

ADMINISTRATIVE STAFF

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<u>Kennedy Middle School</u> 655 Lexington Street, 02452 781-314-5560 John Cawley, Principal Kevin Gildea, Assistant Principal Laura Mosman Smith, Assistant Principal	5565 5563 5667
<u>McDevitt Middle School</u> 75 Church Street, 02452 781-314-5590 Elizabeth Gavin, Principal William Hart, Assistant Principal Meghan Branco, Assistant Principal	5595 5613 5591
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<u>MacArthur Elementary School</u> 494 Lincoln Street, 02451 781-314-5720 Anthony Colannino, Principal Jane Gately, Assistant Principal	5725 5721
<u>Northeast Elementary School</u> 70 Putney Lane, 02452 781-314-5740 Nadene Stein, Principal Rebecca Gordon, Assistant Principal	5745 5741
<u>Plympton Elementary School</u> 20 Farnsworth Street, 02451 781-314-5760 Maureen Taddeo, Principal Nancy Hurwitz, Assistant Principal	5761 5765
<u>Stanley Elementary School</u> 250 South Street, 02453 781-314-5620 Jennifer Hacker, Principal Stephen Kanode, Assistant Principal	5621 5622
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PROGRAM DIRECTORS

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Science/Health	Jo Ann Johnson	781-314-5516
Special Education	TBA	781-314-5428
Student Support Services	TBA	781-314-5510
Technology/Engineering	Linda Radzvilla	781-314-5519

COMPLEMENTARY SUPPORT SERVICES AND PROGRAMS

Waltham's elementary schools offer a variety of support services to students in reading, special education, and English language learning (ELL). Instructional technology and library media services are also available in each school to support student learning. Additionally, Title I services are available in our district's Title I schools.

MCAS 2011 – 2012 TEST ADMINISTRATION

All students in the grade levels identified below are required to take state tests in English Language Arts, Mathematics and Science and Technology/Engineering. We must work together to prepare our children so they can do their very best on these tests.

- **Grade 3: ELA Reading Comprehension Test** (March-April)
Mathematics Test (May)
- **Grade 4: ELA Composition Test and ELA Reading Comprehension Test** (March-April)
Mathematics Test (May)
- **Grade 5: ELA Reading Comprehension Test** (March-April)
History and Social Science, Mathematics, Science and Technology/Engineering (May)

In addition, all Limited English Proficient (LEP) students must take the following tests at the following grade levels:

- ❖ **Grades K-5: MELA-O (Oral) Test**
(October and again in February-March)
- ❖ **Grades K-5: MEPA Test in Reading and Writing**
(October and again in March)

Dear Elementary School Parent/Guardian:

This curriculum brochure has been designed to provide you with a user-friendly overview of what your child will be learning this coming year in all academic areas. Under each discipline is a list of learning outcomes called benchmarks that identify what we want all students to know and be able to do by the end of the grade in each subject area. By looking at the upcoming grades, you will be able to see what will be expected of your child as he/she works his/her way along the academic continuum.

The learning outcomes identified here have been established after careful review of the latest Department of Elementary and Secondary Education (DESE) curriculum frameworks, the most up to date recommendations of national organizations such as the National Council of Teachers of Mathematics and the National Council of Teachers of English and our own analysis of the MCAS tests results. Teachers and administrators will continue to review and modify the curricula where needed to meet both the state's and our own standards for student learning.

We have also included contact information for program directors, principals and school offices, along with the MCAS testing schedule for the current year.

We hope that this information will encourage you to develop a strong family-school partnership, if you have not already done so. Research has shown that strong, consistent parental involvement is vital to student achievement and success in school. This brochure is one step toward keeping parents well informed so we may continue to work together to produce effective schools and quality educational practices.

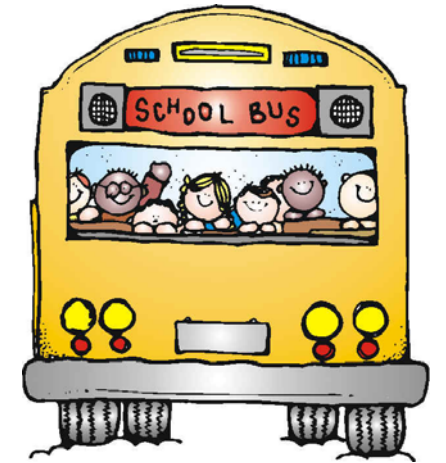
We welcome and encourage your feedback and questions about this information and how you can support your child's learning at home. Working together, we can make a positive difference in your child's overall learning, growth, and health.

Sincerely yours,

Susan M. Nicholson, Ed.D.
Superintendent of Schools
Paul Maiorano
Assistant Superintendent of Curriculum and Instruction

Waltham Public Schools

Susan M. Nicholson, Ed.D.,
Superintendent



(2011-2012)

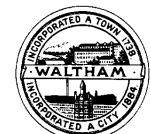
An Outline of Curriculum Benchmarks

Grade Two

Please call the Parent Information Center (PIC) at 781-314-5672 for a translation of this information.

Por favor de llamar al Centro de Información de Padres (PIC) al número 781-314-5672 para la traducción e información de este documento

S'il vous plaît appelez au téléphone le Centre d'Information des Parents (PIC) au numéro 781-314-5672 pour la traduction de ce document



READING/LANGUAGE ARTS

The English Language Arts strands include Reading, Writing, Language, Listening and Speaking. They reflect students' increasing ability to read and understand text and write in a variety of genres.

Reading

- Chooses a book and reads independently in a sustained way.
- Reads with accuracy and fluency to support comprehension on a second grade level.
- Uses knowledge of letters and sounds and spelling patterns to read new words.
- Recognizes high frequency words.
- Monitors reading using a variety of strategies to understand text (predicting, making connections, generating questions, summarizing, visualizing, inferring, drawing conclusions).
- Retells a story in sequential order with details.
- Determines or clarifies the meaning of words based on second grade reading or content.
- Responds to or discusses higher level questions related to text.

Writing

- Writes a narrative, explanatory/informational or opinion piece of writing.
- Understands and incorporates the writing process.
- Participates in shared research and writing projects.

Language

- Spells words using phonetic and spelling rules.
- Incorporates punctuation, capitalization and Standard English Conventions in writing.

MATHEMATICS

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics students need to develop in order to become mathematically proficient.

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

HISTORY AND SOCIAL SCIENCE

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

Geography

- Begin to understand that geography affects the food, housing, clothing, and activity of people.
- Understand geographic terms such as the North and South Pole, the equator, and cardinal map directions.
- Identify the world's continents, and its principal oceans, rivers, and mountain ranges.

Civics and Government

- Discover the multi-layered features of communities, including the customs and folkways of its community members.
- Understand that people and communities create structures, rules, and ideas to solve problems.

Economics

- Continue the study of economic systems, becoming familiar with terms such as production, consumerism, and the buying and selling of goods and services.
- Study the varied modes of transportation used today and in the past.

History

- Locate the nation of origin from which the students, their parents, guardians, grandparents, or other relatives came.
- Describe the culture of the various nations that comprise the family background of students living presently in the United States.
- Identify the well-known sites, events, or landmarks from at least three countries from which students' families have come and explain their importance.
- Compare different ways people have achieved distinction in various fields of endeavor by reading or listening to their life stories.

SCIENCE/HEALTH AND TECHNOLOGY/ENGINEERING

Life Science

- Explains the features of various salt water habitats and identifies common organisms found in each.
- Compares and contrasts living and non-living things, vertebrates and invertebrates in salt water environments.

Physical Science

- Identifies the three states of matter and their properties.
- Explains the physical changes in matter.
- Identifies substances that have magnetic properties and that magnets have two poles.
- Demonstrates ways of changing the motion of an object.

Earth and Space Science

- Explains the events of the water cycle.
- Describes the weather changes from day to day and over the seasons.

Health

- States the importance of healthy practices such as good nutrition, proper rest, and exercise.

ART

Methods, Materials and Techniques

- Uses art materials properly.
- Cuts, tears, glues and folds paper to create art.
- Creates three-dimensional art.

Elements and Principles of Design

- Draws using lines and patterns.
- Mixes secondary colors from primary colors.

Observation, Abstraction and Invention

- Draws using head, neck and shoulder concept.
- Creates prints.

Drafting, Revising and Exhibiting

- Uses appropriate vocabulary to discuss artwork.
- Studies artists that enrich the understanding of an art project.

DRAMA

Dramatic Concepts

- Identifies and creates characters, setting, and conflict from a variety of appropriate literature.
- Understands dramatic terms.

Performance Skills

- Demonstrates the ability to work effectively alone.
- Demonstrates the ability to work cooperatively with a partner or in an ensemble.
- Uses presentation and public speaking skills such as volume, posture, and enunciation and eye contact.
- Demonstrates an understanding of the purpose of the rehearsal process.

Audience Skills

- Demonstrates audience skills appropriately in classroom presentations and rehearsals.

MUSIC

Singing

- Demonstrates development of pitch awareness while singing alone or with others.

Reading and Notation

- Reads and writes simple rhythmic notation.

Playing Instruments

- Demonstrates a steady beat/simple rhythmic pattern in various tempi.

PHYSICAL EDUCATION

Motor Skill Development

- Performs a variety of locomotor skills smoothly and efficiently.
- Catches objects thrown above and below the waist.
- Performs throwing and kicking with follow-through motion towards a target.
- Uses the concept of spatial awareness to travel safely in group activities.
- Combines shapes, levels, and pathways to form simple sequences of movement.
- Identifies similar movement concepts in a variety of motor skills, (e.g., accuracy in throwing and kicking).

Fitness

- Identifies activities that contribute to a healthy heart.
- Identifies key nutrients that support healthy body systems.

Personal and Social Competency

- Applies rules, procedures and safe practices with little or no teacher reinforcement.
- Works cooperatively with a partner and in small groups.

SEI

The Sheltered English Immersion Strands include Reading, Writing, Listening and Speaking. They reflect students' increasing proficiency in English as they move along a continuum from little or no proficiency in English to proficiency sufficient to participate in classrooms not specifically designed for students acquiring a second language. Acquiring an additional language is a complex undertaking; thus, the strands take into account a student's understanding and use of English at each level of language proficiency (from the beginning through transitioning level) for this tremendously heterogeneous and diverse group of students. The variability by which a student progresses through the strands can be attributed to varying ages, linguistic and cultural backgrounds, diagnoses (such as learning disabilities), and/or differences in life and educational experiences.

Reading

- Process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.

Writing

- Engage in written communication in a variety of situations for a variety of purposes and audiences.

Listening

- Process, understand, interpret, and evaluate spoken language in a variety of situations.

Speaking

- Engage in oral communication in a variety of situations for a variety of purposes and audiences.