Universal Standards

1. Listens for a specific purpose; follows directions
2. Demonstrates sequential order: first, next, last, beginning, middle, end
3. Uses organizational aids and graphic organizers such as lists, charts, diagrams, maps, time lines, illustrations to better understand text
4. Identifies/relates common words in basic categories; and grade appropriate vocabulary
5. Uses technical vocabulary of a subject
6. Identifies and recalls main idea, characters, setting, events, problem/solution, relationships between characters, plot
7. Distinguishes between reality/fantasy/fiction and non-fiction/opinion/fact and theory
8. Names fiction for specific purposes
9. Understands that foods are the main source of nutrients for growth
10. Edits own, peers, selected writing with a focus on: spelling, proper grammar, mechanics, style; demonstrating organization, elaboration; fluency, clarity
11. Recognizes/uses word parts: base words, suffixes, prefixes, root words, inflected endings; word origins, derivations to comprehend unfamiliar words

Mathematics

1. SEWING SENSE: Recognizes 2-, 3-, and 4-digit numbers using models, number lines, expanded notation, and regrouping; Locate, label, order, compare, and round whole numbers to 10,000
2. Write NUMBER OPERATIONS: Develops fluency for multiplication and division facts for factors 1 – 10; Identify the appropriate operation and write number sentences from story problems; Create word problems for number sentences; Solve multi-step operation word problems; Solve word problems with extraneous or insufficient information; Model multiplication and division using arrays and groupings; Identify prime and composite numbers through 50; Express a division problem as a fraction; Identify a reasonable estimate
3. ESTIMATION: Strategies for mental computation to 1000; Strategies for money amounts less than $10.00; Recognize over- or underestimates
4. FRACTIONS: Use models and number patterns to identify ratios and equivalent fractions; Use models to write equivalent forms of mixed numbers and improper fractions; Equivalence as related to fractions with reasonable denominators; Model addition and subtraction of fractions, mixed numbers, and decimals with reasonable denominators; Compare and order fractions with reasonable denominators using models; Identify fractional parts of sets; Identify area by calculating fractions
5. RATIO: Simple proportions involving ratio and proportion
6. PATTERNS: Classify patterns as repeating or growing; Use equations to describe the rule for a number pattern
7. Dimensional analysis: Use the calculator to add and subtract fractions, mixed numbers, and decimal fractions
8. MEASUREMENT: Solve practical problems that involve estimation, weight, and temperature; Solve problems that involve elapsed time; Select appropriate tools and customary and metric units to solve measurement problems; Estimate, draw, and measure length to the nearest inch, half, and centimeter; Use estimation to predict results
9. STATISTICS: Use a variety of visualizations to represent numerical data
10. SCIENCE: Use a variety of visualizations to represent numerical data

Reading & Language Arts

1. Identifies, spells, applies Dolch words and grade level assigned words
2. Edits own, peers, selected writing with a focus on: spelling, proper grammar, mechanics, style; demonstrating organization, elaboration; fluency, clarity
3. Recognizes/uses word parts: base words, suffixes, prefixes, root words, inflected endings; word origins, derivations to comprehend unfamiliar words

Science

1. Demonstrate an interest in science content & process
2. Demonstrate & communicate an understanding & application of concepts
3. Apply scientific process including: observing, recording, sorting, and classifying; verifying, measuring, predicting, collecting & interpreting data

Social Studies

1. Develop an understanding of global trade and communication, its impact on your local community
2. Discuss/compare the governments at the state, local, and colonial communities
3. Develop an awareness of print, non-print and electronic resources available through their school library media center with prompting
4. Identify and create patterns, use repetition of shape to illustrate movement
5. Develop space and time awareness and respect for oneself and others
6. Understand that foods are the main source of nutrients for growth and maintenance of a healthy body
7. Develop ways to be safe

Physical Education

1. Follow basic school rules to encourage cooperation, teamwork and sportsmanship
2. Combine various types of jumping and traveling into repetitive patterns
3. Demonstrate exercises in cardiovascular endurance, muscular strength and flexibility as well as performing the Connecticut Physical Fitness Test
4. Travel using combinations of pathways, speed and directions
5. Demonstrate various movements to music
6. Maintain balance on a variety of body parts
7. Participate in team games, basketball, baseball and soccer, etc. which develop endurance and strength

Technology Education

1. Manages files on the computer
2. Uses the computer for word processing
3. Creates a spreadsheet
4. Explains what is multimedia
5. Uses graphic software to create charts, tables and graphs
6. Uses the computer for reference
7. Applies computer safety rules

Library Media

1. Develops awareness of print, non-print and electronic resources available through their school library media center
2. Demonstrate the knowledge of various areas of library media center using print and electronic formats
3. Identify when there is a special type of terminology for library and technology resources
4. Identify key words for searching for information with assistance and perform simple keyword searches
5. Identify and use the appropriate print, non-print or electronic resources available through their school library media center with prompting
6. Alphabetize by second letter to find information in resources
7. Demonstrate the ability to locate information from various areas of the library media center, such as fiction, nonfiction, and reference
8. Use the on-line catalogue or card catalog with assistance to locate resources
9. Use basic print, non-print, almanacs, encyclopedias, various dictionaries and electronic sources (e.g., atlas, almanac, encyclopedia, dictionary)
10. Observe the legal and ethical limitations for using and copying print, non-print, or electronic information sources
11. Rate the scope and ground rules of a task (such as time line, length, audience and presentation mode) with prompting
12. Understand Internet vocabulary and basic access to Internet resources
13. Describe principles of library organization (e.g., Dewey Decimal System, database protocols
14. Use the computer for research
15. Identify various media formats as communication vehicles
Library Media

The Waterbury Library Media Program is designed to impart the skills and competencies necessary for students to become independent learners. The program also promotes the enjoyment of reading, viewing and listening at all grade levels, and an awareness of advanced electronic resources available today.

Family & Consumer Science

The Family & Consumer Science curriculum is exploratory in nature and is designed to motivate students to express themselves in writing, orally and through practical experience and to manage their human and material resources. They will gain decision making and problem solving competencies which will help them to set career goals and to develop the personal and social skills to be a contributing member of their family, their school and society.

School to Career - Grades 6-8 Focus Career Exploration

Students must be prepared not only to meet society’s changing needs, but more importantly, their own. In order to prepare them to face the challenges of their individual futures, whether they involve higher education or entrance into the work force, the Waterbury School to Career program offers all students the opportunities for career exploration through guidance, classroom and career based activities. Such experiences will help students to become more employable, to make wise career decisions and ultimately, to become productive members of society.

BILINGUAL/TESL/TLSS EDUCATION

The Bilingual Education Program follows the same curriculum as the mainstream education program in all grades, paying attention to the language and academic needs of English Language Learners (ELLs). Instruction in content areas (Mathematics, Science and Social Studies) for bilingual students uses both English and eligible student’s native language for Clarification of the subject matter being taught pursuant to section 10-17e of the Connecticut General Statutes (CGS).

Teaching English as a Second Language Program is for students to learn to speak, read, and write in English for the purposes of social interaction and academic achievement. Teachers provide strategies for students to acquire proficiency in English as a second language, promoting and enhancing students’ basic interpersonal communication skills (BICS) and the cognitive academic language proficiency (CALP). Teachers incorporate in their classroom instruction, content area vocabulary during their reading and writing activities but the main focus must be literacy development, integrating the State of Connecticut ESL Frameworks.

Language Transition Support Services are to be provided to students who have completed 30 months in the bilingual education program and have not met the state English mastery standards. The teacher will be assisting the students by giving them support in content areas, using ESL methodologies and Sheltered Content Instruction. When using Sheltered Content Area Instruction, students are taught academic subjects (e.g. Mathematics, Social Studies, and Science) in English with modifications that facilitate comprehension. The teacher modifies the English used during instruction and presentation methods (e.g. use of manipulatives, pictures, demonstrations, etc.) to make content comprehensible for the students. The ultimate goal is accessibility for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency (Chavarría, Vogt, & Short, 2000) pursuant to section 10-17e of the CGS.

Philosophy Statement

Waterbury believes that the most important mission of the Waterbury Public Schools is to empower all students to acquire the knowledge, skill and attitudes necessary to function in our highly technological society.

Waterbury also believes that our students must be prepared to meet the challenges of the 21st century by preparing all students to be literate and successful citizens.

Waterbury further believes that we must strive to create a positive and safe climate in our schools as well as positive attitudes in our students so that our children can live out their dreams.

Lastly Waterbury believes that in order to educate a child it involves the entire “community”. Therefore the home, school and community must form a partnership in educating all students.

The grade level competencies listed in this brochure represent the course of study and provide a general focus for the instructional program for your child’s grade. The purpose of this is to provide parents with an overview of the competencies that represent the district’s core curriculum programs for each grade level. Most students are expected to demonstrate proficiency of these competencies by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these competencies. If you have questions about the program, please contact your child’s teacher or principal.

Developed by the Office of The Assistant Superintendent for Curriculum and Instruction Waterbury Public Schools 30B Church Street Waterbury, CT 06702

Reading & Language Arts

The integrated Language Arts Curriculum of the Waterbury Public Schools creates the opportunity for students’ development in the five communicative skills of reading, writing, listening, speaking and viewing. The vision of the language arts program is to develop individuals who will become life long readers and learners, in order to meet the demands and challenges of the 21st century.

Mathematics

Waterbury’s Mathematics Program is based on the belief that the most important goal of mathematics instruction is the development of our students’ ability to solve problems. The skills of critical and original thinking and inductive and deductive reasoning are the central components of our instruction in mathematics.

Science

The Science curriculum engages students in the application of scientific processes through study of selected topics of life, physical and earth science. Inquiry-based learning, critical thinking and an integrated approach to instruction are emphasized.

Social Studies

The Social Studies curriculum provides teachers with a tool to assist students with learning through multiple instructional techniques/strategies. This knowledge will enable the students to relate to society and to their environment in a rapidly changing world. Social Studies will prepare students to lead constructive, contributing and rewarding lives as citizens in a diverse democratic society. This interdisciplinary approach solves a study of the past and the present in order to better plan for the future.

Visual Art

The visual arts curriculum is designed to provide all students with uninterrupted, sequential courses of study while experiencing the enjoyment of artistic expression, the skill of craftsmanship, the accurate assessment of self-directed learning and an appreciation of others.

Music

Music is a natural form of expression in the development of children. Music helps every child develop their potentiality for musical expression through exploration, experimentation, exposure and enrichment.

Health

The Health Program is designed to give students the opportunity to know the facts, develop skills and social values in order to make the best decision possible on issues that affect their health, safety and future lives.

Physical Education

The Physical Education program provides a balance of enjoyable activities which reflect and challenge the needs of students physically, intellectually, emotionally and socially. Through movement, physical education helps every child develop life-time skills, positive self-image, problem solving techniques and an appreciation for cultural diversity. It also enhances communication skills, goal setting and positive attitudes, which result in a healthy lifestyle.

Technology Education

Technology has been defined as a body of knowledge and a systematic application of resources to produce outcomes in response to human needs and wants.