and division, mastery of multiplication facts, and extensive practice with applications that require the four basic operations. Time, money, graphs, geometry, and measurement activities are interspersed throughout the year. Below are the areas of study for Grade 3 mathematics.

Place Value and Money

- Numbers in the hundreds, place-value patterns, comparing numbers, number patterns
- Counting money

Addition and Subtraction

- Addition properties, estimating sums, estimating differences, overestimates and underestimates
- Adding and subtracting three-digit numbers, adding three or more numbers, subtracting across zero
- Equality and inequality

Time, Data, and Graphs

- Time - half hour, quarter hour, minute
- Organizing data, Pictographs, Bar Graphs

Multiplication Concepts and Facts

- Arrays and multiplication
- 2, 5, 9, 10 as a factor
- Multiplying with 0 and 1
- 3, 4, 6, 7, 8 as a factor
- Patterns, practicing multiplication facts

Division Concepts and Facts

- Division as sharing, repeated subtraction
- Dividing with 2, 3, 4, 5, 6, 7, 8, 9
- Dividing with 0 and 1
- Division patterns

Geometry

- Solids and shapes
- Polygons, triangles, quadrilaterals
- Congruence, symmetry

Fractions and Measurement

- Equal parts of a whole, naming fractional parts
- Equivalent fractions, fractions on a number line, comparing and ordering fractions
- Estimating fractional amounts, fractional parts of a set
- Length – feet, inches, yards, miles, measuring to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ inch
- Capacity, weight

Multiplying and Dividing Larger Numbers

- Multiplication and division patterns, estimating products and quotients
- Arrays, breaking numbers apart to multiply and divide

Assessment: All students in grade 3 take the NYS Math Assessment in March. They also take WCSD math assessments in January and June. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *EnVision Math*, Scott Foresman-Addison Wesley, Copyright 2009

For more information see:
page 32 of the New York State Math Core Curriculum <http://www.emsc.nysed.gov/ciai/mst/mathstandards/mathcorepage.htm>

MUSIC

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In third grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- **Singing:** Be able to sing tunefully
 - Be able to sing tunefully, alone and with others
 - Be able to sing loud and soft tunefully
 - Be able to improvise using sol, mi, and do
- **Rhythm:** Be able to hear, read, write and perform rhythm patterns
 - Know paired eighth notes, quarter note, quarter rest, half note, half rest, dotted half note, whole note and whole rest
 - Be able to read, write and perform rhythm patterns using the required notes and rests
 - Be able to hear and write one measure using paired eighth notes, quarter notes, quarter rest, and half notes
 - Be able to read and perform four measures of rhythm
 - Be able to improvise a rhythmic ostinato (repeated pattern)
- **Melody:** Understand the notes on the treble staff
 - Be able to follow a melody written on the treble staff
 - Be able to read and sing solfege patterns using do, mi, sol, and la
 - Be able to hear and write note heads for solfege patterns of sol, mi, and do.
- **Harmony:** Be able to make harmony
 - Be able to sing a two-part round
 - Be able to sing an ostinato (repeated pattern) with a familiar song
 - Be able to sing tonic and dominant as the root bass line to a familiar melody
- **Form:** Be able to recognize the form of musical phrases and sections
 - Be able to see and hear phrases and sections that are the same or different
 - Be able to say how phrases are different
- **Tone Color** Be able to hear timbre of instruments
 - Know the instrument families by sound
 - Know the name and sound of the highest and lowest instrument in each family
 - Know four American folk instruments by sight and sound
- **Instruments:** Be able to play melodic mallet percussion (Orff)
 - Be able to perform patterns using alternating mallets
 - Be able to play an ostinato (repeated pattern) on mallet percussion
- **Culture/Style:** Know and participate in different kinds of world music
 - Be able to sing the first verse of four American patriotic songs from memory
 - Know examples of American folk songs and dances, including basic square dance steps
 - Know examples of music, songs, and instruments from one country/culture studied in the social studies curriculum, including where, how, and by whom they are traditionally performed
 - Know about one American composer, including basic facts and musical examples

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstrations of criteria-based skills and techniques in performance, District-wide assessments, and home assignments.

Textbook: *The Music Connection*, Silver, Burdett & Ginn, 1998

For the complete Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these standards is addressed at the elementary level.

Applying Physical Education

- Be able to work to be better at physical skills and to be in good shape
- Be familiar with equipment which can aid in sports and activities
- Be able to understand that classroom learning and activities can reinforce each other
- Be able to understand that various recreational activities are lifetime activities
- Be able to know local sports and recreational centers

Sportsmanship

- Be able to play safely and by the rules
- Be able to encourage others and show appropriate social skills
- Be able to accept personal physical abilities as others abilities
- Be able to take responsibility for behavior

Rhythm

- Be able to demonstrate mature form in locomotor movements
- Be able to combine movement skills to a rhythm

Body Recognition

- Be able to control your body (perceptual motor ability)
- Be able to control several parts at once
- Be able to stay balanced in many positions on the floor
- Being able to jump and land using combinations of take-offs
- Be able to demonstrate chasing, fleeing and dodging to avoid others
- Use concepts of space awareness and movement control

Eye/Hand, Eye/foot Coordination

- Be able to adapt a movement skill to the demands of the unpredictable environment
- Be able to balance with control on a variety of objects
- Demonstrate mature form of jump and land
- Be able to demonstrate a smooth transition between various skills

Group and Team Activities

- Be able to demonstrate knowledge and skills which better enable participation in group and team sports
- Pre-soccer skills, Pre-Football skills Pre-Basketball skills and Pre-volleyball skills
- Be able to demonstrate lead-up skills to sports and activities

Awareness and Participation

- Be able to develop an understanding of the components of health related fitness
- Be able to perform endurance running
- Be able to work with others and resolve conflicts
- Be able to treat others with respect
- Demonstrate knowledge and skills of abduction prevention and stranger cues
- Be able to have basic understanding of what it means to do in emergencies

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE**Cycles In the Natural World**

The Grade 3 curriculum is the Science 21 Program developed at the Putnam/Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science, Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: How a Scientist Investigates Plant Cycles

- What a scientist does
- How a scientist (student) keeps an account of their work
- Investigate how a seed becomes a plant
- Parts and functions of a plant

Unit 2: How a Scientist Investigates Electricity

- Introduction to electricity
- How switches control the flow of electricity
- Conductors and non-conductors
- Series and parallel circuits
- Creating a circuit board

Unit 3: How a Scientist Investigates Water Cycles

- Sources and types of water
- States of water
- Water cycle
- Weather and the water cycle
- Conservation of water

Unit 4: How a Scientist Investigates Animal Cycles

- Study and observe the butterfly

Assessment: None

Textbook: None

For additional information on the Science 21 Program, please see:

<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES
Communities Around the World

The Grade 3 curriculum introduces communities throughout the world. The five social studies standards that are the basis of study are social, political, geographic, economic and historic characteristics of these communities. Students learn about the diversity of the world’s peoples and cultures. They study Western and non-Western examples from different geographic areas.

Skills Outcomes*

- Master Geography Skills with focus on communities
- Develop skills using timelines, charts and graphs
- Introduce Primary and Secondary Sources
- Develop writing skills to demonstrate knowledge of social studies
- Develop research and technical skills

Content Outcomes, covering the Political, Economic, Social and Geographical aspects of each area*:

Cultures and civilizations around the world

- Define culture and civilization
- Historical events can be viewed through the eyes of those who were there, as shown in their art, writings, music and artifacts
- Compare political, economic, social and geographical similarities and differences among world communities
- Different events, people, problems and ideas make up a world community
- People create government and laws to keep order and insure safety
- Political leaders help make laws and enforce them
- Citizens have responsibilities in their communities
- Economic decisions rely heavily on geographical and environmental factors
- What goods and services should be produced and in what quantity?
- How and for whom shall goods and services be produced?
- Human needs and wants differ from place to place
- Economic choices are made due to unlimited needs and wants and limited (scarce) resources
- Explain how and why cultures/civilizations change
- People in world communities exchange elements of their culture (cultural diffusion)

- Values ideas, beliefs, and traditions are expressed in legends, folktales, biographies, autobiographies, and historical narratives
- People in world communities celebrate their accomplishments, achievements and contributions
- Families in world communities differ from place to place
- All people in world communities need to learn and they learn in different ways
- World communities may have diversity among the groups that live together
- Explore different places people settle and why they settle there
- The causes and effects of human migration vary in different world regions
- People modify their physical environments to meet their needs
- Lifestyles of communities are affected by their environment

Use communities around the world to demonstrate the different political, economical, social and geographical aspects and decisions made by communities. (This give students a global perspective by using communities outside the U.S.)

Assessment: No NYS or districtwide assessment is used. Teacher-created tests and performance activities are used to assess students’ level of mastery throughout the year.

Textbook: *Communities: Adventures in Time and Place*, McGraw Hill, 2001

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see:
<http://www.emsc.nysed.gov/ciai/social.html>
 (NYS Education Dept.)
<http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ART

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In fourth grade, students meet with a NYSED certified art specialist for two 40-minute periods in each six-day cycle. Our arts educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Content Outcomes

- Be able to use the elements of art (line, color, shape, form, texture and space) to make art
 - Be able to find the elements (line, color, shape, form, texture and space)
 - Be able to identify and use positive and negative space
- Be able to use the principles of art (concentrating on contrast) to make art
 - Be able to identify contrast
 - Be able to create examples of contrast
- Be able to use a wide variety of two- and three-dimensional materials and techniques
 - Be able to complete many kinds of art independently and with others cooperatively
 - Be able to plan the art before creating it
 - Be able to identify and talk about the process used in creating the artwork
 - Be able to use materials appropriately and safely
 - Be able to identify, locate, manage and clean up/put away tools and materials

- Know about art made by selected cultures and artists
 - Know about Early American Folk and Craft art
 - Know about selected artists (style, media and subject matter of Rembrandt, Church)
 - Know selected works made by these cultures and these artists
 - Be able to make art inspired by the art of these cultures and these artists
- Create and respond to art in a responsible, respectful manner
 - Be able to appreciate the creativity of others
 - Be able to create and respond to art with respect for self and others
 - Talk about art with known art vocabulary

Assessment: Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in artwork.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

ENGLISH LANGUAGE ARTS

The Grade 4 curriculum in English Language Arts reflects the integrated nature of a balanced approach to literacy. Instruction is provided in reading and word study, and engagement in reading. The program encompasses writing instruction, which includes the teaching of the writing process, writer’s craft, and conventions of language, including spelling and grammar and independent writing. Listening and speaking are integrated into all components of a comprehensive balanced approach to literacy instruction.

The Grade 4 program builds on the skills from first grade and advances those skills through exposures to developmentally more difficult texts.

READING

Vocabulary Skills

- Uses context clues, suffixes and prefixes to determine word meanings
- Uses knowledge of word parts and word relationships (i.e. Synonyms, antonyms to determine meaning and pronunciation.)
- Begins to acquire new vocabulary from reading

Reading comprehensions strategies

- Reads grade level text fluently and accurately
- Reads for different purposes, to be informed, literary experience and to perform a task
- Applies appropriate grade level strategies to text
- Makes predictions based on background knowledge and previewing text
- Visualizes or makes mental pictures to understand text
- Determines importance of information in text
- Answers or refines questions
- Identifies authors style
- Uses characteristics of text to aid comprehension
- Uses strategies to fix what does not make sense
- Understands characters, setting, conflict and plot when reading literature
- Revisits texts to think about what was learned
- Responds to reading through discussion and writing summaries of text
- Selects and independently reads at least 25 grade level appropriate books

Writing

- Uses the writing process and the traits of writing
- Determines purpose and audience and maintains focus in writing

- Edits writing using grade level appropriate writing conventions, (i.e. Capitalization of months, names countries, standard punctuation and simple and complex sentences.)
- Writes independently for a variety of purposes- for personal expression, to inform, to persuade, to entertain
- Uses resources effectively to spell words
- Uses strong beginnings to engage the reader
- Uses a variety of sentence structures and sentence lengths
- Develops multiple paragraph essays with topic sentence and detail
- Uses relevant descriptions to make a topic clear to the reader

Speaking and Listening

- Speaks and expresses thoughts clearly
- Demonstrates active listening strategies
- Plans and delivers effective oral presentations
- Builds on the ideas of others in conversation

Assessment: All fourth grade students are periodically assessed on literacy skills by the classroom teacher. The district writing benchmark and the Developmental Reading Assessment is administered in January and June. Students take the NYS Grade 4 ELA Assessment in January.

Textbook: Various leveled texts and supplemental texts.

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, see:
<http://www.emsc.nysed.gov/ciai/ela.html> or
www.wappingersela.com

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In 4th grade addition, subtraction, multiplication, and division of whole numbers are reviewed. However, the major focus of this year is the introduction of fractions and decimals, and the extension of addition and subtraction to them. Students continue to solve application problems using the basic operations in the areas of time, measurement, data, and graphs. Below are the areas of study for Grade 4 mathematics.

Place Value, Adding and Subtracting Whole Numbers, and Money

- Numbers in the thousands, place-value patterns
- Comparing, ordering, and rounding numbers
- Using money to understand decimals, counting money, making change
- Column addition, subtracting whole numbers and money
- Estimating sums and differences, expressions and equations

Multiplication and Division Concepts and Facts

- Patterns in multiplying, meanings for division, special quotients, expressions and equations

Time, Data, and Graphs

- Elapsed time, calendars
- Data, Pictographs, Line Plots, Bar Graphs, Circle Graphs
- Graphing ordered pairs, Line Graphs
- Median, mode, and range
- Inequalities on a number line, translating words to equations

Multiplying and Dividing

- Multiplying by multiples of 10, 100, or 1,000, estimating products
- Multiplying one-, two-, and three-digit numbers
- Multiplying money
- Using patterns to divide, estimating quotients, dividing with remainders

Geometry and Measurement

- Solids, plane figures, polygons, triangles, quadrilaterals, circles
- Lines, segments, rays, angles
- Congruence, perimeter, area

Fraction Concepts, Operations, and Customary Measurement

- Parts of a region, parts of a set
- Fractions, length, and the number line
- Estimating, equivalent fractions, comparing and ordering fractions
- Adding and subtracting fractions with like denominators
- Length, customary units, fractions of an inch, changing units, comparing measures

Decimals and Metric Measurement

- Place value
- Comparing, ordering, rounding, and estimating decimals
- Adding and subtracting decimals
- Metric units – length, capacity, mass, comparing measures

Assessment: All students in grade 4 take the NYS Math Assessment in March. They also take WCSD math assessments in February and June. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *EnVision Math*, Scott Foresman-Addison Wesley, Copyright 2009

For more information see page 41 of the New York State Math Core Curriculum
<http://www.emsc.nysed.gov/ciai/mst/mathstandards/mathcorepage.htm>

MUSIC

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In fourth grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- **Singing:** Be able to sing musically
 - Sing tunefully, alone and with others
 - Breathe musically
 - Blend your voice with others
- **Rhythm:** Understand meter
 - Hear and write two measures of rhythm using familiar notes, rests, and meter
 - Read, write, count and perform quarter note, quarter rest, paired eighth notes, half note, half rest, dotted half note, whole note and whole rest using the traditional counting system
 - Know duple, triple and quadruple meter, measure and bar line
 - Improvise a two-measure rhythm in duple and triple meter
- **Melody:** Be able to perform a melody from notes on the treble staff
 - Read, sing and play notated melodies that move by step, skip or stay the same
 - Read and sing notated solfege patterns using low sol, do, mi, sol, la, high do, and do, re, mi
 - Hear and write note heads for solfege patterns using do, re, mi
 - Understand the letter name system for the treble staff
- **Harmony:** Be able to make harmony
 - Sing a three-part round or canon
 - Sing partner songs
 - Sing/play, maintaining one of several simultaneous ostinati (repeated patterns)
 - Hear and sing tonic and dominant as the root bass line to familiar melodies
- **Form:** Know musical terms and signs related to form
 - Follow music using D.S., D.C., and repeat signs, and first and second ending
 - Hear and identify an introduction, bridge, interlude and coda
- **Tone Color** Understand timbres of instruments
 - Understand the production of sound for each instrument family
 - Visually identify by sight four instruments from each family
- **Instruments:** Be able to play beginning recorder
 - Hold the recorder correctly
 - Tongue notes on the recorder
 - Read and play melodies on the recorder using B,A,G
- **Culture/Style:** Know and participate in a variety of world music
 - Know examples of traditional music and songs related to the grade level social studies curriculum (New York State)
 - Know about one major composer, including basic facts and musical examples
 - Know the story, characters, composer and musical excerpts from one ballet

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstrations of criteria-based skills and techniques in performance, District-wide assessments, and home assignments.

Textbook: *The Music Connection*, Silver, Burdett & Ginn, 1998

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

FOURTH GRADE CHORUS This required course of study is part of the comprehensive, sequential vocal music program that begins in fourth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In fourth grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Students are expected to participate in the concerts that may be held after school hours. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire performance
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate performances (of self and others), and develop strategies to improve
- Demonstrate skills from warm-ups in choral repertoire
- Ensemble Technique: Be able to work together to reach performance expectations
 - Demonstrate positive and productive behavior as a chorus member
 - Demonstrate commitment to choral rehearsals and performances
 - Follow the conductor
 - Evaluate and improve individual and group performance
- Culture/Style: Know music from different time periods and cultures
 - Know the origin and styles of the current choral music
 - Know the titles and composers of the current choral music
 - Understand the lyrics of the current choral music

Content Outcomes

- Vocal Production: Be able to breathe correctly and sing tunefully
 - Sing using correct seated and standing posture
 - Imitate correct breathing
 - Use the head voice
 - Sing tunefully
 - Identify tuneful singing
- Diction and Pronunciation: Be able to pronounce words clearly
 - Imitate pure vowels
 - Sing ending consonants at cut-offs
- Music Reading: Know and use music signs/terms in the current choral music
 - Follow individual parts
 - Identify and perform dynamic markings
 - Perform rhythms
 - Identify and perform other music markings
- Choral Ensemble Skills: Be able to work to improve choral music skills
 - Find, read and sing notated solfege patterns as selected by teacher
 - Maintain assigned part while listening to other parts
- Vocal Maintenance: Understand the use and care of the voice as an instrument
 - Understand the importance of choral warm-ups
 - Use the voice in a healthy manner
- Choral Repertoire: Be able to sing songs incorporating certain elements
 - Sing rounds, canons, and two-part partner songs
 - Sing repertoire equivalent to NYSSMA Level I for Treble Voices
 - Sing a two-part canon or round a cappella
 - Sing in a variety of tonalities and meters

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these standards is addressed at the elementary level.

Applying Physical Education

- Work to be better at physical skills and to be in good shape
- Be able to access physical needs
- Understand that classroom learning and activities can reinforce each other
- Know various recreational activities are lifetime activities
- Manage personal health, wellness and fitness needs

Sportsmanship

- Play safely and by the rules
- Encourage others and show appropriate social skills
- Accept personal physical abilities as others abilities
- Take responsibility for behavior without blaming others

Rhythm

- Use movement skills to create an original routine
- Perform basic dance steps to rhythm

Body Recognition

- Control your body (perceptual motor ability)
- Control several parts at once
- Stay balanced in many positions on the floor
- Being able to jump and land using combinations of take-offs
- Demonstrate the transfer of weight between body parts
- Use concepts of space awareness and movement control

Eye/Hand, Eye/foot Coordination

- Adapt a movement skill to the demands of the unpredictable environment
- Balance with control on a variety of objects
- Demonstrate mature form of jump and land for height and distance
- Demonstrate a smooth transition between various skills

Group and Team Activities

- Demonstrate knowledge and skills which better enable participation in group and team sports
- Pre-soccer skills, Pre-Football skills Pre-Basketball skills and Pre-volleyball skills and Pre-Floor Hockey
- Demonstrate lead-up skills to sports and activities

Awareness and Participation

- Develop an understanding of the components of health related fitness
- Sustain physical activity throughout a given amount of time
- Identify and recognize aerobic and anaerobic exercise
- Treat others with respect
- Demonstrate knowledge and skills of abduction prevention and stranger cues-computer wise
- Have basic understanding of what it means to do in emergencies

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE**Organization In The Natural World**

The Grade 4 curriculum is the Science 21 Program developed at the Putnam/Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science, Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: Organizing Ourselves for Doing Science

- How scientists observe and follow procedures
- How scientists make predictions
- The use of tools for scientists
- How scientists conduct investigations

Unit 2: Digestion, Nutrients, Food Chains and Food Webs

- Importance of food chains and food webs
- Organs of the digestive tract
- Role of teeth and saliva in digestion
- Digestive pathway from the mouth to the large intestine
- The USDA My Pyramid Food Guidance System
- How to read a nutrition fact label on a food container

Unit 3: Simple Machines

- How simple machines help us do work
- The effect friction has on work
- How levers, inclined planes, wedges, wheels, pulleys and gears make work easier

Unit 4: Organization of the Earth

- Plate tectonics, earthquakes, formation of mountains and volcanoes
- Weathering and erosion
- Chemical weathering
- Igneous, sedimentary and metamorphic rocks
- Fossils

Assessment: The New York State Grade 4 Elementary Science Test

Textbook: None

For additional information on the Science 21 Program, please see:

<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES

Local, New York State and U.S. History and Government

The Grade 4 curriculum builds on the students’ understanding of families, schools, and communities, while highlighting the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will parallel that of the national government.

Skills Outcomes*

- Master geography skills, timelines and charts
- Develop skills working with primary and secondary sources
- Master writing skills to demonstrate knowledge of Social Studies
- Continue to develop research and technical skills

Content Outcomes, covering the Political, Economic, Social and Geographical aspects of each area*

Native American Indians of New York State: Iroquois & Algonquian

- The Iroquois League; tribal units; hunting, fishing, farming, trade
- Native Americans were the first inhabitants of our local region and state

The European Encounter: Europe, Africa, America

- The political, economic and social/cultural impact of the explorers
- The slave trade’s affects in the colonies
- The ways that people depended on and modified their physical environment

The Colonial Period: Dutch, English and French

- Colonial governments, their political daily activities
- The economic influence of the Dutch, English and French in NYS and their economic activities
- Cultural similarities: folklore, ideas, etc.
- Important accomplishments and contributions made by individuals

The Revolutionary Period

- Political, economic, social reasons for and effects of the war
- The roles of the Loyalists and the Patriots in NYS; political and cultural leaders
- The significance of NYS’s location and its relationship to other people and places
- Geographic features that influenced the war

The New Nation and Government

- The purpose of government and the probable consequences of the absence of government
- Terms such as democracy, power, citizenship, right to property, pursuit of happiness, equality of opportunity life, liberty, diversity, justice, truth, patriotism, public or common good
- The structure and function of the branches of government at the National, NYS and local levels
- Citizenship and its responsibilities in the classroom, school, home, and local community
- Documents, e.g., the Mayflower Compact, Declaration of Independence, U.S. & NY Constitutions

Industrial Growth and Expansion

- The political, economic, social/cultural contributions of immigrants to NYS
- The political, economic and social/cultural effects of migration from rural to urban to suburban
- The political, economic and social/cultural causes/effects of immigration and migration
- Political, economic and social/cultural role/impact of new inventions in the Industrial Revolution
- The political and societal effects of the labor movement and child labor
- The changes in learning and public education in our community and state

Assessment: No NYS or districtwide assessment is used. Teacher-created tests and performance activities are used to assess students’ level of mastery throughout the year.

Textbook: *New York*, Macmillan/McGraw-Hill, 2007

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see: <http://www.emsc.nysed.gov/ciai/social.html> (NYS Education Dept.) <http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ART

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In fifth grade, students meet with a NYSED certified art specialist for two 40-minute periods in each six-day cycle. Our arts educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Content Outcomes

- Be able to use the elements of art (line, color, shape, form, texture and space) to make art.
 - Be able to find the elements (line, color, shape, form, texture and space).
 - Show knowledge of the color wheel.
 - Be able to preplan art using the elements of art.
 - Be able to use the elements of art.
 - Experience mixing colors.
 - Treat surface of form with texture, line, color, or added shapes.
- Be able to use the principles of art (concentrating on proportion) to make art.
 - Be able to identify and describe the use of proportion.
 - Be able to use proportion.
- Be able to experience two- and three-dimensional art.
 - Be able to complete many kinds of art independently and with others cooperatively.
 - Be able to use materials appropriately and safely.
 - Be able to identify, locate, manage and clean up/ put away tools and materials.
- Know the many kinds of art made around the world.
 - Be aware of some background information of selected cultures and artists.
 - Be able to create and show influence of the art studied.
 - Know about Ancient Americas.

- Be able to make connections between art and other disciplines.
 - Be aware that art has a history (emphasis on Late 20th Century, Pop Art, Warhol, Calder).
 - Be aware of some of the mathematical and scientific principles related to art.
 - Be able to use visual art to respond to other art forms (literature, music and dance).
- Create and respond to art in a responsible, respectful manner.
 - Be able to appreciate the creativity of others.
 - Be able to create and respond to art with respect for self and others.
 - Talk about art with known art vocabulary.

Assessment: Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in artwork.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

ENGLISH LANGUAGE ARTS

The Grade 5 curriculum in English Language Arts reflects the integrated nature of a balanced approach to literacy. Instruction is provided in reading and word study, and engagement in reading. The program encompasses writing instruction, which includes the teaching of the writing process, writer's craft, and conventions of language, including spelling and grammar and independent writing. Listening and speaking are integrated into all components of a comprehensive balanced approach to literacy instruction.

The Grade 5 program builds on the skills from fourth grade and advances those skills through exposures to developmentally more difficult texts.

Reading**Vocabulary Skills**

- Uses context clues, suffixes and prefixes to determine word meanings
- Uses knowledge of word parts and word relationships (i.e. Synonyms, antonyms to determine meaning and pronunciation.)
- Expands vocabulary by reading a wide variety of material

Reading comprehensions strategies

- Reads grade level text fluently and accurately
- Reads for different purposes; to be informed , literary experience and to perform a task
- Applies appropriate grade level strategies to text
- Makes predictions based on background knowledge and previewing text
- Makes inferences
- Determines importance of information in text
- Answers or refines questions
- Identifies authors tone
- Identifies the organization of text to gain meaning
- Rereads to clarify meaning
- Revisits texts to think about what was learned
- Analyzes the various techniques used by the author to influence the reader
- Selects and independently reads at least 25 grade level appropriate books

Writing

- Uses the writing process and the traits of writing
- Determines purpose and audience and maintains focus in writing
- Revises writing using criteria
- Selects appropriate structures and features of text for purpose audience and context
- Writes independently for a variety of purposes - for personal expression, to inform, to persuade, to entertain
- Uses resources effectively to spell words
- Uses a variety of sentence structures and sentence lengths
- Develops multiple paragraph essays with topic sentence and detail
- Develops research questions based on a selected topic to locate information using multiple sources

Speaking and Listening

- Gathers and conveys information from listening
- Demonstrates active listening strategies
- Plans and delivers effective oral presentations
- Builds on the ideas of others in conversation

Assessment: All fifth grade students are periodically assessed on literacy skills by the classroom teacher. The district writing benchmark and the Developmental Reading Assessment is administered in January and June. Students take the NYS Grade 5 ELA Assessment in January.

Textbook: Various leveled texts and supplemental texts.

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, please see:
<http://www.emsc.nysed.gov/ciai/ela.html> or
www.wappingersela.com

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In 5th grade the study of fractions and decimals is extended to include multiplication and division. All four basic operations on whole numbers, fractions, and decimals are reviewed using applications in graphing, measurement, geometry, and probability. The study of formal algebra is also begun. Below are the areas of study for Grade 5 mathematics.

Place Value, Adding and Subtracting Whole Numbers and Decimals

- Place value through thousandths, place value patterns
- Comparing, ordering, rounding, estimating, adding, and subtracting

Multiplying Whole Numbers and Decimals

- Multiplication patterns
- Estimating decimal products, multiplying whole numbers and decimals
- Variables, expressions, translating words into expressions, solving equations

Dividing with One-Digit and Two-Digit Divisors

- Division patterns, estimating, zeros in the quotient, dividing larger numbers, dividing money
- Factors and divisibility, prime and composite numbers
- Order of operations, dividing decimals by 10, 100, and 1000

Data and Graphs

- Collecting data, Line Graphs, mean

Fraction Concepts – Fraction Operations

- Mixed numbers, estimating fractional amounts, equivalent fractions
- GCF, fractions in simplest form, LCD, LCM
- Comparing and ordering fractions and mixed numbers, estimating sums and differences of fractions
- Adding and subtracting fractions and mixed numbers with like denominations
- Fractions and decimals

Measurement

- Customary units of length, fractions of an inch
- Metric units of length, converting metric units using decimals
- Perimeter, elapsed time

Geometry

- Angles, polygons, classifying triangles, classifying quadrilaterals
- Congruency, similarity, transformations, symmetry

Ratio, Proportion, and Percent

- Understanding ratios, equal ratios, understanding percent

Probability

- Predicting and listing outcomes, probability as a fraction

Algebra: Integers, Equations, and Graphing

- Properties of equality, writing equations
- Solving addition & subtraction equations, solving multiplication & division equations
- Coordinate plane, perimeter in the coordinate plane

Assessment: All students in grade 5 take the NYS Math Assessment in March. They also take WCSD math assessments in December and June. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *New York Mathematics*, Scott Foresman-Addison Wesley, Copyright 2005

For more information see:
page 50 of the New York State Math Core Curriculum: <http://www.emsc.nysed.gov/cia/mst/mathstandards/mathcorepage.htm>

MUSIC

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In fifth grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- **Singing:** Be able to sing musically
 - Determine a musical place to breathe
 - Blend your head (high) voice and chest (low) voice when appropriate
- **Rhythm:** Be able to hear, read, write and perform rhythm patterns
 - Know four barred sixteenth notes
 - Read, write, count and perform rhythms using known notes, rests and meter
 - Read, write and perform a rhythm percussion score
- **Melody:** Be able to hear, read, write and perform melodies
 - Read, write and perform simple melodies from notation
 - Read and sing melodic patterns from the major scale
 - Hear and write two measures using step and repeat
- **Harmony:** Be able to hear, understand and make harmony
 - Sing and follow two-part music
 - Sing a descant
 - Know the difference between melody and harmony
- **Form:** Understand rondo form
 - Hear more than one contrasting section in rondo form
 - Use letters to label musical sections in rondo form
 - Know rondo form in listening, performing and creating
- **Tone Color:** Be able to hear and understand vocal timbres
 - Know the classifications: SAT B
 - Know that the voice is a developing instrument in each person
 - Know and be able to differentiate four types of vocal ensembles by hearing: e.g., men, women, children, mixed, barber shop
- Know the basic concepts of sound production in the human voice
- **Instruments:** Be able to play traditional Latin percussion instruments
 - Maintain an ostinato (repeated pattern) on the claves
 - Maintain an ostinato (repeated pattern) on maracas with alternating hands
 - Maintain an ostinato (repeated pattern) on bongos/conga using alternating hands
 - Scrape a guiro back and forth
 - Maintain the traditional agogo rhythm as an ostinato (repeated pattern)
- **Culture/Style:** Know and participate in a variety of world music
 - Know examples of Latin music, songs and traditional instruments including where, how and by whom they are traditionally performed
 - Know about one major composer, including basic facts and musical examples
 - Know the story, characters, composer and musical excerpts from one opera/opera
 - Sing two songs in languages other than English

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstrations of criteria-based skills and techniques in performance, District-wide assessments, and home assignments.

Textbook: *The Music Connection*, Silver, Burdett & Ginn, 1998

For the complete NYS Learning Standards for the Arts, see:

<http://www.emsc.nysed.gov/ciai/arts.html>

FIFTH GRADE CHORUS This elective course of study is part of the comprehensive, sequential vocal music program that begins in fourth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In fifth grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Students are expected to participate in the concerts that may be held after school hours. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire performance
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate performances (of self and others), and develop strategies to improve

Content Outcomes

- Vocal Production: Be able to breathe correctly and sing tunefully
 - Sing using correct seated and standing posture
 - Imitate correct breathing
 - Use the head voice
 - Sing tunefully
 - Identify tuneful singing
- Diction and Pronunciation: Be able to pronounce words clearly
 - Imitate pure vowels
 - Sing ending consonants at cut-offs
 - Sing words with the vowel contaminator “r”
- Music Reading: Know and use music signs/terms in the current choral music
 - Follow individual parts
 - Identify and perform dynamic markings
 - Perform rhythms
 - Identify and perform other music markings
 - Use rehearsal marks to find a specific location in the score
- Choral Ensemble Skills: Be able to work to improve choral music skills
 - Find, read and sing notated solfege patterns as selected by teacher
 - Maintain assigned part while listening to other parts

- Demonstrate skills from warm-ups in choral repertoire
- Sing two-part harmony in sections of the repertoire
- Ensemble Technique: Be able to work together to reach performance expectations
 - Demonstrate positive and productive behavior as a chorus member
 - Demonstrate commitment to choral rehearsals and performances
 - Follow the conductor
 - Evaluate and improve individual and group performance
- Culture/Style: Know music from different time periods and cultures
 - Know the origin and styles of the current choral music
 - Know the titles and composers of the current choral music
 - Understand the lyrics of the current choral music
- Vocal Maintenance: Understand the use and care of the voice as an instrument
 - Understand the importance of choral warm-ups
 - Use the voice in a healthy manner
- Choral Repertoire: Be able to sing songs incorporating certain elements
 - Sing rounds, canons, and three-part partner songs
 - Sing repertoire equivalent to NYSSMA Level I for Treble Voices
 - Sing a two-part canon or round a cappella
 - Sing in a variety of tonalities and meters
 - Sing in a language other than English

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

FIFTH GRADE BAND This elective course of study is part of the comprehensive, sequential instrumental music program that begins in fifth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In fifth grade, students meet with a NYSED certified instrumental music specialist for one ensemble class and for one lesson class in each six-day cycle. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to

design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire concert
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate concert performances (yours and others), and develop strategies to improve

Content Outcomes

- Be able to demonstrate proper instrumental technique
 - Use proper posture, hand position, and embouchure
 - Breathe deeply
 - Make a clear tone
 - Slur and tongue notes appropriately
 - Use correct fingering or sticking to play simple melodies
 - Demonstrate how to assemble and care for your instrument
 - Explain and demonstrate how your instrument makes different sounds
- Be able to demonstrate knowledge of basic music symbols
 - Read and play loudly and softly (f and p)
 - Read, count and play whole, half, quarter and dotted half notes and their corresponding rests
 - Play fast and slow (allegro and andante)
 - Play in the following time signatures: 2/4, 3/4, 4/4
 - Read and play the following musical symbols: breathmarks, repeat signs, fermatas, slurs, ties

- and accidentals (sharps, flats and naturals)
- Read and play in one key, and play its corresponding scale or rudiment
- Play and explain musical forms used in selected literature (ABA form)
- Compose or improvise an original simple melody using 3-5 notes
- Be able to perform literature from various periods and cultures
 - Play folk songs from various cultures
 - Play music of contrasting styles (staccato and legato)
 - Identify, by ear, major and minor tonalities
- Be able to demonstrate an understanding of musicality
 - Play expressively
 - Demonstrate an awareness of balance
 - Hear when sounds are in tune
 - Identify a musical phrase (musical sentence)
- Be able to demonstrate proper rehearsal techniques
 - Bring music, instrument, and accessories to class
 - Be on time to class
 - Develop and maintain a regular practice schedule
 - Evaluate individual and group performance
 - Develop ways to improve
 - Store and use equipment and materials properly
 - Follow established behavior rules
 - Respond to verbal and visual conducting commands to include starting and stopping together, and speed and volume differences
 - Show commitment to lesson, rehearsal, and performance schedules

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

FIFTH GRADE ORCHESTRA This elective course of study is part of the comprehensive, sequential instrumental music program that begins in fifth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In fifth grade, students meet with a NYSED certified instrumental music specialist for one ensemble class and for one lesson class in each six-day cycle. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire concert
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate concert performances (yours and others), and develop strategies to improve
- Read and play in one key, and play its corresponding scale or rudiment
- Play and explain musical forms used in selected literature (ABA form)
- Compose or improvise an original simple melody using 3-5 notes
- Be able to perform literature from various periods and cultures
 - Play folk songs from various cultures
 - Play music of contrasting styles (staccato & legato)
 - Identify, by ear, major and minor tonalities
- Be able to demonstrate an understanding of musicality
 - Play expressively
 - Demonstrate an awareness of balance
 - Hear when sounds are in tune
 - Identify a musical phrase (musical sentence)

Content Outcomes

- Be able to demonstrate proper instrumental technique
 - Use proper posture and hand position
 - Make a clear tone
 - Slur notes appropriately
 - Use correct fingering and bowing to play simple melodies
 - Demonstrate how to properly care for your instrument
 - Explain and demonstrate how your instrument makes different sounds.
- Be able to demonstrate knowledge of basic music symbols
 - Read and play loudly and softly (f and p)
 - Read, count and play whole, half, quarter and dotted half notes and their corresponding rests
 - Play fast and slow (allegro and andante)
 - Play in the following time signatures: 2/4, 3/4, 4/4
 - Read and play the following musical symbols: repeat signs, fermatas, slurs, ties and accidentals (sharps, flats and naturals)
- Bring music, instrument, and accessories to class
- Be on time to class
- Develop and maintain a regular practice schedule
- Evaluate individual and group performance
- Develop ways to improve
- Store and use equipment and materials properly
- Follow established behavior rules
- Respond to verbal and visual conducting commands to include starting and stopping together, and speed and volume differences
- Show commitment to lesson, rehearsal, and performance schedules

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these stan-

dards is addressed at the elementary level.

Applying Physical Education

- Be able to work to be better at physical skills and to be in good shape
- Be familiar with equipment which can aid in sports and activities
- Be able to understand that classroom learning and activities can reinforce each other
- Be able to understand that various recreational activities are lifetime activities
- Be able to know local sports and recreational centers

Sportsmanship

- Be able to play safely and by the rules
- Be able to encourage others and show appropriate social skills
- Be able to accept personal physical abilities as others abilities
- Be able to take responsibility for behavior

Rhythm

- Be able to demonstrate mature form in locomotor's movements
- Be able to combine movement skills to a rhythm

Body Recognition

- Be able to control your body (perceptual motor ability)
- Be able to control several parts at once
- Be able to stay balanced in many positions on the floor
- Being able to jump and land using combinations of take-offs
- Be able to demonstrate chasing, fleeing and dodging to avoid others
- Use concepts of space awareness and movement control

Eye/Hand, Eye/foot Coordination

- Be able to adapt a movement skill to the demands of the unpredictable environment
- Be able to balance with control on a variety of objects
- Demonstrate mature form of jump and land
- Be able to demonstrate a smooth transition between various skills

Group and Team Activities

- Be able to demonstrate knowledge and skills which better enable participation in group and team sports
- Pre-soccer skills, Pre-Football skills Pre-Basketball skills and Pre-volleyball skills
- Be able to demonstrate lead-up skills to sports and activities

Awareness and Participation

- Be able to develop an understanding of the components of health related fitness
- Be able to perform endurance running
- Be able to work with others and resolve conflicts
- Be able to treat others with respect
- Demonstrate knowledge and skills of abduction prevention and stranger cues
- Be able to have basic understanding of what it means to do in emergencies

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE**Interactions In The Natural World**

The Grade 5 curriculum is the Science 21 Program developed at the Putnam/Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science, Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: Interactions of Chemical Matter (Focus on Controlled Studies)

- How to set up a "fair investigation"
- Use a model of a controlled study
- How to design a controlled study

Unit 2: Interactions in the Microworld

- Using tools of magnification
- Classifying organisms
- Exploring the cell
- Complexity of organisms
- Transmitting disease

Unit 3: Interactions in the Human Body

- Respiratory and circulatory systems
- Relationship between circulation and respiration
- Muscles and the skeletal system
- Bones and muscles working together
- Genetics

Unit 4: Interactions in the Environment – Energy Transfer

- Observe energy transfer in a chemical reaction
- Energy transfer in plants
- Weather systems as an example of energy
- Ecosystems and energy transfer

Assessment: None

Textbook: None

For additional information on the Science 21 Program, please see:
<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES

Western Hemisphere: United States, Canada and Latin America

The Grade 5 curriculum stresses geographic, economic, political and social/cultural understanding of the histories of the US, Canada and Latin America. This curriculum builds on the fourth grade social studies curriculum and uses contemporary examples and case studies.

Skills Outcomes*

- Enhance geography skills and skills using timelines, charts and graphs
- Continue to develop skills working with primary and secondary sources
- Enhance writing skills to demonstrate knowledge of social studies
- Master research and technical skills

Content Outcomes relating to the United States, Canada and Latin America*

A chronological approach is generally utilized in each area except when comparisons can be made.

History

- Contributions of different ethnic, national, and religious groups
- Different people may view the same event or issue from different perspectives
- Cultural diffusion due to the migration of groups of people
- Global connections and exchanges, and key turning points and events
- Important historic figures and groups
- Industrial growth and development, and urbanization

Geography

- Maps and other geographic representations
- Political boundaries changing over time and place
- Geological processes shaping physical environments
- The physical and human characteristics of places
- Culture and experiences influence people’s perceptions of places and regions
- Human actions modify the physical environments

Economies

- Concepts such as scarcity, supply and demand, markets, etc.
- Satisfying basic needs and wants by utilizing scarce capital, natural, and human resources
- Types and availability of resources
- The nations depend on one another for various resources and products
- Production, distribution, exchange, and consumption of goods and services
- Influences of science and technology
- Exchanges of technologies, plants, animals and diseases

Governments

- Differing assumptions regarding power, authority, governance, and law
- Constitutions and laws
- The rights and roles of citizenship
- Governmental structures
- Legal, political, and historic documents
- Awareness of the patriotic celebrations of these nations

Assessment: All grade 5 students take the New York State Elementary-Level Social Studies Test in November each year. This test is designed to measure student achievement of the content, concepts, and skills in the K–4 social studies curriculum. Teacher-created tests and performance activities are used to assess students’ level of mastery throughout the year.

Textbook: *The United States, Canada, and Latin America*, MacMillan/McGraw Hill, 2009

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see: <http://www.emsc.nysed.gov/ciai/social.html> (NYS Education Dept.) <http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ART

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In sixth grade, students meet with a NYSED certified art specialist for two 40-minute periods in each six-day cycle. Our arts educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- Using many media, be able to combine the known elements (line, color, texture, form and value) and principles (pattern, balance and contrast) of art to make two- and three-dimensional works of art
 - Be able to show knowledge of the elements of art
 - Demonstrate an awareness of spatial concepts
 - Show knowledge of the color wheel
 - Understand use of textures
 - Understand the use of basic manipulation of form in sculpture
 - Demonstrate an awareness of value
 - Be able to use line
 - Be able to show knowledge of the principles of art
 - Be able to develop the concept of pattern
 - Understand the use of balance, symmetry and asymmetry
 - Be able to develop the concept of contrast
 - Be able to preplan art using the elements and principles of art
 - Be able to identify and use different art materials
- Explore selected artistic movements
 - Be able to make art inspired by the selected movements (Renaissance)
- Know about selected artists (style, media, and subject matter of DaVinci, Durer)
- Be able to make art individually and/or in a group
 - Be able to preplan the final work
 - Be able to complete a final work of art that combines the elements and principles of art
 - Be able to use material appropriately and safely
- Be familiar with art-based career choices
 - Know several art-based career choices (painter, sculptor, commercial artist, designer, architect, etc.)
- Create and respond to art in a responsible, respectful manner
 - Be able to appreciate the creativity of others
 - Be able to create and respond to art with respect for self and others
 - Talk about art with known art vocabulary

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in artwork.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

ENGLISH LANGUAGE ARTS

The Grade 6 curriculum in English Language Arts reflects the integrated nature of a comprehensive approach to literacy. Instruction is provided in reading, writing, listening and speaking. Grade 6 ELA transitions students from the elementary program to the middle level program. Writing is connected to reading whenever possible.

The sixth grade program builds on the skills from fifth grade and advances those skills through exposures to more difficult texts. Students complete novel studies in addition to selections from the anthology.

Reading

Vocabulary Skills

- Uses context clues, suffixes and prefixes to determine word meanings
- Uses knowledge of word parts and word relationships (i.e. Synonyms, antonyms to determine meaning and pronunciation.)
- Expands vocabulary by reading a wide variety of material in different genres

Reading comprehensions strategies

- Reads grade level text fluently and accurately
- Reads for different purposes; to be informed , literary experience and to perform a task
- Applies appropriate grade level strategies to text
- Makes predictions based on background knowledge and previewing text
- Makes inferences
- Determines importance of information in text
- Answers or refines questions
- Identifies authors tone
- Identifies the organization of text to gain meaning
- Rereads to clarify meaning
- Uses text features to enhance understanding
- Revisits texts to think about what was learned
- Analyzes the various techniques used by the author to influence the reader
- Selects and independently reads at least 25 grade level appropriate books

Writing

- Uses the writing process and the traits of writing
- Determines purpose and audience and maintains focus in writing
- Revises writing using criteria
- Selects appropriate structures and features of text for purpose audience and context

- Writes independently for a variety of purposes - for personal expression, to inform, to persuade, to entertain
- Uses sentence combining techniques
- Uses resources effectively to spell words
- Uses a variety of sentence structures and sentence lengths
- Develops multiple paragraph essays with topic sentence and detail
- Develops a research questions based on a selected topic to locate information using multiple sources
- Uses focus statement to develop ideas and content

Speaking and Listening

- Gathers and conveys information from listening
- Demonstrates active listening strategies
- Plans and delivers effective oral presentations
- Builds on the ideas of others in conversation

Assessment: All sixth grade students are periodically assessed on literacy skills by the classroom teacher. The district writing benchmarks for grade 6 is administered quarterly. Students keep a literacy portfolio of all completed work with attached rubric. Students take the NYS Grade 6 ELA Assessment in January.

Textbook: *Elements of Literature, Introductory Course*, Holt Rinehart and Winston, 2003

For more information about the New York State English Language Arts Learning Standards and Core Curriculum, please see: <http://www.emsc.nysed.gov/ciai/ela.html> or www.wappingersela.com

MATHEMATICS

The NYS Mathematics Curriculum is designed to provide students with conceptual understanding, procedural fluency, and problem solving skills. It contains five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. It also includes five process strands: problem solving, reasoning and proof, communication, connections, and representation. These strands are addressed at every grade level through the study of specific mathematical concepts and skills. In 6th grade the four basic operations are reviewed with whole numbers, decimals, and fractions. Addition and subtraction of fractions is extended to unlike denominators. There is an expanded emphasis on the study of formal algebra, including the introduction of integers. Applications in statistics, measurement, and probability are included. Below are the areas of study for Grade 6 mathematics.

Connecting Arithmetic to Algebra

- Reading and writing large numbers, exponents, rounding decimals
- Properties, order of operations, variables and expressions, solving equations

Patterns and Number Theory & Adding, Subtracting, Multiplying, and Dividing Fractions

- Converting fractions and decimals
- Adding and subtracting fractions and mixed numbers with unlike denominators
- Multiplying and dividing fractions and mixed numbers

Measurement

- Metric system, using conversion factors
- Estimation
- Area of squares, triangles, circles, sectors, irregular figures
- Solids - exploring volume, estimating volume, calculating volume

Integers, the Coordinate Plane, Statistics

- Integers, absolute value
- Graphs, tallies, frequency charts, Line Plots, scales, Bar Graphs
- Mean, median, mode
- Determine the most appropriate graph - Pictograph, Bar Graph, Line Graph, Histogram, Circle Graph
- Venn Diagrams
- Coordinate plane
- Calculating perimeter and area of geometric figures in the coordinate plane

Ratio, Proportions, and Percent

- Ratios, rate, proportion, cross products
- Unit rates
- Similar triangles
- Percent, estimating percents, connecting percents to fractions and decimals
- Finding a percent of a number

Algebra

- Variables and expressions
- Solving two-step equations

Probability

- Making predictions
- Tree diagrams
- Compound events, dependent events

Assessment: All students in grade 6 take the NYS Math Assessment in March. They also take WCS D math assessments in February and June. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *New York Mathematics – Course 1*, Holt, Rhinehart and Winston, Copyright 2008

For more information see:

page 60 of the New York State Math Core Curriculum <http://www.emsc.nysed.gov/ciai/mst/mathstandards/mathcorepage.htm>

MUSIC

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In sixth grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Content Outcomes

- **Singing:** Know about your own voice and the voices of others
 - Understand the voice as a developing instrument
 - Understand the use of the head voice
 - Understand personal vocal range
- **Rhythm:** Be able to read, perform and understand equal subdivisions of the beat
 - Understand the relationship between notes and rest values
 - Be able to read and perform combinations of all previously learned rhythmic patterns on percussion instruments, alone and with others
 - Know dotted quarter, three eighths and quarter eighth combinations in 6/8 meter
- **Melody:** Be able to read and perform melodies
 - Be able to sing minor scale patterns
 - Be able to read and play five note melodies
 - Be able to hear and write two measures using step, stay and skip
 - Be able to improvise a melody using I and V chord patterns
- **Harmony:** Be able to hear and play chordal harmony
 - Be able to accompany familiar songs using the I and V chords on guitar, autoharp, dulcimer, bells or piano
 - Be able to hear when to make chord changes using I and V chords
- **Form:** Understand theme and variation
 - Be able to identify the theme
 - Know how a theme can be varied
- **Tone Color** Know and differentiate between different performing ensembles
 - Know the orchestra and be able to identify and hear its member instruments
 - Know the concert band and be able to identify and hear its member instruments
 - Be able to differentiate between band and orchestra
 - Know two different chamber ensembles and be able to identify and hear their member instruments
- **Instruments:** Be able to play conga
 - Be able to play conga using bass tone, open tone, alternating hands
 - Be able to improvise on the conga
- **Culture/Style:** Know and participate in a variety of world music
 - Know the story, characters, composer and musical excerpts from two American musicals.
 - Know about one major composer, including basic facts and musical examples

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstrations of criteria-based skills and techniques in performance, District-wide assessments, and home assignments.

Textbook: *The Music Connection*, Silver, Burdett & Ginn, 1998

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

SIXTH GRADE CHORUS This elective course of study is part of the comprehensive, sequential vocal music program that begins in fourth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In sixth grade, students meet with a NYSED certified music specialist for two 40-minute periods in each six-day cycle. Students are expected to participate in the concerts that may be held after school hours. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire performance
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate performances (of self and others), and develop strategies to improve

Content Outcomes

- Vocal Production: Be able to breathe correctly and sing tunefully
 - Sing using correct seated and standing posture
 - Breathe musically and at the direction of the conductor
 - Blend the head and chest voice
 - Sing tunefully
 - Identify tuneful singing
- Diction and Pronunciation: Be able to pronounce words clearly
 - Imitate pure vowels
 - Sing beginning and ending consonants
 - Sing words with the vowel contaminators “l, m, n, r”
- Music Reading: Know and use music signs/terms in the current choral music
 - Identify and perform dynamic markings
 - Perform rhythms
 - Identify and perform other music markings
 - Use rehearsal marks to find a specific location in the score
 - Apply solfege skills to the choral literature
- Choral Ensemble Skills: Be able to work to improve choral music skills
 - Find, read and sing notated solfege patterns as selected by teacher

- Maintain assigned part while listening to other parts
- Demonstrate skills from warm-ups in choral repertoire
- Sing two-part harmony in sections of the repertoire
- Ensemble Technique: Be able to work together to reach performance expectations
 - Demonstrate positive and productive behavior as a chorus member
 - Demonstrate commitment to choral rehearsals and performances
 - Follow the conductor
 - Evaluate and improve individual and group performance
- Culture/Style: Know music from different time periods and cultures
 - Know the origin and styles of the current choral music
 - Know the titles and composers of the current choral music
 - Understand the lyrics of the current choral music
- Vocal Maintenance: Understand the use and care of the voice as an instrument
 - Understand the importance of choral warm-ups
 - Use the voice in a healthy manner
 - Understand the voice as a developing instrument
- Choral Repertoire: Be able to sing songs incorporating certain elements
 - Sing repertoire equivalent to NYSSMA Level II for Treble Voices
 - Sing a three-part canon or round a cappella
 - Sing in a variety of tonalities and meters
 - Sing in a language other than English

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>.

SIXTH GRADE BAND This elective course of study is part of the comprehensive, sequential instrumental music program that begins in fifth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In sixth grade, students meet with a NYSED certified instrumental music specialist for one ensemble class and for one lesson class in each six-day cycle. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts" to design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire concert
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate concert performances (yours and others), and develop strategies to improve
- Play and explain musical forms used in selected literature (ABA form)
- Compose or improvise an original simple melody using 3-5 notes

Content Outcomes

- Be able to demonstrate proper instrumental technique
 - Use proper posture, hand position, and embouchure
 - Breathe deeply
 - Make a clear tone
 - Slur and tongue notes appropriately
 - Use correct fingering or sticking to play simple melodies
 - Demonstrate how to assemble and care for your instrument
 - Explain and demonstrate how your instrument makes different sounds
- Be able to demonstrate knowledge of basic music symbols
 - Read and play loudly and softly (f and p)
 - Read, count and play whole, half, quarter, dotted half and eighth notes and their corresponding rests
 - Play fast and slow (allegro and andante)
 - Play in the following time signatures: 2/4, 3/4, 4/4
 - Read and play the following musical symbols: breathmarks, repeat signs, fermatas, slurs, ties and accidentals (sharps, flats and naturals)
 - Read and play in three keys, and play their corresponding scales or rudiments
- Be able to perform literature from various periods and cultures
 - Play folk songs from various cultures
 - Play music of contrasting styles (staccato and legato)
 - Identify, by ear, major and minor tonalities
- Be able to demonstrate an understanding of musicality
 - Play expressively
 - Demonstrate an awareness of balance
 - Hear when sounds are in tune
 - Identify a musical phrase (musical sentence)
- Be able to demonstrate proper rehearsal techniques
 - Bring music, instrument, and accessories to class
 - Be on time to class
 - Develop and maintain a regular practice schedule
 - Evaluate individual and group performance
 - Develop ways to improve
 - Store and use equipment and materials properly
 - Follow established behavior rules
 - Respond to verbal and visual conducting commands to include starting and stopping together, and speed and volume differences
 - Show commitment to lesson, rehearsal, and performance schedules

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

SIXTH GRADE ORCHESTRA This elective course of study is part of the comprehensive, sequential instrumental music program that begins in fifth grade and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In sixth grade, students meet with a NYSED certified instrumental music specialist for one ensemble class and for one lesson class in each six-day cycle. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department’s publication “Learning Standards for the Arts” to design the curriculum.

Universal Outcome

- Be able to demonstrate proper performance and audience etiquette
 - Attend all performances on time
 - Dress appropriately
 - Stay for the entire concert
 - Be attentive, still, and quiet as a performer and audience member
 - Enter and leave the audience only between groups
 - Show appreciative and respectful attention to the performance of others
 - Adhere to the individual auditorium rules
 - Evaluate concert performances (yours and others), and develop strategies to improve

Content Outcomes

- Be able to demonstrate proper instrumental technique
 - Use proper posture and hand position
 - Make a clear tone
 - Slur notes appropriately
 - Use correct fingering, and bowing to play simple melodies
 - Demonstrate how to properly care for your instrument
 - Explain and demonstrate how your instrument makes different sounds
- Be able to demonstrate knowledge of basic music symbols.
 - Read and play loudly and softly (f and p)
 - Read, count and play whole, half, quarter, dotted half and eighth notes and their corresponding rests
 - Play fast and slow (allegro and andante)
 - Play in the following time signatures: 2/4, 3/4, 4/4
 - Read and play the following musical symbols: repeat signs, fermatas, slurs, ties and accidentals (sharps, flats and naturals)
 - Read and play in three keys, and play their cor-

- responding scales or rudiments
- Play and explain musical forms used in selected literature (ABA form)
- Compose or improvise an original simple melody using 3-5 notes
- Be able to perform literature from various periods and cultures
 - Play folk songs from various cultures
 - Play music of contrasting styles (staccato & legato)
 - Identify, by ear, major and minor tonalities
- Be able to demonstrate an understanding of musicality
 - Play expressively
 - Demonstrate an awareness of balance
 - Hear when sounds are in tune
 - Identify a musical phrase (musical sentence)
- Be able to demonstrate proper rehearsal techniques
 - Bring music, instrument, and accessories to class
 - Be on time to class
 - Develop and maintain a regular practice schedule
 - Evaluate individual and group performance
 - Develop ways to improve
 - Store and use equipment and materials properly
 - Follow established behavior rules
 - Respond to verbal and visual conducting commands to include starting and stopping together, and speed and volume differences
 - Show commitment to lesson, rehearsal, and performance schedules

Assessment: Student evaluation is derived from objective and subjective teacher evaluations and observations, including the student’s demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

PHYSICAL EDUCATION

The NYS Physical Education Curriculum is designed to provide students with the knowledge and skills to lead physically active and physically fit lives. Physical Education makes an important contribution to the education of the whole child. In addition to developing physical skills, group and individual activities in the program provide opportunities to acquire and demonstrate social skills, cooperative skills, strong work habits, respect for others and for you. Physical Education in the WCSD is a sequential educational program based on physical activities experienced in an active and supportive environment where every student is challenged and successful. There are three learning standards for Physical Education: (1) Personal Health and Fitness, (2) A Safe and Healthy Environment and (3) Resource Management. Each of these standards is addressed at the elementary level.

Applying Physical Education

- Be able to work, accept responsibility and be accountable for behavior
- Be able to understand that classroom learning and activities can reinforce each other
- Be able to use a variety of strategies to succeed in sports and activities
- Be able to manage personal health, wellness and fitness needs

Sportsmanship

- Be able to demonstrate good sportsmanship and explain what it means
- Be able to accept personal physical abilities as others abilities

Rhythm

- Be able to use movement skills to create an original routine
- Be able to perform basic dance steps to rhythm

Body Recognition

- Be able to control your body (perceptual motor ability)
- Be able to describe ways to move the body in movement activities to communicate ideas
- Be able detect, analyze and correct errors in personal movement patterns
- Being able to jump and land using combinations of take-offs and landings
- Be able to take resting and working pulse rate and know appropriate rates
- Use concepts of space awareness and movement control

Eye/Hand, Eye/foot Coordination

- Be able to adapt a movement skill to the demands of the unpredictable environment
- Be able to throw a variety of objects using both accuracy and force
- Be able to place the ball away from an opponent
- Be able to keep and object going continuously

Group and Team Activities

- Be able to demonstrate knowledge and skills which better enable participation in group and team sports
- Be able to play modified games in Soccer, Football, Softball, Basketball, Volleyball and Floor Hockey

Awareness and Participation

- Be able to select and participate activities to improve health and skills
- Know the benefits of developing strength, endurance, flexibility and agility
- Be able to identify proper warm-up and cool down techniques
- Be able to identify basic practice and conditioning principals that enhance performance
- Be able to choose exercise at home for personal enjoyment
- Be able to demonstrate responsible personal and social behavior in physical activity settings
- Be able to remain on task in a group without close teacher monitoring
- Be able to demonstrate knowledge and skills associated with abduction prevention

Assessment: No NYS or district-wide assessment is used. Teacher-created performance activities are used to assess students' level of mastery throughout the year.

SCIENCE**Investigations Of Science And Technology In Our World**

The Grade 6 curriculum is the Science 21 Program developed at the Putnam/Northern Westchester BOCES. The Program was put together by area elementary teachers to provide direction and vision of elementary science education for local school districts. The program's main focus is a hands-on, inquiry-based science, Math, language arts and technology are integrated at points where they fit naturally.

Content and Core Lesson is divided into four units:

Unit 1: Investigating the Nature of Science and Technology

- Identify the processes of doing science
- Processes of science and engineering design
- Investigating a scientific problem (ball and ramp)
- What is meant by scientific inquiry

Unit 2: Investigating Energy

- Different types of energy
- Variables that affect kinetic and potential energy
- Law of Conservation of Energy
- Parts of an electric circuit
- Magnetic versus non-magnetic properties
- Electromagnetism

Unit 3: Investigating Earth in Space

- Changes on Earth in a 24-hour period
- Causes of the seasons
- Phases of the Moon
- Solar and lunar eclipses
- Planets of the solar system
- Use of technology to explore space

Unit 4: Investigating Ecosystems and the Human Impact on the Environment

- Human impact on the ecosystem
- Effects of acid and bases on substances
- Acid rain, landfills and oil spills

Assessment: None

Textbook: None

For additional information on the Science 21 Program, please see:
<http://www.pnwboces.org/cesar/sci21/>

SOCIAL STUDIES
The Eastern Hemisphere

The Grade 6 social studies curriculum emphasizes the interdependence of all people, keying in on the Eastern Hemisphere. Using the focus of geography and economics, we develop and draw relationships and understandings about social, cultural, political and historic aspects of life in the Eastern Hemisphere.

Skills Outcomes*

- Master geography and map skills; interpret timelines, charts, and graphs
- Understand primary and secondary sources
- Continue to develop vocabulary and writing skills, research and technical skills

Content Outcomes, covering the Political, Economic, Social and Geographical aspects of each area*:

Beginnings of Human Society

- Geography and History, Prehistory, Beginnings of Civilization

The Fertile Crescent

- Babylonia and Assyria, Legacy of Mesopotamia
- Mediterranean Civilizations
- Judaism

Ancient Egypt and Nubia

- Geography of the Nile
- Rulers of Egypt
- Egyptian Religion, Ancient Egyptian and Nubian Culture

Ancient India

- Indus and Ganges River Valleys
- Hinduism in Ancient India
- Beginnings of Buddhism

Ancient China

- Geography of China's River Valleys
- Confucius and His Teachings
- Warring Kingdoms Unite

The Rise of Ancient Greece

- Rise of Greek Civilization; Religion, Philosophy and the Arts
- The Spread of Greek Culture

The Rise of Ancient Rome

- The Roman Republic, the Roman Empire
- Christianity and the Roman Empire
- The Fall of Rome

Byzantine and Muslim Civilization

- The Byzantine Empire
- Beginnings of Islam, the Golden Age of Muslim Civilization

Europe: the Middle Ages, the Renaissance and the Reformation

- Feudalism and the Manor System
- The Church and the Rise of Cities, the Crusades, the Power of Kings
- The Renaissance Begins, the Renaissance Moves North
- Martin Luther and the Reformation, Reformation Ideas Spread

Assessment: No NYS or districtwide assessment is used. Teacher-created tests and performance activities are used to assess students' level of mastery throughout the year.

Textbook: *History of Our World, The Early Ages* Prentice Hall, 2005

*This is a summary overview and does not include the entire curriculum. For more information about the Social Studies Learning Standards and Core Curriculum, see: <http://www.emsc.nysed.gov/ciai/social.html> (NYS Education Dept.) or <http://www.wappingersschools.org/SSSL/SS/SSSyllabi.html> (WCSD)

ELEMENTARY ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) Program at the elementary level in the Wappingers Central School District is offered at three of our schools: James S. Evans Elementary School, Myers Corners Elementary School and Sheafe Road Elementary School. All elementary students in grades K – 6 in need of ESL instruction go to one of these three schools.

The New York State Department of Education requires that school districts test new students for English language proficiency when they first enter our schools, and, if they are determined at that time to be “Limited-English Proficient” (LEP), again at the end of every school year until they “test out.” The test we use when the student enters school is the New York State Language Assessment Battery – Revised (LAB-R). At the end of the school year we use the New York State English as a Second Language Achievement Test (NYSESLAT). Students can score at one of four (4) levels of English language proficiency on these tests: Beginning, Intermediate, Advanced or Proficient. Students who are Beginning, Intermediate or Advanced are Limited English Proficient and must be given English language classes. In the Wappingers Central School District, we provide these additional classes in our English as a Second Language (ESL) program. Students who are Proficient do not need additional English classes.

The major goal of the ESL program is for our students to become fluent in English at the same level as their classmates. While learning English, students are also given help with learning in the other school subjects.

In order for a child to be released from the ESL program, he/she must score as “Proficient” on the NYSESLAT. While it is impossible to predict results in advance since progress varies from student to student, we expect that most children will be in the ESL program for at least three (3) years.

For more information about the ESL Program requirements and Learning Standards, see:

<http://www.emsc.nysed.gov/biling/nysben.html> (NYS Education Dept.)

Wappingers Central School District

PHILOSOPHY OF EDUCATION

The task of our school district is to prepare students to deal effectively with these challenges in order to live successfully and happily. Since they will be asked to identify or choose from a vast array of alternative possibilities, **OUR PURPOSE IS TO PREPARE HUMANE CRITICAL THINKERS, DECISION-MAKERS AND PROBLEM-SOLVERS.** To accomplish this, our students must develop and utilize:

- **intellectual curiosity and eagerness for lifelong learning**
- **a positive self-image based on a realistic acceptance of self**
- **the knowledge, skills and attitudes of maintaining physical well-being throughout their lifetimes**
- **fundamental skills of computation and communication, including demonstrating, observing, speaking, listening, reading and writing**
- **aesthetic appreciation and self-expression in the fine, performing, practical and popular arts**
- **the ability to think and evaluate constructively and creatively**
- **self-discipline including effective work habits and responsible behavior**
- **an understanding of a variety of processes that can be used in decision-making situations**
- **interpersonal and group dynamic skills**
- **ethical and moral behavior based on respect and appreciation for human values, beliefs and the rights of others**
- **an awareness of our relationships to the family and to local, national and world communities**
- **a knowledge of our American heritage, its civil rights and responsibilities**
- **an understanding of the various types of work, and their function in and contribution to society**

The effective implementation of this philosophy shall require the acceptance, support and participation of the Board of Education, staff, students and community. We commit ourselves to providing the necessary efforts, means and resources.

