

Ashford Board of Education
Special Board Meeting
Thursday, August 20, 2020
Board of Education Strategic Planning Meeting 3:00 PM – 6:00 PM
Via Zoom (*log in information listed below*)

Meeting Agenda

1. Call to Order
2. Principal's Report
 - a. Standardized Testing and Instruction
 - b. Highlighting of Initiatives
 - c. Contribution to Committees and Curriculum
3. Director of Pupil Personnel Report
 - a. Departmental Review
 - b. Highlighting of Initiatives
4. Assistant Principal
 - a. Roles and Responsibilities - Redefined
 - b. Highlighting of Initiatives
5. Opportunity for Public Comment (may be limited)
6. Curriculum
7. Professional Development
8. Ongoing Committees Report
9. Website Update
10. Capital Planning
 - a. Revision of Four Year Plan
11. Opportunity for Public Comment (may be limited)
12. Adjournment

Ashford Board of Ed is inviting you to a scheduled Zoom meeting.

Topic: Ashford BOE's Strategic Planning Meeting by Zoom
Time: Aug 20, 2020 03:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/89557701228?pwd=TGRmZGFpxak1nY0dFaHF5NVBudDZaUT09>

Meeting ID: 895 5770 1228

Passcode: 2CrULv

One tap mobile

+13017158592,,89557701228#,,,,,0#,,324468# US (Germantown)

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Dial by your location

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Passcode: 324468

Find your local number: <https://us02web.zoom.us/u/kb39gv2sbw>

Frequently Asked Questions about Reopening Ashford School in Fall 2020

(Updated on Tuesday, August 18th)

What will bus arrivals look like?

If dropping off your student(s) in the morning, between 8:10-8:30, please drive into the back parking lot. Students in grades K-3, should be dropped off at the cone in the circle, and exit the car on the passenger side of the vehicle. Please do not pass vehicles in front of you. Students in grades 4-8, should not be dropped in the circle unless with their younger siblings. When dropping off students in grade 4-8, drive straight past where the buses are usually parked and follow the perimeter of the parking lot, dropping students at the beginning of the sidewalk. Please do not pass vehicles in front of you. These students will enter through the side door to the cafeteria.

If dropping off your student(s) between 8:30-8:40, please use the front parking lot. Also PK students should only be dropped off at 8:30-8:40 in the front parking lot.

NEW - When dropping off more than one student, go to the drop off location of the youngest child.

What will student pick-up look like?

Student pick-up or dismissal will look much like the morning arrival time with the same locations. Parents will remain in their cars and their children will be escorted out to the vehicle. Students in grade K-3, will be picked-up in the circle. These younger students will be supervised and waiting in the gymnasium or lower lobby. Students in grade 4-8 will be picked up at the beginning of the sidewalk. Older students will be supervised and be waiting on the basketball court. Staff, located inside and outside, will communicate with radios about the order of students being picked-up.

Students must listen for their names to be announced. For PK students, we are asking that parents pick up at the front parking lot after the buses leave, at 3:25. Many of our staff will be helping to facilitate student pick-ups.

NEW - When picking up more than one student, go to the pick up location of the youngest child.

What will lunchtime look like?

All students will eat lunch in their assigned classroom. At times, teachers will be able to take kids outside to eat.

Students in grades K through 3 will have lunches delivered to the classroom.
Students in grades 4 through 8 will pick up lunches in the kitchen.

What are appropriate masks?

As families begin to prepare for the upcoming school year, we want to remind everyone that masks must be appropriate. In accordance to our Return to School Plan, "if a student is bringing their own

face mask to school, they must adhere to the school's rules regarding appropriate attire in the building.”

- No political statements of any kind.
- No frightening or violent images.

Also, no gaiters will be allowed. Students are asked to come to school wearing a mask that covers the nose and mouth. This includes riding the bus.

How do additional mask-free breaks fit-in with traditional recess schedules? How often do kids get breaks from masks? Is that schedule different by grade?

Teachers will determine when mask breaks will occur in their classrooms. Individual students may need more frequent mask breaks, which may take place in a designated space in the classroom under the supervision of the teacher or paraprofessional, if present. Recess will be supervised by teachers and each class will have an assigned location on the playground. Students within a homeroom will be distanced from each other when masks are off. Students will carry their own masks, so that they can place them on before entering the school building.

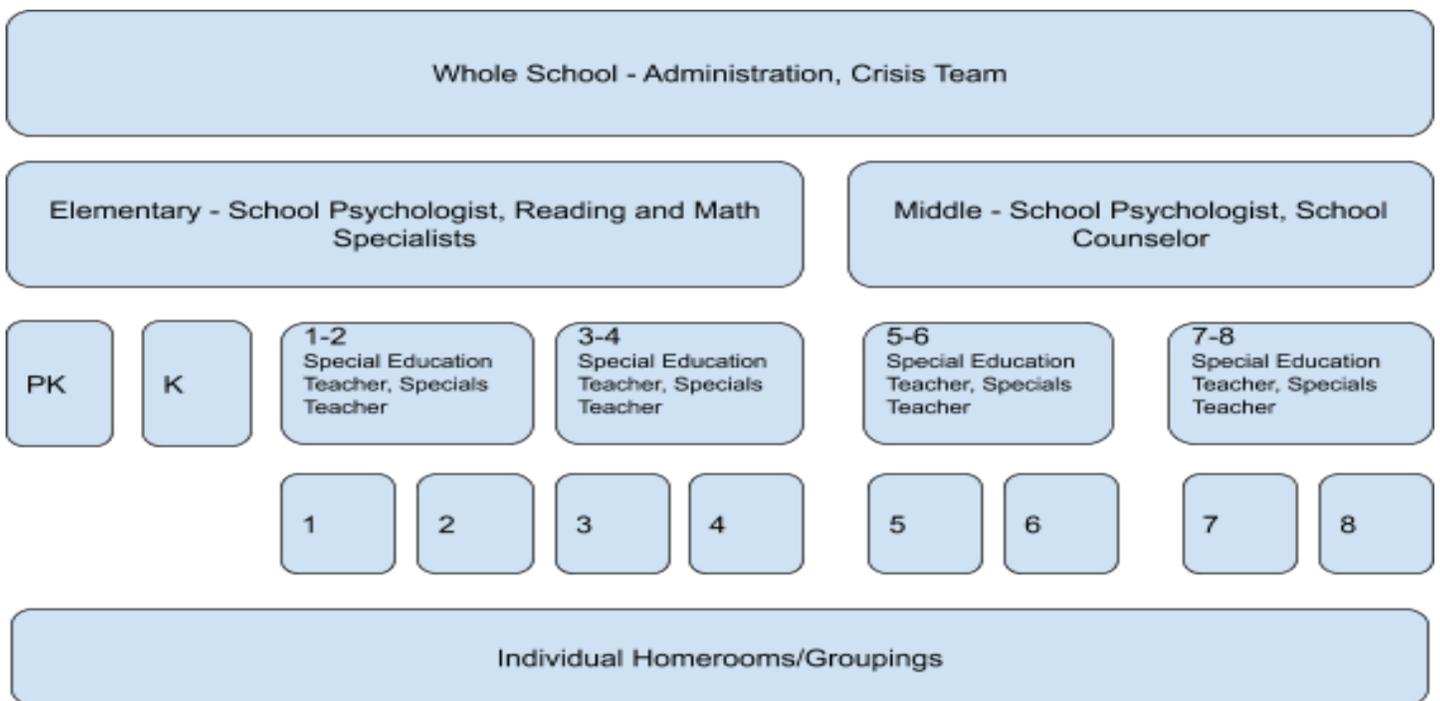
What will my children’s classrooms look like?

In many classrooms we needed to move and/or change furniture to ensure distancing between students. Students will not be sitting at tables together unless they are separated by a divider. We are trying to acquire a large tent for outdoor use. Also, teachers will be able to take their students outside for lessons when the weather allows. When outside and with adequate distancing, the teacher may allow students to take their masks off for an extended mask break.

What is a cohort?

Our plans to cohort are designed to reduce contact while still maintaining a high quality education for all of our students. This diagram (levels of cohorting) provides a general overview but is not meant to include every staff member. We will be isolating students at the homeroom level (number of students between 9-15 as of Monday, August 24th). So, students will not interact with all the other students in the grade level. Students will not move from classroom to classroom, rather teachers will move to the students to provide instruction.

5 Levels of Cohorting: (whole school, half of the school, 1-2 grades levels, 1 grade level, homeroom)



What do specials look like in 2020-2021?

A specials teacher will be assigned to one or two grade levels for approximately 4-6 weeks, and will provide in-person instruction in the classrooms, remote instruction by Zooming into classrooms, or taking the student outside for the specials class. Students may go to the science room for instruction, but there is sufficient time between classes for cleaning. After the 4-6 week period, specials teachers will be reassigned to two other grade levels. PK will not have specials classes. All distance learners at home will have art for the beginning of the year.

The first schedule of specials is

K - art

1 and 2 - music

3 and 4 - science

5 and 6 - physical education

7 and 8 - physical education

What percent of students will be attending instruction in-school?

67% or $\frac{2}{3}$. This may change because of new students that enroll, or students who are distance learning at home decide to switch to in-person instruction at school. We ask that families strongly consider waiting until the end of the trimester to make changes. This allows us time to plan.

Will safety drills be held?

Safety drills are still required, but will be modified to maintain social distancing.

Many of our students have siblings at EO or other regional high schools. If a sibling at another school is quarantined does that mean the Ashford sibling should also quarantine? What about that child's class/teachers?

We are working with local health officials, including our medical advisor, to determine the best approach to quarantines. Since it is difficult to plan ahead for every situation that may arise, we will consult with the health officials in every single situation. Siblings within the same grade level have been placed in the same classroom cohort.

What activities, supports, or training will be focused on kids' social and emotional needs coming back to school? Kids have not been in school in nearly 6 months, and for much of that time, they were likely extremely socially isolated. How will the school cultivate a sense of community again?

We are planning our professional development days at the beginning of the year to include training and planning to meet the social and emotional needs of our students. A committee met this summer to prepare workshops for school staff during the professional development days.

Are there additional cleaning procedures for playground equipment?

High touch areas of playground equipment will be periodically cleaned throughout the day. However, transmission from playground equipment is unlikely according to the Eastern Highlands Health District (EHHD).

Criteria for closing down the school?

School will be closed based on state and regional medical guidance.

What is the difference between distance learning at home and traditional homeschooling?

If you elect the homeschooling option, then that would mean that you as a parent are taking on the role of teacher and providing for instruction in all required academic subjects. If you wish for your child(ren) to participate in remote learning, then he would be working with our faculty and his peers via remote learning. If homeschooling is the option you choose, you must fill out a "Notice of Intent" form and return it to the Superintendent's Office. The form verifies that the homeschooled student will be taught academic subjects as required by the State of Connecticut Department of Education.

Ashford School - Curriculum Maps

Grade Level: Kindergarten				Last Revised: 8/27/19				
Month	Character Development	Themes	Writing	Phonemic Awareness	Reading	Math	Science	Social Studies
Sept.	Review and Assess Learning to listen Focusing Attention	All About Me Apples	We Are All Writers Writing Names and drawing pictures	Recognizing names Letter Exposure Aa-Zz Sight words: I, can	Book Handling	Unit 1: Counting & Writing 0-10, Unit 2: Comparing & Ordering 0-10	Life Cycles	All About Me Understand s rules, roles, and responsibilities within communities and families
Oct.	Following Directions Self-talk and staying on Task	Autumn Fire Safety Pumpkins Halloween	We Are All Writers Writing Teaching Books Writing using beginning sounds and adding details to pictures	Recognizing Rhymes Letter Recognition: Mm, Aa, Ss, Pp, Tt Sight words: the, we, see, a, like	Identifying Key Details of a Story Reading Level A books (F&P)	Unit 3: Numbers to 20 Unit 4: Recognize and Create Basic Shapes	Life Cycles Five Senses	Understand s rules, roles, and responsibilities within communities and families Fire Safety
Nov.	Review and Assess Being Assertive Feelings	Thanksgiving Celebrations Families Native	Review and Assess Writing using beginning sounds and adding details to pictures	Review and Assess Phoneme isolation Letter Recognition: li, Nn, Cc Sight words:	Review and Assess Identifying character, setting, and main events	Review and Assess Unit 5: Numbers to 100	Bugs	Review and Assess Native American Cultures Explains similarities and differences

		Americans		at, to, and, go				between life in the past and present
Dec.	More Feelings Identifying Angry	Families Celebrations (Hanukkah, Kwanzaa, Christmas, etc.)	Writing Teaching Books Writing Stories Making a family book	Phoneme Segmenting Letter Recognition: Oo, Dd, Hh Sight words: you, do, am, love, my	Identifying key details and asking and answering questions based on story elements	Unit 6: Graphing & Patterning Unit 7: Understanding Addition		Families and Communities Celebrations
Jan.	Same or Different Accidents	Snow/Winter Germs Nutrition	Writing Stories Write a nonfiction story about germs using one sentence per page	Phoneme Blending Letter Recognition: Ee, Ff, Rr, Bb, Ll, Kk Sight words: are, he, with, is, little, she, was	Identifying main ideas and details and sequencing events	Unit 8: Understanding Subtraction	Changes in Winter	Review rules, roles, and responsibilities within communities and families
Feb.	Caring and Helping We feel feelings in our bodies	Valentines' Day Weather	Writing Stories Write a nonfiction story about nutrition using one sentence per page	Substituting Phonemes Letter Recognition: Uu, Sight words: it, for, have, of, they, said, want	Making connections within a story and compare and contrast different story elements Reading Level B books (F&P)	Unit 9: Composing Numbers 11-19 Unit 9.5: Base Ten Unit 10: Decomposing Numbers 11-19	Weather	Identifies the difference between what we need and want
Mar.	Review and Assess		Review and	Review and Assess	Review and	Review & Assess	Review and	Review and

	Fair Ways to Play							
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Science (Timing varies throughout the year to best align to real world events, including collaboration with classrooms around the world and special events and guests)

Pushes and Pulls, Sunlight, Plant and Animal Survival

Grade 1

Month	Themes	Wonders Reading Focus	Spelling Pattern	Writing	Trimester STEAM Theme <i>Project</i> Social Studies	Math	Character Education and Development (Second Step Scope and Sequence)
Sept.	Getting to Know You! Rules, Routines, Bucket Filler	Sentence structure	Short a, short i, "l" blends ("fl," "cl," "bl")	All About Us (Personal Narrative)	All About Me All People Play an Important Role in Our Community	Topic 1: Addition to 10	Listening Rules, Focusing Attention
Oct.	Where we Live, Autumn, Fire Safety, Bats	Character, setting, events	Short o, short e, short u "s" blends ("sp," "st," "sl," "sk")	Small Moments (Personal Narrative)	All About Me Understand how someones' life is different based on where they live	Topic 2: Subtract within 10	Following Directions, Self-Talk Strategies, Identifying Feelings
Nov.	Jobs and Buildings in our Community, Thanksgiving	Main idea and details, Nouns	"-end," "sh," "th" blends	Small Moments (Personal Narrative)	All About Me All People Play an Important Role in Our Community	Topic 5: Addition to 20	Verbal and Nonverbal Communication, Accidents, Showing Care and Concern, Solving Conflicts
Dec.	Family Traditions, Holidays	Sequencing, Cause and Effect, Verbs	Silent "e," long vowels	Teaching Books (Nonfiction)	<i>Family Traditions Project</i>	Topic 6: Subtract within 20	Calm-Down Strategies, Problem-Solving Skills
Jan.	Past and Present, From Farm to Table	Contractions Plot	"ch" blends "oo," "ay"	Teaching Books (Nonfiction)	How Do Things Change Over Time?	Topic 6: Subtract within 20	Using words to describe problems and generate multiple solutions to a problem

					Compare life in the past to life in the present.	Topic 7: Number patterns to 120	
Feb.	Animal Communities and Features	Point of View	“ee,” “oa,” “-ight”	Teaching Books (Nonfiction)	How Do Things Change Over Time? Compare life in the past to life in the present.	Topic 8: Tens and Ones Topic 9: Compare numbers to 100	Predicting consequences using an “if-then” model
Mar.	Great Inventions	Adjectives, Problem and Solution	“y” at the end of the word, “r” controlled words (“ar,” “er,” “ir,” “or,” “ur”)	Reviews and Opinion (Persuasive)	<i>How Things Change Over Time Project</i> Compare life in the past to life in the present.	Topic 10: Adding with Tens and Ones Topic 11: Subtract with Tens and Ones	Being Fair, Playing Fair, Empathy for Others
Apr.	Earth Day	Story organization by genre (fiction vs. nonfiction)	Diphthongs: “oi,” “ow,” “au”	Reviews and Opinion (Persuasive)	The World and Us <i>Earth Day Event</i> Understand how needs and wants affect how we live.	Topic 12: Length and Time	Responding to different scenarios, Empathy for Others
May and June	Weather	Themes, Author’s Purpose and Voice	“ew,” “oo”	Reviews and Opinion (Persuasive)	The World and Us Understand how needs and wants affect how we live.	Topic 15: Geometry Topic 16: Fractions of Shapes	Being Assertive, Reacting to Name Calling and Being Left Out

Science (Timing varies to align to real world events, including collaboration with classrooms around the world and special events and guests)

Topics include: Light and Sound, The Sun, Moon, and Stars, Animal Adaptations

GRADE 2 CURRICULUM MAP

Last Revised - August 2019

	Reading	Writing	Math	Science	STEAM
Aug.					
Sept	Introduction to Reading Expectations, Stamina Goals, Review Skills Visualizing, Powerful words	Introduction to Writer's Workshop Narrative Writing	Understanding Addition & Subtraction Addition Strategies	Properties of Matter	Johnny Appleseed Pirates
Oct	Story Elements, Key Details, Characterization	Narrative Writing	Subtraction Strategies Working with Equal Groups	How Plants and Animals Depend on Each Other	Bats Pumpkin Characters
Nov	Author's Purpose, Sequence, Schema	Narrative Writing	Place Value to 100 Mental Addition	Earth Changes Over Time	Veterans Thanksgiving
Dec	Problem and Solution, Main Topic and Details	Informational Writing	Mental Subtraction		Variations of Gingerbread Man Gingerbread Geometry
Jan	Informational Text Features, Compare and Contrast	Informational Writing	Adding Two Digit Numbers Subtracting Two Digit Numbers		MLK Farmer's Market
Feb	Point of View, Theme, Fact and Opinion	Informational Writing	Place Value to 1,000		Farmer's Market Presidents

March	Noticing and Remembering, Inferring	Opinion Writing	Three- Digit Addition and Subtraction Geometry		Dr. Seuss Froggy Olympics
April	Using Text Evidence to Support Answers	Poetry Writing	Counting Money Money		Titanic Earth Day Celebration
May	Genre Study	Opinion Writing	Measuring Length		Zoo Animals Amazon & Chocolate
June	Author's Craft	Opinion Writing	Time, Graphs, Data		Amazon & Chocolate

Third Grade Curriculum Map

Revised Aug. 2019

Month	Math	Reading	Writing	Social Studies
Sept.	Numeration	Character Traits, sequencing, cause and effect, Main Idea	Intro to the writing process/writer's notebook	Branches of government
Oct.	Addition and Subtraction	Themes, Author's point of view	Fairy Tales	Branches of government
Nov.	Using place value to add and subtract	Problem and solution, cause and effect, Main Idea, Key details	Fairy Tales	Goods and Services
Dec.	Multiplication	Main Idea, Key details, Cause and effect	Opinion	Goods and Services
Jan.	Multiplication	Point of View, Compare and Contrast, Cause and Effect	Opinion/Pers	Ellis Island
Feb.	Division	Compare and contrast, cause and effect	Opinion/Pers	Ellis Island
March	Fractions	Point of view, cause and effect	Informational	Colonial Life
April	geometry/time	Point of view, cause and effect	Informational	Colonial Life

May	area/perimeter	Themes, problem and solution, compare and contrast	Informational	Indegenous People
June	mass/data	Point of View	Poetry	Indegenous People

Science (Timing varies to align to real world events, including collaboration with classrooms around the world and special events and guests)

Forces and Motion, Electricity and Magnets, Animal Life Cycles and Changes Over Generations,
Animal and Plant Traits and Inheritance, Weather and Climate

Fourth Grade Curriculum Map

Last Revised - August 2019

Time Frame	Reading Unit (Lucy Calkins)	Writing Unit (Lucy Calkins)	SS Topic	Math (Envisions)
Sept	Unit 1: Getting to Know Yourself as a Reader	Unit 1: Getting to Know Yourself as a Writer	Location Mapping Skills	-Place Value -Geometry -Addition -Subtraction -Quadrilaterals
Oct-Dec	Unit 2: Narrative Following Characters Into Meaning	Unit 2: Narrative The Arc Of The Story	Regions & Place Discovering the Regions	-Multiplication -Division -Geometry -Multiplying by 1 and 2 Digits Numbers -Geometry -Time and Money
Jan-Feb	Unit 3: Informational/Persuasive/Opinion High Interest Informational and Literary Nonfiction	Unit 3: Persuasive/Opinion Boxes and Bullets		-Money -Division -Measurement -Fractions
March	Unit 4: Informational High Interest Historical Fiction	Unit 4: Informational Bringing History to Life	Movement People and Ideas	-Measurement -Geometry -Reinforcement
Apr-June	Unit 5: Poetry Short Text	Unit 5: Poetry *Poetry Packet	Human/Environment Interaction	-Reinforcement

Science (Timing varies throughout the year to best align to real world events, including collaboration with classrooms around the world and special events and guests)

Energy, Light and Sound Waves, Animal Senses, Changing Landscapes and Earth's Features, Natural Resources and Human Impact

Ashford School's "Science Topics by Grade Level" is based on the Next Generation Science Standards. Topics are regularly connected to real world events and special opportunities. To provide the flexibility to collaborate with scientists, participate in national STEM challenges, and connect with classes around the world, the exact order of each topic is flexible within a grade span.

Kindergarten	First	Second	Third	Fourth
Pushes and Pulls	Light and Sound	Properties of Matter	Forces and Motion	Energy
Sunlight	The Sun, Moon, and Stars	How Plants and Animals Depend on Eachother	Electricity and Magnets	Light and Sound Waves
Plant and Animal Survival	Animal Adaptations	Earth Changes Over Time	Animal Life Cycles and Changes Over Generations	Animal Senses
			Animal and Plant Traits and Inheritance	Changing Landscapes and Earth's Features
			Weather and Climate	Natural Resources and Human Impact

Fifth Grade Curriculum Map

Last Revised - August 2019

Month	Writing	Reading	Math	Social Studies	Science	Social/Emotional
August/September	*Launching Writing Workshop	Interpretation Book Clubs -Analyzing	*Place Value *Adding and Subtracting	* Native Americans	Matter and Energy in Ecosystems	Empathy

		Themes (Historical Fiction)	Decimals			
October	*Launching Writing Workshop *Informational Writing		*Multiplication Properties *Dividing by 1 divisor			
November	*Informational Writing		*Dividing by 2-digit divisors *Multiplying Decimals			
	*Native American Museum					
December		Tackling Complexity -Non-Fiction Texts	*Dividing Decimals *Numerical Expression, Patterns, and Relationships	* Native Americans	Earth and Space Systems	Emotion Management
January	*Persuasive Writing (opinion writing)		*Adding and subtracting fractions	Innovation		
February			*Adding and subtracting mixed numbers	(Project: Invention Convention)		
	*Invention Convention					
March		Argument and Advocacy -Researching Debatable Issues	*Multiplying and Dividing Fractions and Mixed Numbers *Volume of Solids		Structure and Properties of Matter	Problem Solving
April	*Personal Narrative Writing	+	*Units of Measure *Data	*Revolutionary War		
May		Reading History -The American Revolution	*Classifying Plane Figures *Coordinate Geometry			
June			*Geometry			

*Revolutionary War Day						
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Grade 6 Curriculum Map

Last Revised - August 2019

Month	Writing	Reading	Math	Social Studies	Science	Habits of Mind
August/September	*Launching Writing Workshop	* Fiction * Word Work	Ratio and Proportions	* 5 Themes of Geography *South America	Science safety, Experimental design, and Engineering design process	*Perseverance *Self-Control
October	*Launching Writing Workshop *Informational Writing	*Character Development *Fiction/Non-Fiction * Word Work	Ratios and Proportions	* 5 Themes of Geography *South America	Lunar Cycle, Eclipses, Seasons	*Communication *Cultural Competency *Creativity
November *Day of the Dead Wax Museum	Informational Writing	*Character Development *Non-Fiction * Word Work	Number System	* 5 Themes of Geography *South America	Solar System Arrangement, scale modeling	*Autonomy *Motivation to Learn
December	Informational Writing	*Character Development *Non-Fiction *Word Work	Number System	*5 Themes of Geography *South America *Different Types of Governments	Role of gravity in solar system	*Perseverance *Reflection
January	*Argumentative Writing *Literary Character Essay	*Thinking deeply about character *Figurative language *Word Work	Expressions and Equations	*Africa *Regions of Africa - Research *National Geographic World Cultures and Geography - Sub-Saharan Africa	Geologic time scale Earth's changing surface - plate tectonics Environmental Issues - Africa	*Collaboration *Cultural Competency
February	*Argumentative Writing	*Theme	Expressions	*Africa	Environmental	*Innovative

	ive Writing *Literary character Essay	*Figurative language *Word Work	ons and Equations	*National Geographic World Cultures and Geography - Sub-Saharan Africa *Apply 5 Themes of Geography to Novel	Issues - Africa Earth's layers - rock cycle	Problem solving
March *African Marketplace	*Argumentative Writing *Compare/Contrast theme based Essay	*Theme *Word Work	Number System	Africa *Apply 5 Themes of Geography to Novel	Oceans - convection currents	*Reflection
April	Personal Narrative Writing	*Non-fiction/Realistic Fiction * Character Relationships *Word Work	Geometry	Eastern Europe Holocaust/WW II *Time-line that lead up to the Holocaust and After	Weather - air masses - air pressure - weather maps	*Communication *Creativity Critical Thinking
May	Personal Narrative Writing	*Non-fiction/Realistic Fiction *Character Relationships *Word Work	Geometry & Statistics and Probability	Eastern Europe Holocaust/WW II	Weather - air masses/pressure - severe weather	*Cultural Competency
June * Holocaust/ WWII Showcases	Personal Narrative Writing	*Non-fiction/Realistic Fiction *Character Relationships *Word Work	Statistics and Probability	*Eastern Europe/WW II *Holocaust	Climate Change	*Reflection

Grade 7 Curriculum Map

Last Revised - August 2019

	Math	Social Studies	Science	Language Arts
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<p>Trimester 1</p>	<p>Chapter 1 <u>Introduction</u>: Focus on problem solving, finding patterns, drawing diagrams, strategies</p> <p>Activities from Core Connections, Book 2: What is my number? How big is a million? How can I rewrite it?</p> <p>Converting from fractions to decimals to percents</p> <p><u>Introduction to Probability</u> Activities: Possible or impossible? Go Fish/Build your own fish tank The Mystery Spinner (kids enjoyed this)</p> <p>Theoretical vs. Experimental Probability</p>	<p>5 Themes of Geography; Geography Skills</p> <p><i>Middle East/ Western Asia</i></p> <p>Features of Civilization</p> <p>Mesopotamia</p> <p>Indus River Valley</p> <p><i>Africa</i></p> <p>Egypt</p>	<p>Forces and Interactions <i>"How can one describe physical interactions between objects and within systems of objects?"</i> <i>-Apply Newton's Third Law of Motion to relate forces to explain the motion of objects</i> <i>-Develop understanding about gravitational, electrical, and magnetic forces</i> <i>-Develop ideas that objects can exert forces on each other even though the objects are not in contact</i></p> <p>Energy <i>"How can energy be transferred from one object or system to another?"</i> <i>-Understand the transfer of energy and energy in a system</i> <i>-Study kinetic and potential energy</i> <i>-Understand energy and temperature</i></p>	<p>Building Blocks/Foundation al Skills --grammar --elements of story Myths --creation myths Narrative writing: Compose a Myth The Short Story --The Tell-Tale Heart (Poe) --The Celebrated Jumping Frog of Calaveras County (Twain) --The Necklace (DeMaupassant) --The Monkey's Paw (Jacobs) --The Legend of Sleepy Hollow (Irving) Greek & Latin roots (vocabulary)</p>
<p>Trimester 2</p>	<p>-Ratios and Unit Rates -Proportions -Percents and proportions</p>	<p>Ghana Mali Europe Greece Rome</p>	<p>Structure and Properties of Matter <i>"How can particles combine to produce a substance with different properties? How does thermal energy affect particles?"</i> <i>-Apply understanding that pure substances have characteristic properties and are made from a single type of atom or molecule</i> <i>-Explain states of matter and changes between states</i></p>	<p>Informational writing: Themes in short stories Novel: <i>The Giver</i> by Lois Lowry Research: Pioneers in society Argument writing: Arguing for Justice The Community on Trial (Mock Trial)</p>
<p>Trimester 3</p>	<p>-Expressions -Equations -Inequalities -Angles and triangles</p>	<p>Rome (cont.) Middle Ages Renaissance</p>	<p>Chemical Reactions <i>"What happens when new materials are formed? What stays the same and what changes?"</i> <i>-Understand chemical reactions involve regrouping of atoms to</i></p>	<p>Shakespeare: A Midsummer Night's Dream</p>

			<p><i>form new substances and that atoms rearrange during chemical reactions</i></p> <p><i>-Apply an understanding of design and optimization in engineering a chemical reaction system</i></p> <p>Waves and Electromagnetic Radiation</p> <p><i>“What are the characteristic properties of waves and how can they be used?”</i></p> <p><i>-Describe and predict characteristic properties and behaviors of waves when the waves interact with matter</i></p> <p><i>-Apply understanding of waves as a means to send digital information</i></p>	
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Grade 8 Curriculum Map

Last Revised - August 2019

	Math	Algebra	Social Studies	Science	Language Arts
Trimester 1	<p>-Review previous topics</p> <p>-Solving equations</p> <p>-Functions</p>	<p>Operations with Real Numbers</p> <p>-fractions, decimals, percents</p> <p>-positive and negative numbers</p> <p>Equations and Inequalities</p> <p>Lines and Functions</p>	<p>Foundations of the U.S.A.</p> <p>Colonial America</p> <p>Transformative Forces- Moving towards Independence</p>	<p>Structure, Function, and Information Processing</p> <p><i>“How do the structures of organisms contribute to life’s functions?”</i></p> <p><i>-Living organisms are made of cells</i></p> <p><i>-Special structures are responsible for particular functions in organisms</i></p> <p><i>-The body is a system of multiple interacting subsystems that form a hierarchy from cells to the body</i></p>	<p>Building Blocks</p> <p>--grammar</p> <p>--elements of story</p> <p>Alphabiography</p> <p>Narrative writing: Alphabiography entry</p>

<p>Trimester 2</p>	<p>-Slope and linear functions -Systems of equations -Exponents and Scientific Notation</p>	<p>Systems of Linear Equations Exponents and Scientific Notation Radical Expressions and Pythagorean Theorem</p>	<p>Revolution & Declaration U.S. Government Continental Congress Constitution Bill of Rights Westward Expansion Enslavement in America Transformative Forces- Moving towards Civil War</p>	<p>Growth, Development, and Reproduction of Organisms <i>"How do organisms grow, develop, and reproduce?"</i> -Understand how the environment and genetic factors determine the growth of an individual organism -Genetic implications for sexual and asexual reproduction -Understand structures and behaviors that increase the likelihood of successful reproduction by organisms -Understand the role of technology related to selective breeding</p> <p>Natural Selections and Adaptations <i>"How does genetic variation among organisms in a species affect survival and reproduction?"</i> -Analyze data from the fossil record to describe evidence of the history of life on Earth -Construct explanations for similarities in organisms -Understand the role of variation in natural selection and how it leads to speciation</p>	<p>Novel: <i>Good Night Mr. Tom</i>- Michelle Magorian <i>Uprising</i>- Margaret Peterson Haddix Informational writing: Research Paper Unit (World War II OR Industrial Revolution) Novels: --<i>To Kill a Mockingbird</i>- Harper Lee, --<i>Roll of Thunder, Hear My Cry</i> - Mildred Taylor Excerpts from: The House on Mango Street- Sandra Cisneros "Blink Your Eyes" Sekou Sundiata Short Story: After you, My Dear Alphonse-- Shirley Jackson Argument: Arguing for Justice</p>
<p>Trimester 3</p>	<p>-Radicals -Pythagorean Theorem -</p>	<p>Transformations Quadratic Functions</p>	<p>Civil War/Reconstruction</p>	<p>Matter and Energy in Organisms and Ecosystems</p>	<p>Shakespeare: <i>Twelfth Night</i></p>

	<p>Transformations</p> <ul style="list-style-type: none"> -Angles and Triangles -Statistics -Volume 		<p>Industrialization & Immigration</p>	<p><i>“How do organisms obtain and use matter and energy? How do matter and energy move through an ecosystem?”</i></p> <ul style="list-style-type: none"> -The role of photosynthesis in cycling matter in ecosystems -How organisms obtain matter and energy from the ecosystem to survive and grow <p>Interdependent Relationships in Ecosystems</p> <p><i>“How do organisms interact with other organisms in the physical environment to obtain matter and energy?”</i></p> <ul style="list-style-type: none"> -Understand interactions in ecosystems in order to maintain biodiversity -Understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with nonliving factors -Understand how the limits of resources influence the growth of organisms and populations 	
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ART

GRADE	Line	Shape	Value
K	Students will learn	Students will learn	Students will learn light to

<p><i>At this level students are moving away from process art to finished art pieces. Students are still developing fine motor skills so projects will be designed to allow a wide range of skill sets.</i></p>	<p>basic types of line. Students will learn how to identify, draw, and cut out the lines. Also how to create them with clay or something moldable.</p>	<p>basic types of shapes. Students will learn how to identify, draw, and cut out the shapes. Also how to create them with clay or something moldable.</p>	<p>dark is value. This is a hard concept and may not be absorbed until first grade. The term will still be used when talking about art.</p>
<p>1 Students will now be creating finished art pieces and become more independent in the art room. Students will have jobs and lessons will be more complex.</p>	<p>Students will learn more types of lines that are harder to create. They will also be able to identify, draw, and cut outlines if possible. Also how to create them with clay or something moldable.</p>	<p>Students will learn more types of shapes that are harder to create. Students will learn how to identify, draw, and cut out the shapes. Also how to create them with clay or something moldable.</p>	<p>Students will create shades and tints using white and black paint. They will just be able to identify that it created a value. Light to dark.</p>
<p>2 Students will become even more independent in the classroom. Jobs will have more responsibilities. Basic skills should be mastered such as gluing, cutting, and proper brush use.</p>	<p>-Students will learn how lines can convey feelings using expressive qualities. -Students will learn how lines can create texture through repetition and overlapping</p>	<p>Students will learn more types of shapes that are harder to create. They should also be able to create patterns with shapes. Students will learn how to identify, draw, and cut out the shapes.</p>	<p>-Students will create shades and tints using white and black paint. -Students will learn multiple drawing techniques and draw light to dark creating a value scale. -They will be able to identify value in famous art pieces as well as their own.</p>
<p>3 Students will become even more independent in the classroom. Jobs will have more responsibilities. Basic skills should be mastered such as</p>	<p>-Students will learn how to use lines to create structure. Basic one-point perspective will be taught.</p>	<p>-Students will learn more types of shapes that are harder to create. They should also be able to create patterns with shapes. Students will learn how to identify, draw, and cut out the</p>	<p>-Students will create shades and tints using white and black paint. -Students will learn multiple drawing techniques and draw light to dark creating a value scale. -They will be able to</p>

<p>gluing, cutting, and proper brush use.</p>		<p>shapes. Also how to create them with clay or something moldable.</p>	<p>identify value in famous art pieces as well as their own.</p>
<p>4 Students are know all classroom routines and can successfully follow them. They have mastered basic skills and are learning higher-level techniques in various art mediums.</p>	<p>-Students will learn how to use lines to create movement.</p>	<p>Students will learn more types of shapes that are harder to create. They should also be able to create patterns with shapes. Students will learn how to identify, draw, and cut out the shapes. Students will start to use rulers and learn about angles.</p>	<p>-Students will create shades and tints using white and black paint. -Students will learn multiple drawing techniques and draw light to dark creating a value scale. -They will be able to identify value in famous art pieces as well as their own.</p>
<p>5 Students are know all classroom routines and can successfully follow them. They have mastered basic skills and are learning higher-level techniques in various art mediums.</p>	<p>-Students will learn how to draw in perspective. -Students will learn two different drawing techniques Gestural, and Contour.</p>	<p>Students will learn more types of shapes that are harder to create. They should also be able to create patterns with shapes. Students will learn how to identify, draw, and cut out the shapes. Students will start to use rulers and learn about angles.</p>	<p>-Students will create shades and tints using white and black paint. They will also be able to add a primary to a secondary color to create different shades of a color. Such as a yellow-green. -Students will learn multiple drawing techniques and draw light to dark creating a value scale. -They will be able to identify value in famous art pieces as well as their own.</p>
<p>6</p>	<p>African Market- Art projects will be African themed until the third trimester.</p>		
<p>7/8 Students are given the opportunity to select their specials</p>	<p>Students will be expected to use their prior knowledge in their art projects on this subject. There</p>	<p>Students will be expected to use their prior knowledge in their art projects on this subject. There</p>	<p>Students will be expected to use their prior knowledge in their art projects on this subject. There will be more close</p>

for their last two years. The course selection in art is painting, sculpture/pottery, digital art, and drawing.	will be more close looking at famous artwork and will be asked to discuss and write what they see. They will also be doing more complex artwork that will involve more than one element or principle.	will be more close looking at famous artwork and will be asked to discuss and write what they see. They will also be doing more complex artwork that will involve more than one element or principle.	looking at famous artwork and will be asked to discuss and write what they see. They will also be doing more complex artwork that will involve more than one element or principle.
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Art - continued

	Space	Texture	Form	Color
K	Space is to complex of an element to be taught in Kindergarten.	Students will learn how to create texture using various mediums. They will learn about different types of texture and identify them in real life and in artwork.	Students will learn about the term form a three dimensional and takes up space. We will learn about it by creating a pinch pot using clay.	Students will learn about primary and secondary colors. They will create secondary colors by mixing two primary colors together.
1	Students will be introduced to space. They will learn through overlapping elements. Also how things can take up space like a person, table, or sculpture.	Students will learn new different types of texture and use different mediums to create them. They will also be shown famous art pieces and asked to identify different textures they see and create them themselves.	Students will learn about the term form a three dimensional and takes up space. We will learn about it through creating coil pots.	We will review mixing. Students will experiment by mixing different amounts of primary colors to create different types of colors. They will learn how to create tints adding white shades using black.
2	-Students will learn about positive and negative space.	-Students will be able to create texture using different types	-Students will create a clay relief using the score and slip	-Students will learn about warm and cool colors. Also how

		of lines.	technique they previously learned.	can convey em
3	-Students will learn how to create space by learning about the foreground, middle ground, and background.	-Students will be able to create texture that is 3d using various materials.	-Students will handbuild a clay piece. They will use the techniques they used previously learned.	-Students will learn about complementary colors.
4	-Students will create the illusion of space by overlapping, and placing large items closer and smaller items further away.	-Students will be able to make texture in clay using learned techniques.	-Students will handbuild a clay piece. They will use the techniques they used previously learned.	Students will learn to create different values with two colors. They will also be able to create value using black and white creating shades and tints.
5	-Students will learn about two dimensional and three-dimensional space.	-Students will create an implied texture drawing.	-Students will learn how to create a clay structure using the slab clay process.	-Students will create different shades and tints using white and black. They will also be able to add a primary to a secondary color to create different values of a color. Such as yellow-green. They will also learn the terms primary, secondary, tertiary, monochromatic, and analogous colors.
6	African Market- Art projects will be African themed until the third trimester.			
7/8	Students will be expected to use their prior knowledge in their art projects on this subject. There will be more close looking at famous artwork and will be asked to discuss and write what they see.	Students will be expected to use their prior knowledge in their art projects on this subject. There will be more close looking at famous artwork and will be asked to discuss and write what they see.	Students will be expected to use their prior knowledge in their art projects on this subject. There will be more close looking at famous artwork and will be asked to discuss and write what they see.	Students will be expected to use their prior knowledge in their art projects on this subject. There will be more close looking at famous artwork and will be asked to discuss and write what they see. They will also

	They will also be doing more complex artwork that will involve more than one element or principle.	They will also be doing more complex artwork that will involve more than one element or principle.	They will also be doing more complex artwork that will involve more than one element or principle.	doing more complex artwork that will involve more than one element or principle.
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Kindergarten Music

CONCEPTS:

MELODY	RHYTHM	FORM	EXPRESSION	OTHER
6 voices (sing, whisper, speak, high, low, think) Pitch Exploration High vs Low Same/Different Sing Tunefully	Steady Beat	Same/ Different Echo	Loud/Quiet Fast/Slow Smooth/Jerky	Build a repertoire of at least 50 songs Improvise texts to known songs Improvise movement to known songs

SKILLS:

<ul style="list-style-type: none"> ● Pitch Exploration ● Tuneful Singing ● Keeping a Steady Beat 	<ul style="list-style-type: none"> ● Movement Exploration ● Movement for Form and Expression ● Improvised singing (Arioso)
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MASTERWORKS FOR LISTENING:

<ul style="list-style-type: none"> ● In the Hall of the Mountain King- Grieg ● Liberty Bell March- Sousa ● Surprise Symphony- Haydn 	<ul style="list-style-type: none"> ● Syncopated Clock- Anderson ● Promenade- Mussorgsky ● Waltz in Ab- Brahms
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- William Tell Overture- Rossini

Grade 1 Music

The skills and concepts outlined in the Kindergarten curriculum map

will be reviewed and continually practiced in 1st grade.

CONCEPTS:

MELODY	RHYTHM	FORM	TEXTURE	EXPRESSION	OTHER
Singing voice (solo, echo songs) Pitch Exploration	Steady Beat du/du de Quarter rest	Call and Response AB form	Solo vs. Tutti	Loud/Quiet Fast/Slow High/Low (range)	Soprano, bass Carnival of the Animals Stories and Instruments Applying expressive terms to listening examples

SKILLS:

<ul style="list-style-type: none"> ● Pitch Exploration ● Tuneful Singing ● Keeping a Steady Beat 	<ul style="list-style-type: none"> ● Movement for Form and Expression ● Improvised singing (Arioso) 	<ul style="list-style-type: none"> ● Decoding ● Reading ● Writing
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MASTERWORKS FOR LISTENING:

<ul style="list-style-type: none"> ● In the Hall of the Mountain King- Grieg ● Promenade- Mussorgsky ● Flight of the Bumblebee-Rimsky-Korsakov ● Symphony VII, Mvt. II- Beethoven ● Can Can - Offenbach 	<ul style="list-style-type: none"> ● Carnival of the Animals- Saint-Saens <ul style="list-style-type: none"> ○ Royal March of the Lion ○ Hens and Roosters ○ Aquarium ○ Kangaroos
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Grade 2 Music

The skills and concepts outlined in the Grade 1 curriculum map will be reviewed and continually practiced in Grade 2.

CONCEPTS:

MELODY	RHYTHM	FORM	TEXTURE	EXPRESSION	OTHER
Singing voice (solo, group, echo songs and short phrases) mi re do	Half note Tie Sixteenth notes	ABA Form Musical question and answer	Solo, Duet, Trio (Define Texture)	Dynamics, Tempo, and Italian terms	Alto, Tenor Instruments of the Orchestra Tone Color

SKILLS:

<ul style="list-style-type: none"> ● Tuneful Singing ● Xylophone Technique <ul style="list-style-type: none"> ○ Simple Bordun 	<ul style="list-style-type: none"> ● Folk Dancing <ul style="list-style-type: none"> ○ Do-Si-Do ○ Promenade ● Expressive Movement 	<ul style="list-style-type: none"> ● Decoding ● Reading ● Writing
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MASTERWORKS FOR LISTENING:

<ul style="list-style-type: none"> ● Night on Bald Mountain- Mussorgsky ● Promenade- Mussorgsky ● Appalachian Spring- Copland ● Fantasy on Greensleeves-Vaughan Williams 	<ul style="list-style-type: none"> ● Symphony V, Mvt. I- Beethoven ● Peter and the Wolf- Prokofiev
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Grade 3 Music

The skills and concepts outlined in the Grade 2 curriculum map will be reviewed and continually practiced in Grade 3.

CONCEPTS:

MELODY	RHYTHM	FORM	TEXTURE	EXPRESSION	OTHER
mi re do so low so Absolute pitch names	6/8 time (C.S. Units 2 & 3)	Rondo Canon	2-part singing Rounds/Canons (E)	Staccato/legato Crescendo, Decrescendo	Melody vs. Harmony The Planets- Holst A capella Treble Clef Key Signature Sharp

SKILLS:

<ul style="list-style-type: none"> ● Tuneful Singing ● Xylophone Technique <ul style="list-style-type: none"> ○ Broken Bordun ● Recorder Technique 	<ul style="list-style-type: none"> ● Folk Dancing <ul style="list-style-type: none"> ○ RH Star, LH Star ○ Sashay the Donut ● Expressive Movement 	<ul style="list-style-type: none"> ● Decoding ● Reading ● Writing
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MASTERWORKS FOR LISTENING:

<ul style="list-style-type: none"> ● Toccata and Fugue in D Minor- Bach ● New World Symphony- Dvorak ● Peer Gynt Suite "Morning"- Grieg 	<ul style="list-style-type: none"> ● The Planets- Holst <ul style="list-style-type: none"> ○ Mars ○ Jupiter ○ Mercury
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Grade 4 Music

The skills and concepts outlined in the Grade 3 curriculum map will be reviewed and continually practiced in Grade 4.

CONCEPTS:

MELODY	RHYTHM	FORM	TEXTURE	EXPRESSION	OTHER
low la fa la	Whole note Sixteenth note variations	Pop Song Form	Rounds/Canons (M) Harmony: 2-part Orff arrangements	pp, mp, mf, ff All Italian terms	Note vs Chord Xylophones/arrangements Flat, sharp Bass Clef

SKILLS:

<ul style="list-style-type: none"> ● Tuneful Singing ● Xylophone Technique <ul style="list-style-type: none"> ○ Crossover Bordun ○ Orff arrangements 	<ul style="list-style-type: none"> ● Folk Dancing <ul style="list-style-type: none"> ○ Sicilian Circle ○ Grand R & L ○ Dip/Dive 	<ul style="list-style-type: none"> ● Decoding ● Reading ● Writing
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MASTERWORKS FOR LISTENING:

<ul style="list-style-type: none"> ● Danse Macabre- Saint-Saens ● The Snow is Dancing- Debussy ● Water Music “The Hornpipe”- Handel 	<ul style="list-style-type: none"> ● Symphony No. 2- Tchaikovsky ● Concerto for Two French Horns- Haydn ● Carmen- Bizet
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Grade 5 Music

The skills and concepts outlined in the Grade 4 curriculum map will be reviewed and continually practiced in Grade 5.

CONCEPTS:

MELODY	RHYTHM	FORM	TEXTURE	EXPRESSION	OTHER
ti Major Scale Minor Scale (la-based)	Syncopa	Theme and Variations	Rounds/Canons (MH) Harmony: 2-part Orff arrangements	pp, mp, mf, ff All Italian terms	Note vs Chord Xylophones/arrangements Intro to Ukulele (Chords, Simple Strums)

SKILLS:

<ul style="list-style-type: none"> ● Tuneful Singing ● Xylophone Technique <ul style="list-style-type: none"> ○ Level Bordun ○ Orff Arrangements 	<ul style="list-style-type: none"> ● Folk Dancing <ul style="list-style-type: none"> ○ Sicilian Circle ○ Climb the Willow ○ Squares 	<ul style="list-style-type: none"> ● Decoding ● Reading ● Writing
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MASTERWORKS FOR LISTENING:

<ul style="list-style-type: none"> ● Symphonie Fantastique- Berlioz ● Mozart- Rondo Alla Turca 	<ul style="list-style-type: none"> ● Symphony No. 2, Finale “The Crane”- Tchaikovsky ● Piano Piece No. 6- Bartok
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Grade 6 Music

MUSIC AROUND THE WORLD

The skills and concepts outlined in the Grade 5 curriculum map will be reviewed and continually practiced in Grade 6.

TRIMESTER 1	
HAWAII/ POLYNESIA	Instruments of the Region and Proper Playing Technique Review Chords learned in Grade 5 (C, G, Am, F) Advanced Chords Advanced Strumming Fingerpicking Hawaiian Culture and History The story of Aloha 'Oe
TRIMESTER 2	
WEST AFRICA	Instruments of the Region and Proper Playing Technique Kuku Rhythms Polyrythm Call and Response Master Drummer Small Ensembles Compositions (ABA Form)
LATIN AMERICA	Instruments of the Region and Proper Playing Technique
TRIMESTER 3	
IRELAND	Instruments of the Region and Proper Playing Technique Hornpipe Dance Bohdran Aural Tradition
JAPAN	Instruments of the Region and Proper Playing Technique Taiko Drumming Pentatonic Scale
TRANSITION TO GRADE 7	Parody Project Intro to Music Technology Intro to Piano

Grade 7/8 Music

SPECIALS CHOICE

The skills and concepts outlined in the K-6 curriculum maps will be reviewed and continually practiced in Grades 7 and 8.

OPTION 1: MUSIC TECHNOLOGY

MUSIC TECH 1

Students in Music Tech 1 work primarily with Apple loops, sound effects, and MIDI files. Students learn about vertical alignment, automation basics, and methods of exporting a final product.

Projects include:

TV Theme Song
Beat Drop
Sound FX Mad Libs
MIDI Theme and Variations
Video Sound FX

MUSIC TECH 2

Students in Music Tech 2 use their knowledge base from Tech 1 to make their own Apple loops, and create remixes. Students learn more advanced editing techniques and work with many different types of tracks at once.

Projects include:

Looney Tunes MIDI Manipulation
Remix Project
Movie Soundtrack Project

MUSIC TECH 3

Students who elect to take Music Tech for a third time design independent projects based on their interests. Projects may include: mashups, transcriptions, song production, etc.

OPTION 2: PIANO

PIANO 1

Students in Piano 1 work through a song sequence on Google Classroom. Students learn about finger numbers, C Position, and proper technique.

Songs include Aura Lee, Ode to Joy, and Jingle Bells.

PIANO 2

Students in Piano 2 transfer their Piano 1 skills to songs of their choice. Students develop technique and gain deeper understandings of chord inversions and their spellings. All skills and concepts from Piano 1 are reviewed and continually practiced.

PIANO 3

Students who elect to take Piano for a third time design independent projects based on their interests. Projects may include an advanced piano piece, composition, or arranging.

OPTION 3: ADVANCED UKULELE

Students advance their skills on ukulele in the areas of chords, fingerpicking, and advanced strum patterns. Students build their own method books and continually add to them throughout the trimester. Students learn more about the culture and history of Hawaii and study current events in the Polynesian Islands.

OPTION 4: SONGWRITING

Students work in small groups or individually to write and perform original songs. When this class is run in conjunction with Advanced Ukulele class, these original songs are often accompanied by ukulele.

4th Instrumental Music Curriculum

4th Grade Band Lessons

Weekly 35 minute meetings in small homogeneous groups.

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: whole note, half note, quarter note, dotted half note, eighth note pairs, whole rest, half rest in simple time signatures ● Notes on the staff: la – la in the key of concert B-flat ● Vocab: Time Signature, 2/4, 3/4, 4/4, Repeat Sign, Fermata, Canon, flat, sharp, natural, sign, major/minor, slur, tie, treble/bass clef, staff, lines/spaces, measure, breath mark, duet, multi-rest, composer ● Steady Beat 	<ul style="list-style-type: none"> ● Instrument Assembly ● Posture, Hand Placement ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range of so,-la in concert B-flat ● Concert B-flat major and g minor scales ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm packet, theory worksheets, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr1.1.E.5a); AS 2 (Cr2.1.E.5b); AS 4 (Pr4.2.E.5a, Pr4.3.E.5a); AS5 (Pr5.3.E.5a); AS9 (Re9.1.E.5a); AS11 (Cn11.0.T5a)	
Suggested Materials/Activities	
Measures of Success Book 1 Op 1 – 3, “Ear-Songs,” Rhythm Book 1-9, Theory Packet (containing composition opportunities), SmartMusic, Poison Pattern, StaffWars	

5th Instrumental Music Curriculum

5th Grade Band Lessons

35 meetings of approximately 35 minutes

(The skills and concepts listed on the 4th grade curriculum will be reviewed and continually practiced in 5th grade.)

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: single eighth notes, dotted quarter-eighths, eighth rests, simple time signatures ● Notes on the staff: so – do in the key of concert B-flat, ● Pitch Letter Names for all lines/spaces ● Vocab: Pick-up note, Key Signature, First and Second Endings, Dynamics (Forte, Piano, Mezzo, Crescendo, Decrescendo) Tempo, Orchestration, Tonality, Articulations (Staccato, Legato, Accent, Slur, Tie), swung eighth notes ● Blues Scale/Chord Progression 	<ul style="list-style-type: none"> ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range: Flute (F-C), Clarinet (E-C), Alto (D-A), Trumpet (G-C), FH (A-C), Trombone/Euph (F-Bb) ● Scales: Concert Bb Major, g minor, Ab Major, Bb Blues ● Echo and improvise simple melodic and rhythmic patterns over Bb Blues progression ● Analyze how composers use musical concepts to tell a story ● Compose a piece using musical concepts to tell their own story ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm book, theory worksheets, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr1.1.E.8a); AS2 (Cr2.1.E.1a); AS3 (Cr3.1.E.5a); AS3 (Cr3.2.E.11a); AS4 (Pr4.3.E.8a); AS5 (Pr5.3.E.5a); AS6 (Pr6.1.E.8a); AS8 (Re8.1.E.8a); AS10 (Cn10.0.H.5a); AS11 (Cn11.0.T.5a)	
Suggested Materials/Activities	
Measures of Success Book 1 Op 3-5, Rhythm Book 10-17, Theory Packet, Animal Composition Project using Noteflight/Sibelius, SmartMusic, Jazz Club	

6th Instrumental Music Curriculum

6th Grade Band Lessons

33 meets of approximately 35 minutes

(The skills and concepts listed on the 4th and 5th grade curriculum will be reviewed and continually practiced in 6th grade.)

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: Syncopation, eighth note rests, sixteenth notes in simple time signatures; Eighth note, dotted quarter note, dotted half note in complex time (6/8) ● Pitch Letter Names for all lines/spaces and ledger lines appropriate to instrument ● Vocab: Fortissimo, pianissimo, ledger line, marcato, DC al Coda, DS al Coda, phrase ● Key Signatures ● Form ● Intonation (flat/sharp) ● Blues Chord Progression 	<ul style="list-style-type: none"> ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range: Flute (F-Eb), Clarinet (E-F), Alto (D-B), Trumpet (G-E), FH (G-D), Trombone/Euph (F-D) ● Scales: Concert Bb Major, g minor, Ab Major, Chromatic (1 Octave), C Major, Bb Blues ● Trade 4's over Bb blues progression, play through progression on different chord voices ● Analyze performances (professional and self) demonstrating understanding of musical terminology ● Compose a piece demonstrating knowledge of musical phrasing and form ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm book, theory worksheets, written quizzes, playing quizzes, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr.1.1.E.8a); AS2 (Cr2.1.E.1a); AS3 (Cr3.1.E.5a, Cr3.2.E.11a); AS4 (Pr4.2.E.5a, Pr4.3.E.8a); AS5 (Pr5.3.E.5a); AS6 (Pr6.1.E.1a, Pr6.1.E.11b); AS7 (Re7.2.E.8a, Re8.1.E.8a); AS10 (Cn10.0.H.8a); AS11 (Cn11.0.T.5a)	
Suggested Materials/Activities	
Standards of Excellence Book 2, Rhythm Book 18-25, Theory Packet, Composition Project using Noteflight/Sibelius, SmartMusic	

7th/8th Instrumental Music Curriculum

7/8thth Grade Band Lessons

31 or 35 (M/R) meetings of approximately 40 minutes

(The skills and concepts listed on the 4th-6th grade curriculum will be reviewed and continually practiced in 7th-8th grade.)

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: Eighth sixteenth patterns, Syncopation, eighth note rests, dotted eighth sixteenth in simple time signatures; Eighth note, dotted quarter note, dotted half note, rests and sixteenth notes in complex time (6/8, 3/8, 12/8), mixed meter ● Pitch Letter Names for all lines/spaces and ledger lines appropriate to instrument, opposite clef ● Vocab: accidental, enharmonic, half step, whole step, cut-time, ritardando, accelerando, ● Key Signatures and how they relate to scales ● Form ● Intonation (flat/sharp) ● Jazz Standards and Improvisation 	<ul style="list-style-type: none"> ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range: Flute (F-G), Clarinet (E-C), Alto (C-D), Trumpet (G-G), FH (G-F), Trombone/Euph (F-F) ● Scales: Concert Bb Major, g minor, Ab Major, Chromatic (1 Octave), C Major, G major, Eb major, chromatic (2 octave – 8th) Bb Blues ● Play bass lines of blues progression and easy jazz progressions ● Analyze performances (professional and self) demonstrating understanding of musical terminology, composer’s intention, performer’s expression ● Compose a duet demonstrating knowledge harmony and part interaction ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm book, theory worksheets, written quizzes, playing quizzes, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr1.1.E.IIa); AS2 (Cr2.1.E.IIa); AS3 (Cr3.1.E.5a, Cr3.2.E.IIa); AS4 (Pr4.2.E.Ia, Pr4.3.E.IIIa); AS5 (Pr5.3.E.8a); AS6 (Pr6.1.E.Ia, Pr6.1.E.Ib); AS7 (Re7.1.E.8a); AS8 (Re8.1.E.Ia); AS9 (Re9.1.E.5a); AS10 (Cn10.0.H.Ia); AS11 (Cn11.0.T.IIa)	
Suggested Materials/Activities	
Alternate each year Essential Elements and Accent on Achievement Book 2, Rhythm Book 18-25, Theory Packet, Composition Project using Noteflight/Sibelius,	

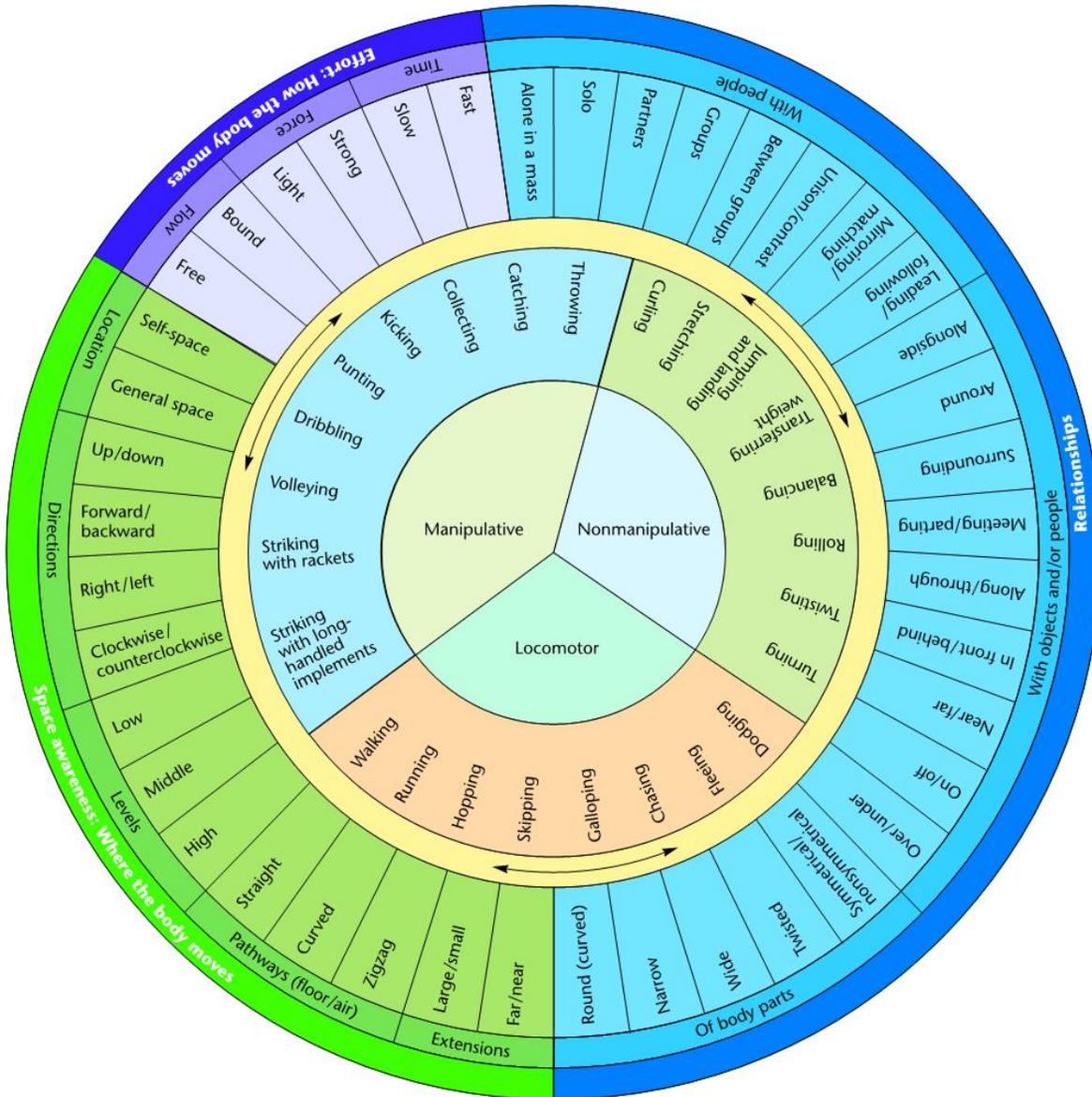
PHYSICAL EDUCATION: Sport Based Units

Sport	Soccer	Basketball	Baseball	Football	Track/Field	Hockey	Paddle Sports	Lacrosse	Volleyball	Frisbee
K-2	Dribbling Passing Kicking	Dribble Pass Shoot	Underhand throwing Overhand throwing Catching Batting Fielding	N/A	Running at various speeds Jumping and landing Throwing for distance safely	Passing Stick Handling	Repeated contact between paddle and ball/birdie Aim Contact out of air Contact after bounce	Using Scoops: Throwing, Catching, Stick Handling Picking up ball off ground	Hit over Net Contact with ball Underhand Serve	N/A
3-4	Dribble Pass Shoot Goal-tending Modified game play	Dribble Pass Shoot Rebounding Defense Modified game play	Overhand throwing Catching Batting Fielding Base Running Modified game play	Throw Catch Moving to open areas Strategizing Flag removal	Long distance running Sprinting Jumping for height Jumping for distance Throwing various objects for distance safely	Stick Handling Passing Shooting Defense Goal-tending Modified game Play	Forehand Backhand Serving Volleying Aiming	Using Sticks: Passing, Catching, Shooting, Stick handling Scoop & Rake Passing & Catching Shooting	Underhand Serve Overhand Serve Bump Set Volley Modified game play	Throwing Catching
5-6	Skill review Small-sided skill based games Introductory game play	Skill review Small-sided skill based games Introductory game play	Skill review Small-sided skill based games Introductory game play	Throw Catch Route running Team strategizing Cooperative game	Long distance running Sprinting Jumping for height Jumping for distance	Skill review Small-sided skill based games Introductory game play	Forehand Backhand Serving Game shots: clear, smash, drop Cooperative	Using Sticks: Passing, Catching, Shooting, Stick handling Scoop & Rake Passing & Catching	Underhand Serve Overhand Serve Bump Set Spike Volley	Intro to Ultimate Frisbee Game

				play Introductory game play	Throwing various objects for distance safely Choice competitions		ve game play Introductory game play	Shooting Goal-tending	Positions/rotations Introductory game play	
7-8	Game Play Game Tactics and Strategy	Game Play Game Tactics and Strategy	Game Play Game Tactics and Strategy	Game Play Game Tactics and Strategy	Game Play Game Tactics and Strategy	Gameplay of Ultimate Frisbee Game Tactics and Strategy				

Fitness & Movement Based Units

Activity	Whittle	Fitness	Gymnastics	Scooter Games	Parachute
K-2	Explore Various Climbing Equipment	Locomotor Movements Tag Games	(skills introduced and attempted as ready/comfortable) Egg Roll Log Roll Forward Roll	Safe Riding Pathways, speed, levels, obstacles Mario Kart	Cooperative Games
3-4	Explore Various Climbing Equipment Whittle Games (Tag, Pirates of the Caribbean, Star Wars)	Preparing for the Connecticut Fitness Test Tag Games	Backward Roll Tripod Headstand Handstand Cartwheel Roundoff Front/back walkover	Movement patterns applied to game play Mario Kart	Cooperative Games
5-6	Whittle Games (Tag, Pirates of the Caribbean, Star Wars) Ashford Ninja Warrior	Preparing for the Connecticut Fitness Test Tag Games	Explore apparatuses (parallel bars, low & high beam, horse, trampolines)	Scooter Sports & Games (basketball, handball, soccer, tag variations)	N/A
7-8	N/A	Design a Workout Preparing for the Connecticut Fitness Test		Scooter Sports & Games (basketball, handball, soccer, tag variations)	N/A



Spanish

Month	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Aug/Sep	Greetings	Greetings, introductions, review	Greetings, introductions Soy, eres, es, necesito - describing what you need	Greetings/ my school	Greetings	¿Quien soy?

Oct	Los Numeros/Colores	necesito - describing what you need	Quiere, tiene - expressing wants and has Está - describing where something is	Dia de los muertos- Day of the dead	Geografia de Latino America Dia de muertos	Geografia de Latino America Dia de muertos Ser and Estar verbs
Nov	El tiempo/The weather	necesito - describing what you need	Quiere, tiene - expressing wants and has Está - describing where something is	Los Dias festivos Hispanos	Los Dias festivos Hispanos (ser y estar verb)	Mis tradiciones(Mexico) Ser y estar
Dec	El tiempo/The weather	Tiene - expressing has Estar - describing how someone feels	Puedes - asking if someone can do something, ir Talking about where someone is going	Los dias festivos Hispanos	Los dias festivos Hispanos (ser y estar verb)	Mis tradiciones (Mexico) Ser y estar verbs
Jan	Partes del cuerpo	Tiene - expressing has Quiere - expressing wants	Necesito/Ten go - Talking about what someone needs / has-- classes/materials Estar - describing how someone feels	El hogar: La familia	Las comidas: Desayuno, almuerzo y cena Verbo: gustar	Las comidas: Desayuno, almuerzo y cena Verbo: gustar
Feb	Partes del cuerpo	Quiere, tiene - expressing wants and	Soy eres es, describing self/others (guapo)	La Familia	Las comidas: Desayuno, almuerzo y	La rutina diaria Se pronoun

		haves Está - describing where something is			cena Verbo: gustar	
Mar	Mariposa monarca	Quiere, tiene - expressing wants and haves Está - describing where something is	Soy eres es, describing self/others (guapo)	El vestuario y mi maleta	Mi platillo project	Mi platillo project
Apr	Mariposa monarca	Gusta - describing likes/dislikes , foods	La ropa, colors (review)	De viaje	Mi casa	Las comidas: Desayuno, almuerzo y cena Verbo: gustar
May	Los animales y numeros	Gusta - describing likes/dislikes , foods (que asco)	La ropa (la ganga)	De viaje	Mi casa	Habitos de salud
Jun	Los animales y numeros	Food truck project	La tienda	Mis vacaciones	Mi familia	Habitos de salud



Ashford Public Schools



Respect, Responsibility and Pride

Office of the Superintendent

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Cynthia A. Ford
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Principal/Asst. Super.

Polly Borysevicz
Asst. Principal

Board of Education Report Department of Special Education

In-person vs. Distance Learning in special education COVID-19:

Regular contact has occurred with each family in special education throughout the summer planning for the upcoming school year.

- Grades K-2:
 - 33% distance learning
 - 66% in school learning
- Grades 3/4:
 - 20% distance learning
 - 80% in school learning
- Grades 5/6:
 - 14% distance learning
 - 86% in school learning
- Grades 7/8:
 - 30% distance learning
 - 70% in school learning

Summary of Current Plan for Learning Models:

For all students in special education a new state form will be filled out with the special education team (Special education team includes: Parents, Resource teacher, regular education teacher, service providers(OT,PT, SLP), School psychologist and administration) to document the mode of providing services if different from in school services.

In Person Learning	Distance Learning
<ol style="list-style-type: none"> 1. Follow current IEP. 2. Students have been placed in same cohorts where ever possible. 3. Acrylic dividers have been purchased to separate students from faculty and others in small group when social distance is not possible. 4. Clear face masks will be provided for teachers and service providers for certain situations. 5. Face shields, washable and disposable coverings will be available when necessary. 6. Paraprofessionals will be assigned to grade level cohorts to support the learning of their assigned student and to greatest extent possible to other learners in the same cohort. 	<ol style="list-style-type: none"> 1. Follow current IEP and fill out the state Learning Model form. 2. Work very closely with the student and family to ensure needs are being met to the furthest extent possible. 3. Case managers will develop a schedule for the student while working with the general education teachers. 4. Students will be following their general education schedule and zooming into classrooms when possible. 5. Paraprofessionals will be working with special education teachers to support the distance learning experience.

A focus will be on providing a safe environment to the furthest extent possible while preserving the nurturing school environment Ashford School always has had. The people of this community is what makes Ashford School special. During these times it is most important to remember that the current situation is a traumatic event but it is up to us as adults to ensure we provide the proper supports, love and understanding to develop a community of resilient learners.

A Look into Future Planning:

- Continuing current supports of one special education teacher per two grade levels to as numbers afford.
- As students graduate would like to shift current staffing to include an early intervention special education teacher. This can be done with the current number of teachers. It would include taking the current CORR program as those students graduate. This would allow for the following structure:

Current Grade Levels	Future Goal
Prek teachers are dual certified and provide all special education supports	Continue having prek teachers dual certified and provide the inclass services
K-2	Prek/K- to assist in prek with more intensive needs
3/4	1/2
5/6	3/4
7/8	5/6
CORR- Covers all grades. This is for students who require more intensive programming to include life skills as students get older.	7/8

- Continue to support the Mental Health services both in-district with 2 school psychologists, school counselor and the out of district behavior health clinic.
- Continue to provide comprehensive services in the areas of Speech and Language (2 SLPS. One full time and one four days a week), Occupational Therapy(1 OT 3 days a week) and Physical Therapy (1 PT 2 days a week).

Professional Learning:

Working in a cohort in a state of Connecticut professional learning institute to further my skills in leading the special education department.

Training for proper use of PPE for all staff will be included prior to students returning to school. Masks, PPE gowns and shields will be provided where necessary to ensure all staff and students are adhering to safety protocols put out by the State of Connecticut.

Roles & Responsibilities

Tolly Borysevicz, Assistant Principal

(860) 429-6419 ext. 368 pborysevicz@ashfordct.org



Summer Work

SEL Summer Curriculum work

- Development and documentation of SEL (Social/Emotional Learning)
- PreK-Grade 8
- School psychologists/School counselor/Health teacher

K-3 Reading Summer Curriculum work

- Documentation of phonics curriculum to enhance K-3 Wonders Language Arts curriculum
- 10 teachers (K-3, regular and special education) for 10 hours each
- Addition of digital resource with online books and videos

Student Motivation for Learning

1. Individual and group meetings (class and grade level)
2. Restorative Practices
3. Afternoon Opportunities (grades 6, 7, 8)
4. Work closely with Jess Bernardi (school counselor)
5. Practice sessions for positive behavior



3 Year curriculum plan

20-21 SEL (document/implement), Reading (research/pilot), Math (document/implement)

21-22 SEL (assess), Reading (document/implement/assess), Math (implement/assess)

22-23 Social Studies/Science

Everyone you meet is fighting a battle you know nothing about. Be kind. Always.

Ashford School Capital Projects
January 2, 2020

BOE Proposed Priority List
Four-Year Plan

Year One 2020

1. Renovation/Repurposing of the “Tech Space” - Called CORR
2. New Lockers
3. Upgrade Generator (so emergency power includes water and more lighting, and more electrical outlets).
4. Two Vehicles:
 - a. Standard full size bus
 - b. Van

Year Two 2021

1. Library Media Center Drop Ceiling
2. Drop Ceilings in Primary Wing Classrooms
3. Standard Bus

Year Three 2022

1. Participation in Major Bonding/Renovation Project.
 - a. Plumbing and heating upgrade
 - i. More efficient heating system
 - b. HVAC
 - c. Window Replacement
 - d. Sprinkler
 - e. Roof
 - f. Fuel Tank upgrade or replacement
 - g. Grade and pave front parking lot
2. Standard Bus

Year Four 2023

1. Portico
2. Add bollards to provide entranceway safety
3. Two Vehicles:
 - a. Standard full size bus
 - b. Van

The town and the BOE are going to form a committee to study and propose a bonding issue.