

ADMINISTRATIVE STAFF

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|--|--------------------------------------|
| <u>Waltham Senior High School</u> 617 Lexington Street, 02452 781-314-5440 Gregory DeMeo, Principal Rosemary Neville, Housemaster Christopher Gelinis, Housemaster Amanda Brennan, Housemaster Stephen Duffy, Housemaster | 5441 5447 5453 5457 5442 |
| <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 |
| <u>Whittemore Elementary School</u> 30 Parmenter Road, 02453 781-314-5780 Deborah Butts, Principal Ken Haynes, Assistant Principal | 5785 5781 |
| <u>Early Childhood Education Center</u> at Stanley Elementary School 250 South Street, 02453 781-314-5653 at Northeast Elementary School 70 Putney Lane, 02452 781-314-5653 Director, Special Education | 5428 |
| <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 |
| ELL/SEI/World Language | Katherine Earley | 781-314-5498 |
| 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

Kindergarten

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.

Foundations of Reading

- Concepts of Print - understands how a book works (left to right-top to bottom).
- Phonological Awareness - recognizes and applies grade level phonics and word analysis in decoding words.
- Recognizes some words by sight, including high frequency words.
- Recognizes that the purpose of reading is to understand what you have read.
- Remembers the sequence of events in a familiar story.

Writing

- Uses a combination of drawing, dictation, and writing to tell a story.
- Draws a picture that tells a story, and then labels the picture, eventually adding words and sentences.
- Prints left to right across the paper using upper and lower case letters.

Language

- Demonstrates understanding of 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.**

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

HISTORY AND SOCIAL SCIENCE

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

Geography

- Is able to state his or her full name, city, state, nation, address, and school name.
- Begin to identify and understand his/her immediate environment and neighborhood, and the people and resources found within.
- Examine maps of the United States and the world, and the variety of landforms found therein.
- Be introduced to the study of chronology and time.

Civics and Government

- Understands that working cooperatively and following rules provides health and safety for all.

Economics

- Identify jobs in the home, school, and community, comparing those jobs that provide goods with those that provide services.
- Correctly use words related to work, such as jobs, money, buying, and selling.

History

- Identify symbols or events of important national holidays (Columbus Day, Thanksgiving, Martin Luther King Jr. Day).
- Identify symbols or events of important national celebrations (Presidents' Day, Earth Day, Independence Day).
- Identify important national symbols (the American flag, the Pledge of Allegiance, and the National Anthem's melody).
- Recognize the differences that individuals can make in the lives of others.

SCIENCE/HEALTH AND TECHNOLOGY/ENGINEERING

Life Science

- Identifies the sense organs and their functions: seeing, hearing, tasting, smelling, and touching.
- Recognizes the requirements of living things: food, water, air and shelter.
- Identifies living and non-living things.
- Recognizes that animals have adaptations that allow them to survive seasonal changes.
- Recognizes the life stages of a butterfly.
- Recognizes the pattern of seasonal change.
- Identifies plant structures: leaf, stem, root and flower.

Physical Science

- Identifies the three states of matter: solid, liquid and gas.

Health

- Identifies health habits: hand washing, nutrition, tooth care.

ART

Methods, Materials and Techniques

- Draws and paints using a variety of materials.
- Explores the proper way to use glue and scissors.

Elements and Principles of Design

- Explores the use of color, shape, line and texture.
- Uses pattern in artwork.

Observation, Abstraction and Invention

- Draws from memory, observation and imagination.
- Explores working with 3D media.

DRAMA

Dramatic Concepts

- Identifies and portrays characters.
- Understands dramatic terms.

Performance Skills

- Demonstrates the ability to work effectively alone in one's own space.
- Demonstrates the ability to work cooperatively in a group.
- Uses presentation and public speaking skills such as volume, posture, and enunciation.

Audience Skills

- Demonstrates audience skills: focusing on the presenter, sitting quietly, and demonstrating self-control.

MUSIC

Singing

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

Playing Instruments

- Explores beginning activities using beat and listening.
- Explores techniques of playing classroom instruments.

PHYSICAL EDUCATION

Motor Skill Development

- Demonstrates a variety of motor skills to move from one place to another with balance.
- Throws an object at a target with an overhand and underhand arm motion.
- Bounces and catches a ball with two hands.
- Identifies selected body parts on command.
- Identifies fundamental motor patterns like throwing, catching and kicking.
- Moves on command at a variety of levels, speeds and directions.

Fitness

- Associates a faster heart beat with vigorous activity.
- Identifies food groups within the food pyramid.
- Identifies behaviors that promote healthy bodies, (e.g., good nutrition, exercise, sleep/rest and hygiene).

Personal and Social Competency

- Takes turns using equipment.
- Responds to teacher signals for attention.
- Knows the rules for participating in the gymnasium.

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.