

## 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
<u>Fitzgerald Elementary School</u> 140 Beal Road, 02453 781-314-5680 Robert LaRoche, Principal Molly McMahon, Assistant Principal	5685 5681
<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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<u>Parent Information Center</u> Whittemore Elementary School 30 Parmenter Road, 02453 781-314-5672 Lisa Campana	5672

## PROGRAM DIRECTORS

<u>Department</u>	<u>Director</u>	<u>Telephone</u>
Drama	Thomas O'Toole	781-314-5486
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Fine Arts (Music/Art)	Douglas Trudeau	781-314-5514
History & Social Science	Stephen Goodwin	781-314-5517
Instructional Tech/ Library Media	Sandra Roby	781-314-5477
Mathematics	Mary Alice Murdoch	781-314-5513
Physical Education	William Foley	781-314-5472
Reading/Language Arts	Nancy Coppolino	781-314-5427
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 (March 20)**  
**ELA Reading Comprehension Test (March-April)**  
**Mathematics Test (May)**
- **Grade 5: ELA Reading Comprehension Test (March-April)**  
**Mathematics Test (May)**  
**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.

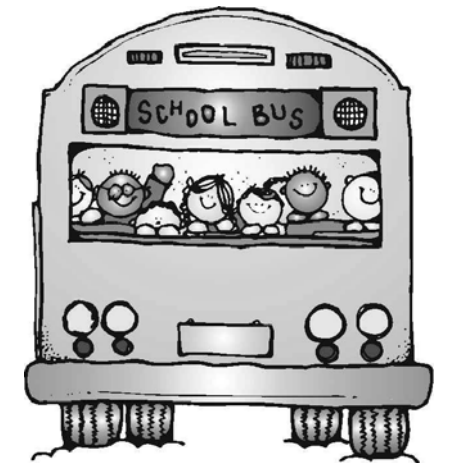
We welcome and encourage your feedback and questions about this information and how you can support your child's learning at home. Working together, we can make a positive difference in your child's overall learning, growth, and health.

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)

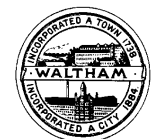
## An Outline of Curriculum Benchmarks

# Grade Three

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 third grade level.
- Monitors reading using a variety of strategies to understand text (predicting, making connections, generating questions, summarizing, visualizing, inferring, drawing conclusions).
- Responds in writing to open response questions for a variety of genres citing evidence from the text.
- Determines or clarifies the meaning of words based on third grade reading or content.
- Responds to or discusses higher level questions related to text.
- Retells a story in sequential order with details.

### Writing

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

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems using the four operations, and identify and explain patterns in arithmetic.

### Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Number and Operations-Fractions

- Develop understanding of fractions as numbers.

### Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.
- Represent and interpret data.
- Geometric measurement.* understand concepts of area and relate area to multiplication and to addition.

- Geometric measurement.* recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### Geometry

- Reason with shapes and their attributes.

## HISTORY AND SOCIAL SCIENCE

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

### Geography

- Further understand the expanding world of the city, state, country, hemisphere, and world.
- Identify the hemispheres, oceans, and continents, as well as specific landforms and geographic sites in New England.
- Locate each of the New England states, as well as the major cities and towns of the region.
- Appreciate the unique geography and history of Waltham, and how it became a magnet for settlement, industry, and invention within the state of Massachusetts.

### Civics and Government

- Understand the meaning of the founding documents created during and after the American Revolution.
- Identify specifically the meaning and importance of the Declaration of Independence, the Constitution, and the Bill of Rights.

### Economics

- Define what a tax is, its varied purposes, and give examples of different types of taxes.
- Trace the economic and political development of Massachusetts during the colonial era and its relationship to England.

### History

- Identify the lifestyle and location of the Wampanoags as they existed before the settlement of New England.
- Examine Early English settlements, including Roanoke, Jamestown, Plymouth, and the Massachusetts Bay Colony, as well as the relationship between these settlers and the Native Americans they encountered.
- Discover the causes of the American Revolution with particular attention to the Boston Tea Party, the battles of Lexington and Concord, and the battle of Bunker Hill.
- Understand the contributions to the cause of liberty by Paul Revere, John Hancock, John Adams, and Samuel Adams.
- Create a biography of a person from Massachusetts who made a significant contribution in the arts, science and technology, business, education, journalism, medicine, or political leadership.

## SCIENCE/HEALTH AND TECHNOLOGY/ENGINEERING

### Life Science

- Explains the differences between habitat and ecosystem.
- Explains how animals and plants adapt to the ecosystem in which they live.
- Explains the parts of a food chain: producers, consumers and decomposers.
- Explains that living things have cycles of development and that frog development is one example.

### Physical Science

- Identifies and explains the differences between simple and complex machines.

### Earth and Space Science

- Can list the parts of the universe, our galaxy, and our solar system and describe Earth's place in them.
- Describes the changes that take place in the observable shape of the moon.

### Health

- Recognizes that there are certain habits, both good and bad, that affect health.

### Technology/Engineering

- Uses measuring tools to compare objects constructed to scale, (e.g. room plans).

## ART

### Methods, Materials and Techniques

- Uses a variety of materials to create visual effects.

### Elements and Principles of Design

- Mixes and uses tints and shades.
- Create art using organic and geometric shapes.

### Observation, Abstraction and Invention

- Creates figures that show body elements.
- Creates three-dimensional artwork.

### Drafting, Revising and Exhibiting

- Creates prints.

### Critical Response

- Uses appropriate vocabulary to discuss artwork.

## DRAMA

### Dramatic Concepts

- Comprehends and learns lines, and uses the rehearsal process effectively.
- Identifies what a script is and how it is structured.
- 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, enunciation, eye contact, and pace.

### Audience Skills

- Demonstrates audience skills in classroom presentations, rehearsals, and live performance settings.

## MUSIC

### Singing

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

### Reading and Notation

- Understands standard notation.

### Playing Instruments

- On the recorder play simple melodies with proper techniques.

### Improvisation & Composition

- Creates simple musical responses.

## INSTRUMENTAL MUSIC – STRINGS

### Singing

- Students will sing, alone and with others, a varied repertoire of music.

### Reading and Notation

- Students will read music written in standard notation.

### Playing Instruments

- Students will play instruments, alone and with others, to perform a varied repertoire of music.

### Improvisation & Composition

- Students will improvise, compose, and arrange music.

## PHYSICAL EDUCATION

### Motor Skill Development

- Performs all locomotor skills at mature levels of development.
- Catches objects thrown to either side of the body.
- Throws with opposition motion.
- Manipulates objects with hands and feet, keeping control while moving.
- Travels with stability in a variety of ways at different levels and on different equipment.
- Identifies how various body parts are used to perform movement sequences.
- Uses concepts of spatial awareness to understand passing and receiving in activities.
- Identifies the major behaviors that contribute to wellness, (e.g., exercise, nutrition, hygiene, refraining from smoking, etc.).

### Personal and Social Competency

- Uses equipment and space appropriately and safely.
- Identifies and verbalizes examples of cooperation and sharing in activities.

## 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.