Dear Families,

Thank you for being a partner in your child’s education. This Curriculum book will provide important information for you about your child’s program.

The Spencerport School District is committed to providing students with a world-class, standards-based education that helps our children excel academically and personally and become well-rounded, productive citizens of our community.

This handbook provides you with information for kindergarten through grade 5:

- a brief description of the focus of each subject for each grade
- sample student learning objectives
- learning assessments
- major learning tasks
- helpful hints to use at home

The curriculum, learning objectives, assessments and learning tasks for each subject area meet or exceed New York State learning standards.

We believe this handbook creates the basis for a necessary, productive partnership with parents, students and teachers as we work together to fulfill the potential of every student.

Ty Zinkiewich
Assistant Superintendent for Instruction

For more detailed information about the curriculum, talk to your child’s teacher or see the curriculum notebooks in the school libraries.

What’s Inside

- NYS Learning Standards ................................................. 4
- Art .............................................................................. 5
- Business Information Technology ................................. 5
- English Language Arts .................................................. 6
- Family and Consumer Sciences ...................................... 7
- Health ........................................................................... 8
- Language Other Than English ....................................... 8-9
- Library ........................................................................... 9
- Mathematics ................................................................. 10-11
- Music ............................................................................. 12
- Physical Education ......................................................... 13
- Science .......................................................................... 14-15
- Social Studies ................................................................. 15
- Technology ................................................................. 16
- Support Services ............................................................. 17
- Schoolwide Enrichment ................................................ 17
- Our Philosophy of Learning ......................................... 18
- Key Concepts .................................................................. 18
- From the Superintendent ................................................ 19
- Helpful Homework Hints for Parents ............................. 19
- Online Information ......................................................... 19

Curriculum and Instruction

Mr. Ty Zinkiewich
Assistant Superintendent for Instruction
349-5130

Mr. Cory Allen
Chief Information Officer
349-5161

Mr. John Pelin
Director of Physical Education, Athletics and Health
349-5170

Mrs. Deserie Richmond
Director of Special Education
349-5140

Mrs. Linda Howell
Coordinator of Student Information Services
349-5150

Mrs. Lisa McCarthy
Director of Learning and Professional Development
349-5135

Mrs. Kristen Paolini
Director of Curriculum
349-5137
New York State Learning Standards*

The Arts
Standard 1: Creating, Performing, and Participating in the Arts - Students will create and participate in various roles in the arts.
Standard 2: Knowing and Using Arts Materials and Resources - Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
Standard 3: Responding to and Analyzing Works of Art - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
Standard 4: Understanding the Cultural Contributions of the Arts - Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts shape diverse cultures.

Health, Physical Education, and Family and Consumer Science
Standard 1: Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
Standard 2: A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
Standard 3: Resource Management - Students will understand and be able to manage their personal and community resources.

Science and Technology
Standard 1: Analysis, Inquiry, and Design - Students will use mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop solutions.
Standard 2: Information Systems - Students will access, generate, process, and transfer information using appropriate technologies.
Standard 3: Mathematics - Students will understand, communicate and apply mathematics in real-world settings.
Standard 4: Science - Students will understand and apply concepts, principles, and theories to the physical setting and living environment.
Standard 5: Technology - Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy needs.
Standard 6: Interconnectedness - Common Themes - Students will understand the relationships and common themes that connect mathematics, science, and technology.
Standard 7: Interdisciplinary Problem Solving - Students will apply the knowledge and thinking skills of mathematics, science, and technology to real-life problems.

Languages Other Than English
Standard 1: Communication Skills - Students will be able to use a language other than English for communication.
Standard 2: Cultural Understanding - Students will develop cross-cultural skills and understandings.

Mathematics Standards
Standards for Mathematical Practice:
• 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

English Language Arts
College and Career Reading Standards for Reading, Writing, Speaking, Listening and Language:
• Reading Standards for Literature
• Reading Standards for Informational Text
• Reading Standards: Foundational Skills
• Writing Standards
• Speaking and Listening Standards
• Language Standards

*abbreviated text – Full Standards may be found at www.spencerportschools.org
Kindergarten

**English Language Arts**
The focus of the Kindergarten Language Arts program is the development of the pre-literacy skills that will enable our students to read, write, listen and speak within a literate community. The children will be involved in a balanced literacy program that includes both a reading and a writing component. Within the reading component, the students will be engaged in read-aloud, shared reading, choral reading and guided reading experiences. When writing, the children will be participants in modeled, shared, guided and independent writing experiences.

Sample Learning Objectives:
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify the main topic and retell key details in text.
- Follow words from left to right, top to bottom and page by page.
- Recognize and name end punctuation.

**Math**
In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Sample Learning Objectives:
- Count to 100 by ones and tens.
- Develop an understanding of ordinal numbers (first through tenth).
- Solve addition and subtraction word problems by using pictures or drawings to represent the problem.
- Classify and count the number of objects in each category.
- Identify shapes as two-dimensional or three-dimensional.

**Science**
In science, students focus on exploring the influences the living environment and physical setting have on their daily lives. For example, students observe the weather, make predictions, inferences and draw conclusions about the seasons and the changes in the environment. During the study of matter, students explore the simple properties of shadows, silhouettes and water. Students also learn about animals and explore the five major senses of their body.

Sample Learning Objectives:
- Knows that weather is the condition of the outside air at a particular moment (e.g., morning calendar).
- Explains that animals need air, water and food in order to live and thrive.

**Social Studies**
The social studies program focuses on helping the students develop awareness of self as a growing individual. The child’s unique qualities as well as similarities to others are stressed. In addition, the child’s relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral. Emphasis is on content that is relevant and personally meaningful. A wide range of interdisciplinary activities helps the child grow, gaining knowledge and skills.

Sample Learning Objectives:
- Locates places and things on a map of familiar surroundings (e.g., home, classroom and playground).
- Understands how family members rely on each other for needs and wants (e.g., food, shelter, clothing).

**Art**
Students begin to experience a variety of art mediums when creating and developing ideas for their artwork. They reproduce the elements of art and start to describe their artwork in class.

Sample Learning Objectives:
- Practices using multiple mediums, and practices using art tools (ex., scissors, brushes, etc.).
- Retells or describes their artwork using terms relating to mediums and techniques.
Health
Students use active listening and communication skills, identify personal health decisions, plan personal health goals and identify safety concerns. They learn about the five senses.

Sample Learning Objectives:
• Demonstrates age appropriate body care (e.g., washing hands, dental care).
• Identifies situations when it is important to check first with an adult for permission.

Physical Education
Sample Learning Objectives:
• Identifies basic movement vocabulary and demonstrates progress towards selected manipulative, gross motor skills and exercises.
• Demonstrates sequential locomotor skills.
• Understands how physical activity can prevent injuries.
• Demonstrates appropriate understanding of physical activities that can be done outside of school.

Library
Students are introduced to the library and its function. They also participate in many shared reading experiences.
• Learn basic parts of a book, book care, and the structure of a story
• Become familiar with the concepts of fiction and non-fiction
• Understand rules for the library’s use and materials

Music
Students have a wide variety of hands-on musical experiences. Activities include movement and using simple rhythm instruments as well as singing and listening.

Sample Learning Objectives:
• Sings songs from a variety of genres.
• Plays simple instruments to accompany a song.

Kindergarten Learning Assessments

English Language Arts:
• Name Writing
• Fountas and Pinnell Benchmarks
• Concepts about Print
• Sight Word Knowledge
• Letter name and sound Knowledge
• Rhyming Task
• Complete multiple writing assignments including narrative, opinion, and informative pieces.
• I-Ready Reading Diagnostic Assessment three times per year

Mathematics:
• End of Unit Math Assessments, five times per year
• Math Diagnostic Assessment, three times per year

Content Areas (Science, Social Studies):
• Three STEM experiences
• Four Social Inquiries

Helpful Hints to Use at Home
- Listen to your child tell or retell a story.
- Read to your child, and ask them questions about what is read.
- Play games that promote problem solving and following directions.
- Use blocks, coins, crayons, etc. to create patterns and sort.
- Include your child in measuring opportunities such as cooking and crafts.
First Grade

**English Language Arts**
Within a balanced literacy program, the focus of the Grade One Language Arts program is the continuation of the development of reading and writing skills. The program incorporates both reading and writing activities in small and whole group settings. Using a variety of genres, including informational text, students participate in read-aloud, shared, guided and independent reading experiences. The students will develop multiple strategies to problem-solve as they read and write. When writing, the students will participate in a variety of experiences including modeled, shared, interactive and independent writing.

Sample Learning Objectives:
- Ask and answer questions about key details in a text.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- Use illustrations and details in a story to describe its characters, setting or events.

**Math**
In **Grade 1**, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. Students begin to have an understanding of fractions.

Sample Learning Objectives:
- Use addition and subtraction within 20 to solve word problems.
- Relate counting to addition and subtraction (e.g. by counting on 2 to add 2).
- Compare two digit numbers based on meanings of tens and ones digits.
- Recognize and identify coins, their names, and their value.
- Compose two-dimensional shapes to create a composite shape.
- Telling time to the hour and half hour.

**Science**
The science program delves deeper into concepts introduced in kindergarten while continuing to focus on how the concepts relate to the students’ world. Students learn the properties of matter for solids, liquids and gases. They explore concepts involving weather and celestial phenomena.

Sample Learning Objectives:
- Explains that matter has properties (e.g., color, hardness, odor, sound, taste) that can be observed through the senses.
- Describes how each animal has a different structure that serves different functions in growth, survival and reproduction.
- Parts and functions of plants.

**Social Studies**
Students focus on their roles as members of a family and school community. The development of identity and social interaction skills is stressed as the student explores self, family and school. The program encourages interdisciplinary learning to assist in developing the content, concepts and skills of the program.

Sample Learning Objectives:
- Respects the significance of holidays our nation celebrates and relates them to the past (e.g., Columbus Day, Veterans Day, Flag Day, Independence Day, Thanksgiving, Memorial Day, Election Day).
- Understands that through work, people in communities earn income to help meet their needs and wants.
- Develops awareness that the physical environment of a neighborhood affects family lifestyle (e.g., homes, clothing, food, jobs, transportation).
Art
Students continue to work with art tools, materials and elements of art. They develop skills and techniques to express themselves.

Sample Learning Objectives:
• Tells why they designed and produced their artwork.
• Uses some of the following media: pencil, chalk, crayon, markers, tempera, colored pencils, pastels, construction paper, glue, paper maché, yarn, ink, clay, and scissors.

Music
Students focus on developing a steady beat, listening skills and singing. Activities include movement and using Orff and rhythm instruments as well as singing and listening.

Sample Learning Objectives:
• Plays a variety of rhythm instruments to accompany a song.
• Sings songs from different cultures.

Health
Students explore attributes of a safe, healthy person, demonstrate ways to express needs and wants, develop a personal health goal, and describe personal stressful situations and ways of dealing with them.

Sample Learning Objectives:
• Demonstrates ways to communicate feelings.
• Analyzes people who can be trusted to provide help.

Physical Education
Sample Learning Objectives:
• Understands the relationship between physical activity and wellness.
• Demonstrates respect for others during physical activity.
• Identifies and understands concepts of directions, levels and pathways in general space and personal space.
• Selects and participates in a physical activity outside of school.

Library
Students expand their understanding of the library and its resources.

• Explore story elements including character, setting and sequencing of events
• Discuss fiction and nonfiction elements in depth including fact and opinion

First Grade Learning Assessments
English Language Arts:
• Fountas and Pinnell Benchmarks
• Sight Word Knowledge
• Complete multiple writing assignments including narrative, opinion, and informative pieces.
• I-Ready Reading Diagnostic Assessment three times per year

Mathematics:
• End of Unit Math Assessments, eight times per year
• Math Diagnostic Assessment, three times per year

Content Areas (Science, Social Studies):
• Three STEM experiences
• Four Social Inquiries

Helpful Hints to Use at Home
- Make a book with your child showing new words and pictures.
- Play "Simon Says."
- Read books with scientific themes.
- Play card games and board games that use numbers (e.g., Uno, Dominos).
English Language Arts

Within a balanced literacy format, the focus of the program is to continue to teach students to be independent readers and writers. Students participate in both small and whole group activities that build upon their developing phonological and vocabulary skills, fluency when reading and use of problem solving strategies while reading. Students continue to develop comprehension skills such as identifying the main idea and supporting details, making predictions and inferences based upon what has been read, and drawing conclusions. Writing experiences provide opportunities to create paragraphs on a specific topic or a story that demonstrates an organizational format with a beginning, middle and end.

Sample Learning Objectives:
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
- Describe how characters in a story respond to major events and challenges.
- Decode words with common prefixes and suffixes.

Math

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Sample Learning Objectives:
- Use addition and subtraction within 100 to solve one-step and two-step word problems.
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Name polygons by number of sides/angles (triangles, quadrilaterals, pentagons and hexagons).

Science

Students study plant and animal life, weather and the properties of matter. Students investigate the complete life cycle of specific plants and animals. They also continue their development of inquiry skills through experiments with buoyancy and the interaction of substances. Students suggest ways an object can be modified based on design criteria.

Sample Learning Objectives:
- Measures using standard and nonstandard units.
- Investigates that plants need air, water, nutrients and light in order to live and thrive.
- Builds a model of an object, modifying the plan as necessary.

Social Studies

In social studies, students explore rural, urban and suburban communities. The student’s own community serves as an example for studying and understanding other communities. Communities are studied using five perspectives: social/cultural, political, economic, geographic, and historic. The concepts and activities stress the child’s role as a social being and self-directed learner.

Sample Learning Objectives:
- Describes the historical significance of traditions, customs and holidays.
- Creates a timeline to illustrate major events in a community (e.g., the building of the Erie Canal).
- Labels simple maps using a map key and a compass rose.
Art
Students identify art elements, subjects and the connection among art of various cultures.
Sample Learning Objectives:
• Selects a medium of their preference out of a choice of three to complete a given task.
• Creates an art project that relates to their personal cultural contribution to their community.

Music
Students build upon skills mastered in first grade. Orff instruction is employed. The student music book is introduced.
Sample Learning Objectives:
• Uses proper vocal technique to sing a variety of songs from the music book.
• Learns listening skills to enhance rhythm instrument playing.

Health
Students identify health and safety resources that could be helpful, locate and use information sources, conduct personal assessments of health, identify personal support systems and explain their importance.
Sample Learning Objectives:
• Describes positive characteristics and qualities of him or herself.
• Applies safety strategies to fire safety, bike safety, home safety and bus safety.

Physical Education
Sample Learning Objectives:
• Demonstrates locomotor skills and understanding of a variety of movement concepts.
• Demonstrates safety objectives while participating in a variety of activities.
• Identifies the benefits from regular physical activity.

Library
Students learn how the library is organized and discuss various genres.
• Use online catalog Destiny to search and locate a library book
• Explore poetry and fairy-tale genres
• Learn basic research skills using online databases

Second Grade Learning Assessments
English Language Arts:
• Fountas and Pinnell Benchmarks
• Sight Word Knowledge
• Complete multiple writing assignments including narrative, opinion, and informative pieces.
• I-Ready Reading Diagnostic Assessment three times per year
Mathematics:
• End of Unit Math Assessments, seven times per year
• Math Diagnostic Assessment, three times per year
Content Areas (Science, Social Studies):
• Three STEM experiences
• Four Social Inquiries

Helpful Hints to Use at Home
- Have your child write the directions for making a peanut butter sandwich.
- Let your child write words/letters in shaving cream.
- Practice measurements using a ruler, scale and thermometer.
- Have your child help you solve everyday problems involving addition and subtraction.
Third Grade

English Language Arts

The Language Arts program represents the transition from “learning to read” to “reading to learn” within the context of a balanced literacy program. In small groups, students will be expected to read longer pieces of text such as novels, plays and articles related to various content areas. Students’ comprehension skills include the ability to distinguish between fact and opinion, compare and contrast information from a variety of sources and summarize what they have read. Writing assignments may include the sharing of one’s ideas, creating an original imaginative piece or completing a research assignment for the content areas of science and/or social studies.

Sample Learning Objectives:
• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
• Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
• Write informative/explanatory text to examine a topic and convey ideas and information clearly.
• Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Math

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Sample Learning Objectives:
• Use multiplication and division within 100 to solve word problems.
• Solve problems involving the four operations, and identify and explain patterns in arithmetic.
• Use place value understanding to round whole numbers to the nearest 10 or 100.
• Understand a fraction as a number on the number line; represent fractions on a number line diagram.
• Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
• Fluently add and subtract within 1,000 using strategies and algorithms.

Science

Students examine the living environment through a comprehensive study of ecology and living organisms. During this study, students learn about butterflies and explore the interdependence of creatures in the ecological world. Students also study magnetism by experimenting with magnets and electricity when they build and explore electrical circuits. A comprehensive study of weather builds upon the lessons of earlier grades. Students investigate science concepts through rigorous texts.

Sample Learning Objectives:
• Demonstrates that some properties of an object are dependent on the conditions of the present surroundings, such as temperature, lighting and moisture, in which the object exists.
• Gives examples of life cycles of plants and animals. These may include beginning of life, developing into adults, reproduction as adults and eventually dying.

Social Studies

In social studies, students learn about various world communities using the five perspectives: social/cultural; political; economic; geographic; and historic. Teachers select communities that represent the diversity of the world’s cultures. Second grade studies of communities in the United States provide a base for understanding wider world communities.

Sample Learning Objectives:
• Draws and labels maps to locate world communities, regions, geographic features, countries and cities.
• Explains the role of a citizen in a changing world community.
• Recognizes that people of similar and different culture groups often live together in world communities/regions (e.g., Japan, United States).
**Art**
Students explore multi-cultural aspects of art, critique artwork and identify elements of art.

Sample Learning Objectives:
- Differentiates between two- and three-dimensional design using the art vocabulary, length, width, height and depth.
- Compares art styles from the United States and Japanese cultures.

**Music**
Students participate in an intensive music reading unit to include the staff and rhythm. These skills are applied in the recorder unit.

Sample Learning Objectives:
- Performs a group recorder recital.
- Identifies contrasting sections in music.

**Health**
Students explore positive and negative consequences of behavior. They develop a plan to maintain a healthy lifestyle and develop ways to communicate care, consideration, respect and refusal skills.

Sample Learning Objectives:
- Develops personal fitness goals to achieve lifetime health.
- Examines the influence of culture and media on lifestyles.

**Physical Education**
Sample Learning Objectives:
- Engages in a sport model curriculum at the introductory level.
- Works cooperatively in small and large groups to produce a safe positive environment.
- Begins to understand community fitness resources.
- Understands how physical fitness plays a role in maintaining a healthy lifestyle.

**Library**
Students explore a variety of resources in the library.
- Introduced to the reference section to support research
- Compare and contrast fairy tales

**Third Grade Learning Assessments**

**English Language Arts:**
- Fountas and Pinnell Benchmarks
- Complete multiple writing assignments including narrative, opinion, and informative pieces.
- I-Ready Reading Diagnostic Assessment three times per year
- New York State English Language Arts Assessment

**Mathematics:**
- End of Unit Math Assessments, seven times per year
- Math Diagnostic Assessment, three times per year
- New York State Mathematics Assessment

**Content Areas (Science, Social Studies):**
- Three STEM experiences
- Four Social Inquiries

---

**Helpful Hints to Use at Home**
- Read daily with your child.
- After reading a story, make a word book of frequently used words.
- Involve your child in mathematical decisions needed to plan a party, vacation or other activity.
- Use the Internet to view weather imagery and related sites.
Fourth Grade

**English Language Arts**

Students use reading, writing, listening and speaking skills to enhance their ability to learn. At this level a balanced literacy program includes reading and writing experiences with increased expectations for independence. Reading experiences include participation in guided reading groups, literature circles and independent reading. Students continue to problem-solve as they monitor their own reading for meaning and understanding. Higher level comprehension skills, such as the ability to identify relevant and irrelevant information and the ability to distinguish between fact and opinion are presented. Students participate in writing experiences such as essay writing, content area reports of several paragraphs, summaries of pieces of literature and creative writing.

Sample Learning Objectives:
- Determine the theme of a story, drama or poem from details in text; summarize the text.
- Compare and contrast point of view from which different stories are narrated, including the difference between first and third person narrations.
- Determine the main idea of text and explain how it is supported by key details; summarize the text.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Math**

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Sample Learning Objectives:
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations.
- Generate a number or shape pattern that follows a given rule.
- Use place value to compare multi-digit whole numbers to one million.
- Compare two fractions with different numerators and different denominators.
- Measure and draw angles in whole-number degrees using a protractor.
- Represent problems using equations with a letter standing for the unknown quantity.

**Science**

Students continue to learn about plant life by focusing on how plants adapt to their environment. They also continue to study properties of matter. They also begin to learn about forces and motion of objects by studying simple machines. Science objectives are frequently explored through cross-curricular units.

Sample Learning Objectives:
- Classifies matter using properties (e.g., color, hardness, odor, sound, taste) that can be observed through the senses.
- Concludes that food supplies the energy and materials necessary for growth and repair.

**Social Studies**

Students explore the history, geography, government, economy and cultures of New York State. An introduction to municipal, state and national government emphasizes the structure and function of the different branches of government. The program focuses on the following themes and events at the state level: Native Americans of New York State, the European encounter, the colonial and Revolutionary War period, the growth of the new nation and industrial growth and development in New York State.

Sample Learning Objectives:
- Explains how the geography of a community affects the economy of the region.
- Interprets documents to understand different viewpoints of historical issues to New York State.
- Identifies the impact of the contributions that individuals (e.g., George Eastman) have made to New York State.
Art
Students explain the visual and other sensory qualities found in a wide variety of art works.

Sample Learning Objectives:
• Creates a 2-D or 3-D composition utilizing symbols and patterns of the Native American culture.
• Summarizes what they see in a given work of art.

Music
Students focus on learning to read a vocal score as well as proper vocal techniques. This culminates in their first vocal performance.

Sample Learning Objectives:
• Follows vocal score for singing, playing and listening.
• Listens to and performs for one another to monitor improvement.

Health
Students learn to predict the short and long term benefits and harmful consequences of behaviors. Students also discuss how attitudes and beliefs affect interpersonal communications.

Sample Learning Objectives:
• Explains the relationship between physical well-being and emotional and mental health.
• Explains rules for online safety.

Physical Education
The physical education program includes the Fitnessgram Fitness Test (Fall and Spring) as well as a one-week swimming unit focusing on water safety and basic swimming techniques.

Sample Learning Objectives:
• Engages in physical activity while understanding target heart rate.
• Begins to learn basic offensive and defensive strategies for various games.
• Models appropriate and safe participant and spectator behavior.
• Accesses various physical activities offered in the community.

Library
Students expand on knowledge of the library and use a variety of resources.

Sample Learning Objectives:
• Discuss and use reference materials including print and online resources
• Complete a research project using a variety of resources
• Analyze the elements of the mystery genre

Fourth Grade Learning Assessments

English Language Arts:
• Fountas and Pinnell Benchmarks
• Complete multiple writing assignments including narrative, opinion, and informative pieces.
• I-Ready Reading Diagnostic Assessment three times per year
• New York State English Language Arts Assessment

Mathematics:
• End of Unit Math Assessments, seven times per year
• Math Diagnostic Assessment, three times per year
• New York State Mathematics Assessment

Content Areas (Science, Social Studies):
• Three STEM experiences
• Four Social Inquiries
• New York State Elementary Science Assessment

Helpful Hints to Use at Home
- Write a word for your child and have him/her write additional words that are similar in meaning.
- Ask your child to solve household problems using mental arithmetic (e.g., if you need one can of vegetables to serve three people, how many cans would you need to serve eight?)
- Compare and contrast weather patterns using a variety of sources.
Fifth Grade

**English Language Arts**

Reading, writing, listening and speaking skills enhance each student’s ability to learn. At this level a balanced literacy program includes reading experiences such as guided reading groups, literature circles and independent reading. Higher level comprehension skills such as cause and effect and the ability to identify implied information are presented. Students learn about literary tools such as simile, metaphor and personification. They also participate in a variety of writing experiences such as essays and document based question responses, multi-page content area reports, summaries of pieces of literature and creative writing.

Sample Learning Objectives:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Quote accurately from text when explaining what the text says explicitly and when drawing inferences from the text.
- Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Math**

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition, subtraction of fractions, multiplication and division of fractions (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to thousandth, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Sample Learning Objectives:

- Use place value understanding to read, write, compare and round decimals to any place.
- Add and subtract fractions with unlike denominators (including mixed numbers).
- Solve real world problems involving multiplication of fractions and mixed numbers.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.
- Recognize that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

**Science**

Students explore aspects of the living environment, including the living organism, cell processes, plant reproduction and ecology, as well as the earth science topics of weather and astronomy. Students attend a space flight simulation. Students conduct scientific inquiries that require systematic thinking and drawing of conclusions, including the use and testing of predictions. Content-area reading and writing help solidify science concepts.

Sample Learning Objectives:

- Identifies various layers of the atmosphere and their properties.
- Knows that cells are microscopic and that living things are composed of cells.

**Social Studies**

In social studies, students learn about the history, geographic, economic, and social/cultural understandings related to the United States, Canada and Mexico. These perspectives build on and reinforce historic and political content about the United States learned in fourth grade. Concepts such as justice, due process, equality and the roles of citizenship are discussed.

Sample Learning Objectives:

- Explains how constitutions, rules and laws are developed in democratic societies to maintain order, provide security and protect individual rights (e.g., Bill of Rights).
- Examines the relationship between geographic features, transportation and communication in the regions of the U.S., Canada and Latin America (e.g., Panama Canal, Hudson River and Bay, Mississippi River, St. Lawrence Seaway, Amazon River).
- Generates written and oral reports that include geographic conclusions and generalizations supported by collected data.
- Explains how individuals and groups in the U.S., Canada and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources.
Art
Students complete an assessment cube and evaluate what they have learned in art. They will demonstrate/use mastery of a variety of materials.

Sample Learning Objectives:
- Examine two pieces of artwork and compare their meaning.
- Classifies elements in a given 2-D or 3-D concept.

Music
The curriculum emphasizes rhythmic composition. Lessons from previous grades are applied in the composition process.

Sample Learning Objectives:
- Composes and performs a rhythm piece in 4/4 time.
- Uses self-evaluation skills to critique his/her own performance.

Health
Students develop a plan to maintain and improve personal health and safety. A human growth and development unit introduces male and female adolescent development. While students all receive similar information, the young women and men are separated for some classes. Students learn about changes associated with puberty, including anatomy, and information about communicable diseases such as HIV/AIDS. Each group discusses respect for each other and their changing bodies.

Sample Learning Objectives:
- Assesses personal values that support positive health choices and behaviors.
- Demonstrates safety rules and applies them in a variety of situations.

Physical Education
The Physical Education program includes the President’s Physical Fitness Challenge Test (Fall and Spring).

Sample Learning Objectives:
- Participates and demonstrates understanding of teamwork in a variety of sport activities.
- Applies concepts and principles of movement to the development of sport skills.
- Understands how injuries from physical activity can be treated and prevented.
- Continues to participate in physical activities offered in the community.

Library
Students demonstrate a detailed understanding of library resources and the research process.
- Use online resources
- Complete a research project using a variety of resources
- Explore various elements of genres which may include fantasy, science fiction, and historical fiction

Fifth Grade Learning Assessments

English Language Arts:
- Fountas and Pinnell Benchmarks
- Complete multiple writing assignments including narrative, opinion, and informative pieces.
- I-Ready Reading Diagnostic Assessment three times per year
- New York State English Language Arts Assessment

Mathematics:
- End of Unit Math Assessments, eight times per year
- Math Diagnostic Assessment, three times per year
- New York State Mathematics Assessment

Content Areas (Science, Social Studies):
- Three STEM experiences
- Four Social Inquiries

Helpful Hints to Use at Home
- Use a recipe to cook with your child.
- When shopping, have your child find the best buy based on price, size, etc.
Spencerport Central Schools offers a high quality math program that uses a variety of tools with our students. The goal of our math program is to help children be able to think mathematically and to be actively engaged in their own learning. To achieve that end, we teach children both the traditional steps needed to solve math problems as well as expose them to inquiry-based learning experiences using manipulatives to develop a better understanding of what they are doing as they solve problems.

We know that parental support is crucial to the success of our students. We encourage you to support your child by:

- being positive about math;
- help with homework by providing a place and needed materials as well as some ideas, but let your child take the lead;
- showing your child how math links to real life;
- making math fun (computer games, brain teasers, math-related games);
- providing opportunities to use math at home (measuring while cooking or building something, reading a clock or thermometer, counting money);
- keeping charts or graphs to help your child organize data or information (allowance, chores, time spent on homework);
- asking your child how they solved their math task (verbally expressing mathematical thinking);
- practicing math facts

Visit our math web page at http://www.spencerportschools.org/district.cfm?subpage=7168

---

**Primary Literacy Assessment**

The Primary Literacy Assessment is a tool designed by our teaching staff, modeled after the New York State Early Literacy Profile. The tool is designed to:

- be administered by the classroom teacher within the classroom setting;
- document reading and writing development;
- be composed of authentic/real reading and writing classroom tasks;
- provide the teacher with information to direct further instruction;
- provide clear and accurate information to parents.

**The key components of the Primary Literacy Assessment are:**

**Required Writing Tasks**

Students will be required to complete six writing tasks during each school year. These tasks will include narrative, opinion and informational/explanatory pieces of writing.

**Phonemic Awareness/Phonological Skills**

Periodically during the school year, teachers record the level of progress in the development of these skills, which are an awareness of the sounds of our language and how they go together to form words.

**Sight Words (Kindergarten - Grade 2)**

**Records of Reading Behavior**

Periodically during the school year, each child is asked to read a short text to their teacher. Using the Fountas and Pinnell benchmark, the teacher records the student’s errors and notes reading strategies observed to document reading growth. Comprehension of the text read is also assessed.

**i-Ready Reading Diagnostic Assessment**

An adaptive assessment, given three times a year, used to measure specific literacy skills.
Student Support Services

**Counseling Services**
Spencerport school counselors help today’s students acquire the academic, career and person/social skills to reach their fullest educational potential and to successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

The school counseling department provides a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the state learning standards and the American School Counselor Association’s national standards for school counseling programs.

**Family Support Center**
The Family Support Center serves, supports and collaborates with families, school professionals and others to remove barriers to learning and improve student emotional well-being, behavior and achievement. To that end, the Family Support Center provides counseling services at no cost to students and families in the school district. The Family Support Center also provides prevention services through support groups and educational offerings.

**Response to Intervention (RtI)**
Response to Intervention is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. Instruction/interventions are matched to student needs and are continuously progress monitored. RtI is designed as an early intervention to prevent long-term academic failure. This state-mandated service is considered a general education support and formally replaces Academic Intervention Services.

**Special Education Services**
Spencerport special education services provide for the individual needs of students with disabilities. Students are identified by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE) as having a disability and requiring specially designed instruction. An Individualized Education Program (IEP) is written and implemented throughout the school year and includes academic, social, physical, and management needs of the student.

Special Education students are educated to the fullest extent possible within the general education setting. All students have access to NYS, District curriculum and assessments. The integration of students with disabilities has resulted in increased performance levels and progress in overall learning.

**English as a Second Language Services (ESL)**
Some students enter school with a primary language other than English. Our ESL classes provide specialized English instruction. Teachers use techniques and approaches based upon the current research in second language acquisition. Our ESL teachers focus on improving the student’s reading, writing, listening and speaking skills in English.

**Enrichment and Extracurricular Activities**

**Schoolwide Enrichment**
The Spencerport Schoolwide Enrichment Model is a research-based framework for providing challenges to all students. It is guided by the work of national experts in the area of gifted education, differentiation and curriculum development.

Students’ interest, knowledge and creative ideas are expanded through participation in a broad range of curriculum-based learning experiences. Schoolwide Enrichment (SWE) is supported by an Enrichment Specialist, and/or an enrichment team at each elementary building. Enrichment Specialists have been trained in current research methods. They coach and train teachers to plan and deliver lessons that respond to students’ needs. While coaching teachers, an emphasis is placed on 21st Century learning skills, including the integration of technology into teaching and learning practices.

**Music**
Beginning in the 4th grade, students also have the option of instrumental and choral music activities. Through participation, students learn proper vocal technique, learn to care for instruments properly, and develop a lifetime commitment to music. Evening concerts are performed.

**Intramurals**
Intramurals will be offered in Grade 5. The intramural schedule will follow the physical education curriculum and offer students the opportunity to enhance their knowledge and skill in a competitive format.

There may be additional opportunities for participation in activities that are based on student/community interest.
Our Philosophy of Learning

Spencerport Central School District educators share common beliefs about students and the learning process which we bring to each educational experience.

Our core values are:
- all students can learn and every individual wants to succeed.
- all students progress at varying rates.
- students learn through different learning styles and personal interests.
- reading, writing, speaking and listening are integral parts of the learning process.
- collaboration and willing participation are essential to the learning process: when students and staff work together all things are possible.
- quality products and high expectations foster self-esteem, increase ability to function effectively in a changing world.
- real life application and connections are critical to learning and community well-being.

Spencerport Central School District educators believe that the learning environment will:
- be learner-centered to foster life-long learning, be developmentally appropriate, and foster students’ search for connected meaning and responsible inquiry.
- be caring and responsive to the students’ interests, needs and learning styles.
- provide a sense of belonging that is both physically and emotionally safe.
- respect diversity, affirm individual growth, and benefit the community.
- encourage challenging new learning where risk-taking is supported.
- maximize responsible community membership to contribute to community well-being.
- encourage higher level thinking and problem-solving.

Key Concepts

Assessments are evaluations that measure students’ progress toward meeting the New York State learning standards. Elementary students take state assessments in grades 3 - 8. Primary students take District assessments in grades 1 and 2.

Benchmark is a performance standard. New York State Regents expect schools to meet or exceed the 90% benchmarks set by the state. For example, 90 percent of students are expected to perform at or above Level 3 in Language Arts and Math in grades four and eight. Regulations require school districts to develop plans to bring every public school up to these levels.

Document-based question (DBQ) on the New York State Social Studies tests require students to analyze and synthesize information from a variety of primary source documents to create an extended written response (essay).

Learning standards are the expectations that New York State has set in each subject area at all developmental levels: elementary, intermediate and commencement.

Performance indicators help teachers to identify the level of student progress toward meeting the learning standards at elementary, intermediate and commencement levels. Students demonstrate what they know and can do.

Required writing task is a specific writing assignment evaluated to determine growth within the area of writing. Students at every grade level complete these specific writing assignments.

Rubric is a well-defined set of performance criteria used to evaluate a student’s performance in a given area, or to guide students to desired performance levels. The state has developed rubrics to evaluate students’ performance on the state learning assessments.

Online Information

Spencerport Central School District
www.spencerportschools.org

NYS Department of Education
www.nysed.gov
www.engageny.org

US Department of Education
www.ed.gov

Odyssey of the Mind
www.odysseyofthemind.com

Junior Achievement
www.ja.org
From the Superintendent

Today, one of our major tasks as educators and parents is to guide our children through an education far more rigorous and complex than what many parents remember.

At Spencerport, our goal is to fully prepare students for the challenges of a world where new jobs emerge daily and where people change jobs and careers more frequently than ever. We also teach the responsibilities of good citizenship. The job of preparation begins in kindergarten and you will see it here in our curriculum for our elementary school students.

Our partnerships with parents and community are a valued Spencerport tradition. We work together for the benefit of each and every student.

I look forward to continue working with you to ensure the educational excellence for which this district is known. As stated in one of our core values, “When people work together toward a common goal, all things are possible”.

Dan Milgate
Superintendent of Schools

Helpful Homework Hints for Parents
Taken from What Works in Classroom Instruction

For your child to be successful with homework, she or he needs:

• A place to do homework. If possible, your child should do homework in the same place each day - an uncluttered, quiet space to study.

• A schedule for completing homework. Set a homework schedule that fits in with each week’s activities.

• Encouragement, motivation and prompting. When it’s time for homework, be available for support and to answer questions, but let your child work independently so she/he can apply what was learned in class. If your child consistently cannot complete homework assignments alone, please contact the teacher.

• Understanding of the knowledge. When your child is practicing a skill or completing a project, ask: what steps were easy and hard; how speed and accuracy can be improved; and what knowledge and skills are being used to complete the work. If your child consistently cannot answer these questions, please contact the teacher.

• Reasonable time expectations. Although there might be exceptions, as a general rule, your child should do homework for approximately ten times the grade level in minutes (for example, a second-grader would spend 20 minutes, a fifth-grader, 50 minutes).

• At bedtime. When it is time to go to bed, please stop your child, even if the homework is not finished.
OUR MISSION is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.