

Woodside Elementary School District

K-5 Curriculum Guide

2010-11 School Year



For further information, please contact:

Diana Abbati, Superintendent/Principal

Woodside Elementary School District

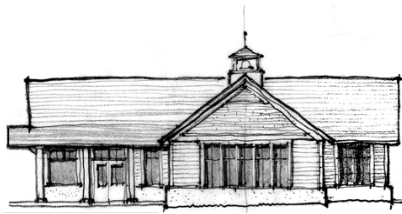
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Dear Woodside School Families:

This K-5 Curriculum Guide provides a general scope and sequence of learning activities in each academic area. While the curriculum is adopted by the Board of Trustees and reflects the goals of the community, the expertise of the faculty, and the guidelines of the state standards, these summaries are “living documents” and are subject to modifications throughout the year.

Over the years, our teachers have focused on mapping their curriculum and aligning it with the California State Standards. For those unfamiliar with this concept, mapping is the process that allows teachers to look at their curriculum in a calendar-based structure and identify the specific content (what students need to know?) and skills (what skills students should be able to do?). Teachers meet on a regular basis in grade level meetings to refine and improve their plans to include activities, assessments, integration opportunities, and technology connections. It is our hope that these curriculum summaries will allow you to see more specific content and skills being addressed in your child’s classroom.

We believe parents are partners in the important job of educating children of this community. We realize the importance of developing in each child a love of learning, self-respect and self-worth. Our experienced staff of teachers is dedicated to providing every child with the best educational opportunity possible. We welcome your interest and encourage your participation in this important partnership. Please feel free to email us if you have any questions.

Sincerely,

The Woodside School Administrative Team

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TABLE OF CONTENTS

Vision and Mission Statements	1
Parent Responsibilities	2
Development Levels Ages 5-7	3
Development Levels Ages 8-11	4
Homework Guidelines	5
Grade Level Summaries	
• Kindergarten Curriculum Summary	8
• First Grade Curriculum Summary	11
• Second Grade Curriculum Summary	13
• Third Grade Curriculum Summary	16
• Fourth Grade Curriculum Summary	18
• Fifth Grade Curriculum Summary	21
Course Curriculum Summaries	
• Art Education	24
• Library	26
• Music Education	27
• Spanish	30
• Physical Education	32
• Literacy Program	34
Appendix A: Woodside School Rules	35
Appendix B: Woodside School Discipline Policy and Procedures	39
Appendix C: Woodside School Student's Rights and Responsibilities	42
Appendix D: Acceptable Use Policy - Technology	43
Appendix E: Homework Policy	45
Appendix F: Academic Standards	48
Appendix G: Academic Honesty	50
Appendix H: Physical Education Exclusion Policy	52
Appendix I: Scholarship Form	53
School Map	

VISION STATEMENT

Woodside children are the town's greatest treasure.
Educating and nurturing them is our contribution to the future.

MISSION STATEMENT

Woodside School provides children from preschool through 8th grade a nurturing yet challenging school environment consistent with Woodside's cohesive, small town character. In collaboration with parents, we will instill in our students a love of learning, respect and compassion for others, and a global, multicultural awareness. We attract and support highly motivated, talented and creative teachers. Sensitive to the individual needs and talents of each child, our teachers provide a balanced, engaging and academically rigorous education. The combination of a stimulating and innovative curriculum in a supportive environment will enable students to achieve their highest potential. Our students will leave Woodside School eager and prepared to meet future academic and personal challenges. Woodside School serves as a model for what public schools can achieve with appropriate resources and community support.

FACILITIES

Woodside School is a unique preschool through 8th grade, one-school district and community facility that offers all the benefits of a personalized small school.

The fifteen-acre campus provides an environment of beauty and an atmosphere of freedom to its students. In addition to the academic buildings there are two soccer fields, one baseball field and two tennis courts. Five separate play areas with appropriate equipment are provided for the preschool, kindergarten, primary, intermediate and middle grades.

The Sellman Auditorium, a large multipurpose room, accommodates a basketball court and movable stage for concerts and dramatic productions. The Woodside Community Gym, a state of the art regulation-sized gym was completed in 2002. The school has two science rooms, an art room, a library and a computer lab. All classrooms on campus are wired to the internet.

A separate nature area near the creek is reserved for scientific ecological studies. Immediately adjacent to this outdoor area is an outdoor amphitheater that is used for group activities including assemblies, graduation and special programs.

PARENT RESPONSIBILITIES

Educating children is a complex and difficult task requiring a partnership between home, school, and child. As parents, you can help the school do its job by:

1. Providing a quiet place and a regular time for homework to be completed by your child. Notifying the teacher of any difficulty.
2. Helping your child not to get “over scheduled”.
3. Supporting the school’s efforts to maintain a high level of discipline.
4. Making certain your child has sufficient sleep.
5. Encouraging independence, self-reliance, and responsibility in your child.
6. Planning vacation times and appointments that do not conflict with the school calendar or class time.
7. Modeling reading time by providing daily family reading time.
8. Limiting and monitoring television during school days.
9. Discussing concerns with your child’s teacher immediately in order to head off problems.
10. Knowing and following Woodside School policies and procedures.

DEVELOPMENT LEVELS

Ages 5-7, Primary Grades K-2

Physical Development

- Grows more slowly than in infancy
- Loses first teeth and replaces them with permanent teeth
- Susceptible to many colds, earaches when first starting school
- May not know how to keep hands and feet to self; is learning to resist impulses
- Takes care of most bathroom needs, but forgets if distracted

Intellectual Development – Pre-operational stage (generally ages 2-7)

- Uses mental symbols (can use numbers to mean certain amounts)
- Plays symbolically (e.g., can act out a role)
- Uses words to communicate meaning
- Thinks ego centrally (primarily self-oriented)
- Deals with only one aspect of a situation at a time
- Memories become organized and continuous during this time
- Thinking tends to be in images rather than words
- Sees academic and social mastery as part of self image

Social Development

- Enjoys being with other children, but may still prefer to be with parents
- Enjoys acting silly, pointing out the unusual in a situation
- May have a same sex best friend
- Changes friends frequently
- Becomes conscious of sex roles; can be rigid about these

Psychological/Emotional Development

- Enjoys cuddling with adults
- Identifies most emotions, but can't always put own emotions into words
- Cries easily; may cry every day, but can be soothed easily, too
- Feels strong conflict; wants independence yet needs support
- Sees problems from own perspective only; more objective with other situations
- Enjoys order and routine

Moral/Ethical Development

- “Moral realism” – believes that rules are absolute, timeless, and universal
- “Immanent justice” – believes that misdeeds cause their own punishment
- Extends authority beyond parents, may say the teacher is the ultimate authority
- Can see cause and effect in social situations
- Sees right or wrong according to rules or the effect of behavior on others

DEVELOPMENT LEVELS

Ages 8-11, Grades 3-5

Physical Development

- Growth is slow
- Agile, well-coordinated
- Health is generally good

Intellectual Development

- Concrete operations stage (generally ages 7-11)
- Solves problems by manipulating objects (e.g., uses counters in math)
- Can reason logically about concrete objects
- Recognizes that objects can be the same size even if changed in looks
- Reasons about the relationship between objects
- Can put things in some size order (e.g., biggest to smallest)
- Can reason about the whole and parts simultaneously
- Can sustain effort on a task over a period of days
- Is aware of how other students are doing in school

Social Development

- Prefers same sex friends; may avoid opposite sex
- Loyal to friends; may tease others (outsiders, younger siblings)
- Likes to be part of a group
- Will test limits; tries to become independent from the family sphere
- Is aware/self-conscious about how others differ from a “norm”
- Has a matured response to competition

Psychological/Emotional Development

- Curious; willing to try new games and activities
- More varied interests than at other ages
- Enjoys adventures and adventure stories
- Can be a good worker; values independent accomplishments
- Generally stable and self-assured
- May still cry easily, but may be embarrassed by it
- Likes to have some alone time, but with an adult to check in with periodically

Moral/Ethical/Development

- Can take on responsibilities (e.g., pets/allowance)
- Can predict how someone will feel if you do certain things
- Can conceptualize far reaching moral implications of social acts

HOMEWORK GUIDELINES

PURPOSE

Homework is an integral part of the educational program in the Woodside Elementary School District. In addition to expanding and enhancing the classroom curriculum, it helps develop independent work habits in our students.

Homework serves the following purposes:

1. Provides important practice of skills taught in the classroom
2. Enriches and extends school learning experiences
3. Provides independent practice of proper study habits taught in school
4. Provides opportunity for increasing self direction, time-management, and independence
5. Provides opportunities for independent reading

GENERAL GUIDELINES

We recognize the importance of learning and activities that take place outside of school. Children learn and grow through play, physical activity, and family experiences, and they need the time to participate in these activities. The amount of time a child studies outside of school should gradually increase as she or he moves through the grade levels. The time spent on homework at each level is determined by the ability and maturity of the students, the nature of the subject matter, and the study habits taught.

Students with special needs may have their assignments adjusted as needed by the teacher. Teachers should design homework assignments to reinforce concepts and skills introduced in the classroom. Differentiated assignments may be used to tailor students' work with their ability.

Instrumental music students are expected to practice regularly outside of school in addition to homework assigned in other subject areas.

Under most circumstances, homework and long-term projects will not be assigned over vacations and breaks, unless sufficient school time is also provided. Independent reading may be expected during vacations, at the discretion of the individual teacher.

It is the student's responsibility to submit homework on time and it is the teacher's responsibility to respond to it. In general, daily homework assignments are reviewed and/or evaluated in class.

Research papers, projects, tests, essays, etc. are returned to the student on a timely basis with appropriate comments. These assignments may either be sent home or kept in the student's portfolio at school. Portfolios are always available for parent review.

BOARD POLICY #6147: HOMEWORK/MAKEUP WORK

Homework is designed to reinforce concepts learned in class as well as allow students to investigate topics in greater depth. Homework is generally designed to promote reading, reinforce and/or extend basic skill concepts taught in class, provide an opportunity for the completion of work begun in class or give students the experience of developing and completing individual research projects in accordance with teaching instruction. Homework should be assigned with an awareness of individual students' capabilities and needs and with the intent of developing students' study habits and sense of responsibility. It is the responsibility of the teacher to monitor the assignment and to communicate homework expectations and any difficulties. It is the responsibility of the principal to facilitate the communication process and help maintain the parent/school partnership as it relates to homework.

Parents/guardians are encouraged to support students by helping them develop good work habits. This includes helping students determine an appropriate time and place for study, as well as learning how to budget their time for long term projects.

- Kindergarten students will only receive homework occasionally.
- 1st grade students will have an average of 1 hour 20 minutes of homework per week.
- 2nd grade students will have an average of 2 hours of homework per week. Parents are encouraged to read aloud regularly to their children.
- 3rd grade students will average 1/2 hour of homework four times per week.
- 4th and 5th grade students should average 1 hour of homework four times per week, and they are expected to continue with daily independent reading.
- 6th grade students should average 1½ hours of homework per night.
- 7th and 8th grade students should average 2 hours of homework per night.

When possible, teachers will strive to differentiate homework assignments in recognition of individual students' capabilities and needs. Open-ended assignments allow for students to be creative and pursue their passions. Parents and students are encouraged to contact the teacher immediately when the length and difficulty of homework assignments appear inappropriate.

School Site Homework Plan

The Principal shall develop and regularly review school-site homework guidelines which include the assignment of homework and the responsibilities of students, staff and parents/guardians. The guidelines will include the means by which parents/guardians shall be informed about:

1. Homework expectations
2. How homework relates to the impact of students' grades
3. How best to help their children

Makeup Work

The Principal shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205 Absences for personal reasons.

Excused Absences

Students will be given the opportunity to make up missed assignments because of an excused absence.

Unexcused Absences

Students who miss school due to suspension, truancy, travel and/or unexcused absences may be given the opportunity to make up missed work for reduced credit at the discretion of the teacher.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

Parent Responsibilities

Parents are encouraged to contact the teacher when the length and difficulty of homework assignments appear inappropriate for their child. If a parent feels the issue was not resolved, he/she is encouraged to contact the Principal.

KINDERGARTEN CURRICULUM SUMMARY

English Language Arts

Literacy

We have a balanced literacy program that meets the needs of each individual student. We use the state adopted literacy program by Houghton Mifflin along with many other supplemental program components. Our program is built on a solid foundation of research in best teaching practices. Our comprehensive literacy program includes: Guided Reading, Reader's Workshop, Writer's Workshop, Small Group Instruction, Read Aloud, Word Study, Shared Reading and Shared Writing. Students will begin by learning letters, sounds and sight words. For many, reading success will begin with a thorough development of oral language, phonemic awareness, letter recognition, phonics and blending skills. During literacy time the teacher will be working with a small group doing guided reading instruction or teaching a phonics based lesson. Fluency in reading is not an expectation in kindergarten. However, if a child is developmentally ready to read, our flexible literacy program will foster growth for all levels of reading.

Writer's Workshop

Writer's Workshop is a designated time where the children create their own writing. A goal in kindergarten is to have the children look at themselves as writers. Writer's Workshop helps us accomplish this goal. The writing starts with a whole group mini-lesson then continues with individual writing time and ends with sharing time. Children choose their own topic and create their own story. Authors chair allows each child to share their writing. Toward the end of the year we will publish a book written by each child.

Reader's Workshop

Reader's Workshop is a designated time devoted to looking, learning, exploring and reading various texts within children's literature. Each month students will be guided through different units of study. Readers Workshop starts with a whole group mini-lesson that has one specific focus for the readers to learn and implement into their own reading practices. Children then are set off to implement the new strategy in their own exploring and reading practices. Reader's Workshop allows teachers to differentiate our reading curriculum and allows children to build a foundation of good reading habits.

Mathematics

Woodside Elementary School has adopted the ***Everyday Math*** Program. There are three different levels of mathematical understanding: 1) Conceptual level; children use objects to explore math relationships 2) Connecting level; children connect objects to symbols and 3) Symbolic level; children write symbols to form an equation. The ***Everyday Math*** Program uses games and small or whole group activities to teach these strategies. These activities use manipulatives for exploration, patterning, comparing, graphing, estimation, measurement, logic, problem solving, number skills and geometry. To supplement our Everyday Math program, we use many hands-on activities such as Marcy Cook Tiles and Judy Clocks.

Science

Biological, physical and Earth sciences are addressed through group exploration, observation and experimentation. They are integrated with other subject areas such as the four seasons and the five senses. Units included in our ***Foss Science*** Program are wood, trees, animals, fabric and paper. Science in kindergarten also includes cooking. The children have a chance to measure, stir, cook and use their senses with many different culinary treats. In addition, we have adopted Life Lab Science from UC Santa Cruz. This program is an innovative approach to science teaching- a comprehensive program of Life, Earth, and Physical science where learning is centered within the context of our school garden. Over the course of the year, our garden will be our “Living Laboratory,” which will become a dynamic, year-round lab, where children can observe, explore, use real-life situations to solve problems, and apply the skills and concepts of science.

Social Studies

Our History-Social Science curriculum is created by Scott Foresman. It has an interactive student text, technology features and engaging activities from the world renowned Colonial Williamsburg Foundation. Over the course of the year we will teach the following units: Getting Along, Symbols, Work, Where We Are, Calendars, and Times Past. Students will get to learn about our community and environment through enriching, educational field trips to Woodside’s Fire Station and Huddart Park. In addition to our Scott Foresman curriculum, we implement interactive social development games and activities from “Tribes: A New Way of Learning and Being Together.” Tribes activities allow us to establish a positive culture for learning and human development throughout our school community.

Choice Time

Choice Time allows children to make their own choices, create, pretend, communicate, solve problems and enjoy interactive play with their peers. Children make a plan of what they want to do, such as dramatic play, play dough, art, writing, drawing, water table, sand table, bubbles, painting, Legos, blocks, rainbow streamers, music and dancing, board games, puzzles, etc. The children are responsible for their own chosen activity including clean-up.

Specialists

Physical Education: Our P.E. teacher, Kathy Jones, sees the kindergarten children three times a week for a total of ninety minutes. They will be practicing and learning small and large motor skills. Please see the P.E. handout for more details.

Music: Our Music teacher, Kara D’Ambrosio, sees the children three times a week for a total of ninety minutes. The music program is culminated with a kindergarten performance in the spring. Please see the music handout for more details.

Art: Bev Iverson, the Woodside Art instructor, will teach each class once a week for thirty minutes. They will be learning about shapes, colors, shading, clay and different forms of art. They will be guided through artists studies, art history and art appreciation throughout the course of the year.

Library: Kindergarten will visit the library once a week for thirty minutes with our librarian, Sharon LaCrosse. Mrs. Lacrosse will teach the children library etiquette as well as supporting the classroom teachers in providing books for our Reader's and Writer's Workshops. The librarian will read a story to the children and they will be able to choose a book to check out each week. Books must be returned by the following week in order to check out a new book.

Technology: Lee Applebaum, Educational Technology Coordinator, will meet with the students in the computer lab once a week for thirty minutes. Students will learn how to do basic computer skills and how to navigate through kindergarten appropriate software. They will be learning from two educational websites: Starfall.com (literacy) and Everyday Math (math).

FIRST GRADE CURRICULUM SUMMARY

English Language Arts

Reading

- Reader's Workshop –independent reading time focusing on just right books, comprehension, and responding to literature
- Guided Reading Groups – small group instruction
- Shared Reading – whole group reading
- Read Alouds – big books, poetry charts
- Reading Discovery and Small Group Instruction

Writing

- Writer's Workshop – independent writing time focusing on personal narratives, informational and procedural writing, and response to literature
- Writing Conventions – capitalization, punctuation, spacing between words and sentences, dialogue, legibility

Word Work

- Phonemic awareness
- Spelling high frequency words & common word families
- Grammar – basic understanding of nouns, pronouns, verbs, adjectives, contraction - basic understanding of –ing, -ed, -s.

Mathematics

- Number sense 1 – 100
- Value of Coins
- Addition & Subtraction Facts to 20
- Time to the Hour, Half hour, Quarter to and after
- Understanding of Math Symbols + - < > =
- Shape Identification
- Standard and Nonstandard Units for measuring
- Number Stories
- Basic Graphing
- Place Value

Science

- Physical – Solids & Liquids
- Life – Plants & Animals
- Earth – Air & Weather
- Investigation & Experimentation

Social Studies

- Rights & Responsibilities of Citizenship
- Mapping
- Symbols, Icons, & Traditions of the United States
- Everyday Life in the Past and Present
- Varying Cultures of American Citizens
- Basic Economic Concepts of Money, Trade, & Work

Technology

- Basic Understanding of Applications
- Basic Computer Skills and Vocabulary
- Introduction to Taking and Importing Photos into other Applications
- Introduction to the School Website

SECOND GRADE CURRICULUM SUMMARY

English Language Arts

Reading

Students will understand the basics features of reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent, oral, and silent reading. Spelling words will include commonly used sight words, vocabulary words from the weekly story, and other words related to our curriculum.

Students understand the basic features of reading. Our balanced reading program consists of a variety of reading experiences for the students. Students will learn how to read and understand grade level appropriate material. They will draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students will learn to read and respond to a variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g. theme, plot, setting, characters). During Guided Reading we will work with a small group of children who are reading at similar reading levels. Leveled books are introduced to aid in the building of reading skills for each student. The children will be involved in a variety of literacy centers. Shared reading is also a part of our reading component. Houghton Mifflin stories will be used throughout the year to allow whole class participation. We use this time to focus on grammar, sentence structure, fluency and comprehension.

Reader's Workshop

Children will learn to self-select appropriate books from a wide range of materials to read at school or at home. They are encouraged to read material at a comfortable reading level so that they will gain fluency and build comprehension as well as learn to read for pleasure. During Read Alouds, the children will be exposed to a variety of texts, such as fiction/non-fiction books, magazines, newspapers, textbooks, picture books, as well as any text we can find that supports the subjects being discussed in class. These texts will be used to model fluency, provide children with opportunities to do research, and discover the joy of reading. In addition, students will respond to literature through retelling and summaries.

Phonics and Spelling

Instruction will be part of our weekly activities. Students will understand the basics features of reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent, oral, and silent reading. Spelling words will include commonly used sight words, vocabulary words from the weekly story, and other words related to our curriculum.

Writing

During the year we engage in a wide variety of writing experiences through writer's workshop. We explore different types of writing as well as writing for different purposes and audiences. Students will learn how to write clear and coherent sentences and paragraphs that develop a central idea. They will progress through the stages of the writing process (prewriting, drafting, revising, and editing).

Mathematics

By the end of grade 2, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

The math content will include:

- **Number Sense**: Understanding the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Model and solve simple problems involving multiplication and division (using repeated addition and subtraction). Know, and commit to memory, the multiplication tables of 2s, 5s, and 10s to “times 10”. Understand that fractions and decimals may refer to parts of a group and parts of a whole. Model and solve problems using money. Use estimation strategies in computation and problem solving.
- **Algebra and Functions**: Model, represent, and interpret number relationships to create and solve problems.
- **Measurement and Geometry**: Students will understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured. In addition, students will identify and describe the attributes of two- and three-dimensional figures in space.
- **Statistics, Data Analysis, and Probability**: Collect numerical data and record, organize, display and interpret the data on bar graphs and other representations. Demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
- **Mathematical Reasoning**: Make decisions about how to set up a problem. Solve problems and justify reasoning. Note connections between one problem and another.

Social Studies

We use the Scott Foresman program, “Then and Now,” to learn about ourselves, others, and the world we live in. We will learn about producers, distributors, and consumers and how they contribute and affect our community. We will study people who have made a difference in our lives, heroes, and leaders. We explore our families and ancestors – who they were, where they came from, how they have influenced us, and what we can learn from them. The goal of the social studies curriculum is to increase students’ awareness and appreciation of various cultures, ethnicities, and traditions.

“Then and Now” Units:

1. Long ago and Yesterday
2. Map Skills
3. Our Government
4. Producers and Consumers
5. People in History

Science

We encourage hands-on activities that lead to concept development. The science curriculum is based on the California State Framework and the Full Option Science System (FOSS) -science kits developed at Lawrence Hall of Science. Our units of study this year will include:

- Insects (FOSS)
- Pebbles, Sand, and Silt (FOSS)
Brassica Seed Investigation (FOSS)
Balance and Motion (FOSS)
Wetland habitats
Creek and Garden

THIRD GRADE CURRICULUM SUMMARY

English Language Arts

The English language arts umbrella encompasses four key areas: reading, writing, listening, and speaking. These foundational skills are essential components for later academic, social, and economic success.

Reading

Our reading program reflects a balanced approach to literacy that includes whole class, small group, and individual instruction. Fine children's literature is used to further develop reading skills and to promote a love of reading. In this language learning environment, we present students with texts and tasks that are interesting and enjoyable. Open-ended problem solving situations are provided in which children work cooperatively to devise a range of acceptable solutions. Higher-level thinking skills are emphasized through inference, prediction, sequencing, setting, plot, and character explorations. We supplement with literature groups and other various titles. Reading selections will expose young readers to various genres as well as the writing styles of particular authors.

Writing

Through our writing instruction we strive to instill both a love of the writing process as well as an understanding of the variety of purposes for writing. Young writers need to understand the ability that writing has to communicate, persuade, inform, and entertain. Throughout the school year we focus primarily on personal narratives, formal letters, and detailed descriptions. Additionally, students will understand the process of researching a topic through consulting multiple sources, note taking, organizing, drafting, editing, revising, and publishing. We model all of these steps for the students and scaffold their implementation of these many steps.

Listening and Speaking

Speaking and listening skills have never been more important. The ability to express ideas clearly is an essential part of all facets of life. Likewise, the skill of being a thoughtful, engaged listener is a critical component of literacy. Fostering a group of confident speakers and thoughtful listeners remains an important third grade objective. Throughout the school year there are many opportunities for both formal and informal presentations.

Mathematics

All students need a high-quality mathematics program designed to prepare them to choose from among a full range of career paths. Over the course of the year we want the students to learn to value mathematics, become confident in their abilities, develop into problem solvers, understand how to communicate about mathematics, and learn to reason mathematically. In order to help the students achieve these goals we provide many hands-on activities, we help every child discover the importance and relevance of math and math skills in their everyday lives, and we diversify each learning experience to the needs of each individual students. To compete successfully in the worldwide economy and to participate fully as informed citizens, today's students must have a high degree of comprehension in mathematics.

Social Studies

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society. Again we approach the subject matter, through hands-on activities, reading, and discussion.

Science

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The third grade program is a hands-on, laboratory science program that is multi-sensory in design. Students are engaged to use all senses when making scientific observations. Most experiments rely on cooperative grouping where they take on the responsibilities and management associated with hands-on science. The evidence that the children progress through recognizable stages of cognitive development guide all activities.

In addition to the state mandated program, we are fortunate to offer the Young Astronauts Program through Stanford University. These instructors, Stanford graduate students, have developed a curriculum especially for our third graders that promotes the love and study of space.

FOURTH GRADE CURRICULUM SUMMARY

English Language Arts

Reading

The Fourth Grade Reading program uses the Lucy Calkins' Reader's Workshop in conjunction with the Woodside Core Literature list.

Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension:

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Literary Response:

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve*, illustrate the quality and complexity of the materials to be read by students.

Writing

The Fourth Grade writing program uses Lucy Calkins' Writer's Workshop. Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Student's progress through the stages of the writing process using the Six Traits Writing Program, which include: **word choice, ideas, voice, sentence fluency, organization, conventions, and presentation.**

Writing Applications

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standards.

Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard.

Mathematics

The Woodside K-5 Mathematics program uses *Everyday Mathematics*.

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students understand perimeter and area. Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. Students make predictions for simple probability situations. Students use mathematical reasoning to approach problems, find solutions, and generalize to other solutions.

Science

The Woodside K-5 Science program uses the *Foss Hands on Program* in conjunction with the Fossweb.com interactive website.

- In Physical Science Students explore Electricity and Magnetism and see the related effects that have many useful applications in everyday life.
- In Life Sciences, the students will learn the cyclical patterns of the food chain, which include producers, consumers, and decomposers.
- In Earth Science, the properties of rocks and minerals reflect the processes that formed them. Waves, wind, water, and ice shape and reshape Earth's land surface.
- In Investigation and Experimentation, scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Social Studies

The Fourth Grade uses the Scott Foresman *Our California* text along with the Scott Foresman interactive website.

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood. Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s. Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Technology

The students demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). The students should be able to type 15 words per minute. The students will learn to cut, copy or paste text or images from one application to another. The students will quote or paraphrase information sources, citing them appropriately.

FIFTH GRADE CURRICULUM SUMMARY

English Language Arts

Reading

The fifth grade curriculum is a blend of Reader’s Workshop, Junior Great Books and core literature selections. Students work with literature genres to build comprehension, reading fluency, and response to literature skills. Reading for information is an important emphasis in the fifth grade standards. Students read personal selections of many genres, Junior Great Books stories, nonfiction articles and core literature, which are read in both whole group and small group settings. Core literature selections are chosen from, but are not limited to, the following titles:

- *Tuck Everlasting*
- *My Brother Sam Is Dead*
- *Hatchet*
- *The Fighting Ground*
- *Maniac Magee*
- *My Side of the Mountain*
- *The Mixed Up Files of Basil E. Frankweiler*
- *A Long Way from Chicago*
- *On My Honor*
- *Bud, Not Buddy*
- *Sign of the Beaver*
- *Holes*
- *Eating the Plates*
- *Morning Girl*

Writing

Fifth graders are involved in Writer’s Workshop and have experience with several writing genres, including persuasive and expository writing, narratives, and research reports. Students review the conventions of writing, including grammar, sentence structure, paragraphing, capitalization, spelling and punctuation. The development of narrative writing is taught, focusing on the plot, setting and characters. Students gain experience in expository writing in the content areas. Report writing includes research skills, planning, note taking, citing text and internet sources, and structural development. Students create a fifth grade writing portfolio which reflects the skills and strategies acquired.

Listening and Speaking

Fifth graders develop public speaking skills through debates, oral reports, class activities, and book talks. Tribes community building activities also encourage the development of these skills.

Vocabulary and Spelling

Students work on content area vocabulary in their reading, social studies and science classes. In language arts classes they build vocabulary through studying roots, prefixes and suffixes. Spelling is based on the Rebecca Sitton lists of most frequently used words. Students also review spelling rules, homonyms, proofreading strategies and lists of words based on word roots.

Mathematics

The fifth grade curriculum continues and extends the content strands of grades K-4. There is an emphasis on explorations of data and mathematical modeling. Computational skills (mental, paper-and-pencil, and calculator) are enhanced, and pre-algebra skills are developed. Using *Everyday Math*, a California state adopted curriculum, we will focus on the fifth grade content standards.

- Number Sense
- Algebra and Function
- Measurement and Geometry
- Statistics, Data Analysis, and Probability
- Mathematical Reasoning

Science

Using the FOSS Science Program, a California state adopted curriculum, students through hands on experiments and investigation, will develop their understanding in this content area.

Investigation and Experimentation

- Classification
- Developing testable questions
- Planning and conducting simple experiments
- Identifying variables
- Recording data
- Drawing conclusions

Physical Science

- Atoms
- Molecules
- Compounds
- Periodic Table of Elements
- Chemical Reactions

Life Science

- Circulatory System
- Digestive System
- Photosynthesis

Earth Science

- Solar system
- Water Cycle
- Sun and its effects on weather

Social Studies

Using the Scott Foresman California state adopted curriculum, fifth grade social studies begins the foundation for the understanding of American history. Students will be involved in simulations, group and individual projects, songs, literature, and “Walk Through the Revolution” activities.

- U.S Geography
- Native American Cultures
- Early Exploration
- Colonial Period
- Causes of the Revolution
- The American Revolution
- The Constitution
- Western Expansion

Technology

Fifth grade students use technology across the curriculum. They work on advanced word processing skills such as newspaper formatting, columns, page breaks and importing scanned original art. They improve typing skills with the Type to Learn program.

ART EDUCATION - CURRICULUM SUMMARY

Kindergarten – Fifth Grade

Philosophy

Art education provides opportunities for creativity, self-expression, and communication. It gives students the chance to explore, describe, analyze and interpret visual materials, and make connections to other subject areas including themselves. Art has been the foundation of world cultures since the beginning of time. To understand art is to understand our humanity.

Our sequential skills based program focuses on the appreciation and production of art, and the study of art history. I work closely with classroom teachers to integrate art throughout the curriculum.

Overall Description

We use the California Standards for the Visual Arts as a guideline for planning, implementing, and evaluating my instruction, curriculum, student understanding and performance.

Standard 1 – Artistic Perception – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Standard 2 – Creative Expression – Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Standard 3 – Historical and Cultural Context – Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it related to the visual arts and artists.

Standard 4 – Aesthetic Valuing – Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art (line, texture, value, space, color), the principals of design (repetition, balance, emphasis, contrast, unity) and aesthetic qualities.

Standard 5 – Connections, Relationships, Applications – Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Things to know:

Students attend art class weekly. Art lessons are connected to grade level curriculum whenever possible. Visiting artists and art related field trips happen throughout the school year.

Themes will be based on artists, art movements, different cultures, materials, aesthetics, current museum exhibits, perception, and subject (self, nature, toys, landscape, etc). Students will express themselves with painting, drawing, printmaking, collage, sculpture, and more.

Rules in the art room: Be Respectful, Be Responsible, Be Safe, Do Your Best, Have Fun!

Student artwork is kept in the art room so that it can be shown in our community. At the end of the school year, students bring home a portfolio of their work (I may occasionally send work home at other times).

LIBRARY CURRICULUM SUMMARY

The Woodside School Community has always considered the library and library services to be a vital part of our k-8 school. With a collection of over 16,000 volumes, ten networked computers, an online catalog and a credentialed librarian, we are committed to preparing our students for the 21st century.

Our mission is to provide students, staff, and families free access to a wide variety of literature and information resources. Through collaborative instruction, the librarian and the classroom teachers will ensure the students become effective users of information, competent and eager readers, and lifelong learners.

The librarian will follow the nine national standards for information literacy, from *Information Power: Building Partnerships for Learning*, written by the American Association of School Librarians and Association for Educational Communications and Technology - in the form of a continuum developed by the California School Library Association Standards Task Force to indicate at which grade level specific skills should be introduced, reinforced, and mastered.

These standards will guide instruction in all grades so that by grade eight students are able to:

1. Access information efficiently and effectively
2. Evaluate information critically and competently
3. Use information accurately and creatively
4. Pursue information related to personal interests
5. Appreciate literature and other creative expressions of information
6. Strive for excellence in information seeking and knowledge generation
7. Contribute positively to the learning community and to society and recognize the importance of information to a democratic society
8. Practice ethical behavior in regard to information and information technology
9. Participate in groups to pursue and generate information.

The Big6 research process model will be incorporated into lessons and projects that are research based and address the information seeking standards. Using this model the students will learn to first define the task and determine best sources to use. They will practice how to locate and access the sources they need, and how to navigate through sources using guide words, indexes, and other means to find the specific information needed within those sources. They will learn how to extract, synthesize and organize the relevant information and then present the material using their own words in a variety of formats.

Promoting appreciation for literature is a core element of the library program and one that is embraced by our highly literate and active parent community. Appreciation for literature is promoted in many contexts such as: reading aloud on regular basis; offering ongoing reading challenges; encouraging students to participate in the Accelerated Reader program; offering author presentations; providing opportunities for students to experience a variety of literary genres, themes and viewpoints; introducing children to a variety of new, classic and award-winning literature through book talks; providing an engaging summer reading program; participating in programs like California Young Reader Medal contest, Read Across America, National Poetry Month and National Turn Off Your Television Week; hosting an annual Book Fair; and establishing and maintaining a close relationship with the Woodside Public Children's Librarian, Alison Anson.

MUSIC EDUCATION - CURRICULUM SUMMARY

Philosophy of Music Education

The Woodside School Music Department philosophy of music education is centered on the idea that music helps to foster a well-rounded and whole person – an individual who is intellectual, social, and emotional. While students participate in music they have the rare opportunity to be simultaneously engaged in math, science, language, and art. Music engages the whole brain and engages the whole person.

Students in a music class learn responsibility, teamwork, and leadership. They are responsible for their instruments and learning their music. They must be cooperative members of a team in order to create an audible art. They must sometimes be role models for less motivated students who have not carried out their own responsibilities. They begin understanding the role they each play as individuals who form a cohesive whole.

Participation in music allows students to cultivate themselves aesthetically and emotionally. They can be educated critics, having constructive opinions about music. They can be imaginative, having a soundtrack to a movie in their minds. They can be emotionally moved, feeling excited one minute and sad the next. Most importantly, students can do these things without ever being wrong. Our hope for your children is that music is a joyful and fun experience in which the students learn a positive way to communicate and express themselves.

Music Kindergarten Grade

Singing and play rhythm instruments will be used as our primary vehicle for beginning our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. We will focus on beat/rhythm and singing in-tune. Students will begin to improvise and compose music of their own. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will participate in a mini-musical to explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting.

Music 1st Grade

Singing and play rhythm instruments will be used as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. We will build upon their beat/rhythm and in-tune singing skills. Students will begin to improvise and compose music of their own. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will participate in a mini-musical to explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting.

Music 2nd Grade

Singing and play rhythm instruments will be used as our as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. We will explore more complex rhythms and expand our vocal repertoire. Students will begin to improvise and compose music of their own. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will participate in a mini-musical to explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting.

Music 3rd Grade

Using the harmonica as our as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. Students will begin to improvise and compose music of their own. The third graders will explore musical dramas (ie Peter and the Wolf) and how music helps tell stories and folk dances from around the world to prepare for May Day. Students will continue to sing and explore rhythm instruments. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will participate in a mini-musical to explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting.

Music 4th Grade

Using the recorder as our as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, classical, and jazz) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. Students will begin to improvise and compose music of their own. Students will be asked to talk about music using musical vocabulary. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will participate in a mini-musical to explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting.

2nd - 4th Choir (Woodside Whistlers)

In an ensemble setting, students will practice the specific techniques relevant to singing. Time will be spent on posture and position, listening for the accurate pitches, and good tone. They will do this while learning music from a varied repertoire – classical style, folk songs and multi-cultural. Students will expand their knowledge and comprehension of music and improving on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them. Teamwork, respect and responsibility are key personal characteristics for success in music while having fun and spreading the joy of music to others.

Music 5th Grade

In 5th grade students have the wonderful opportunity to learn a band or string instrument while furthering their music skills. 5th grade students will meet in two groups – band and strings. During the class meetings students will learn to play an instrument with correct posture and (physical) technique. They will practice music with accurate pitch and rhythm. They will continue to develop their musical vocabulary – understanding both the written and symbolic language and being able to demonstrate with accuracy. Students will be asked to respond to musical (aural) cues in an ensemble setting as well as respond to non-verbal cues of the conductor. The music that students will be exposed to will represent various time periods and cultures including (but not limited to) folk music, classical, and jazz. Students will be asked to listen to, discuss, and form opinions on this music. They will gain understanding about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. Life skills that will be focused on include responsibility and respect for their instrument and each other, discipline in practicing and rehearsing, and perseverance during a challenge.

5th-8th Choir (Chamber Singers)

In an ensemble setting, students will practice the specific techniques relevant to singing. Time will be spent on posture and position, listening for the accurate pitches, and good tone. They will do this while learning music from a varied repertoire – classical and romantic styles, folk songs, multi-cultural, and popular music. Students will expand their knowledge and comprehension of music and improving on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them. Teamwork, respect and responsibility are key personal characteristics for success in music while having fun and spreading the joy of music to others.

SPANISH CURRICULUM SUMMARY

Fourth – Fifth Grade

MAESTRA KIM'S
4TH GRADE SCOPE AND SEQUENCE FOR THE YEAR 2010-2011
TEXTBOOK: ¡EN ESPAÑOL!
PUBLISHER: MCDUGALL LITTELL

COMMUNICATION

GRAMMAR

Review: Greet people, introduce yourself, say where you are from, exchange phone numbers, say which day it is

Me llamo, te llamas
Soy, eres, es + de
encantado/encantada
sí and no

UNIT 1: Etapa 1, Etapa 2, Etapa 3

Greet others, introduce others, say where people are from, express likes

Familiar and formal greetings, subject pronouns and ser, ser + de, gustar + infinitive, me, te, le plurals; le presento a/ te presento a; vivo en

Describe others, give others' likes and dislikes, describe clothing

Definite and indefinite articles
Noun-adjective agreement
gender and number; llevo: cómo + ser; tiene; ¿Qué lleva?; shortened forms of adjectives

Describe family, ask and tell ages, talk about birthdays, give dates, express possession

Tener, possession using de, possessive adjectives, giving dates; hay; ¿De quién es...? Es de...; ¿Quién es?; ¿Quiénes son?

SCHEDULE: 4th graders meet on Tuesdays and Thursdays for a total of two 43 minute periods.

My contact information

Kim Krozek

kkrozek@woodside.k12.ca.us

(650) 851-1571 ext. 262

Workdays-Monday, Tuesday, Thursday and Friday

**MAESTRA KIM'S
5TH GRADE SCOPE AND SEQUENCE FOR THE YEAR 2010-2011
TEXTBOOK: ¿EN ESPAÑOL!
PUBLISHER: MCDUGALL LITTELL**

COMMUNICATION	GRAMMAR
Review: UNIT 1 Etapa 2	From spring of 2010
UNIT 1: Etapa 3	
Describe family ,ask and tell ages, talk about birthdays, give dates, express possession	Tener, possession using de, possessive adjectives, giving dates;hay;¿De quién es...? Es de.....?¿Quién es?; ¿Quiénes son?
UNIT 2: Describe classes and classroom objects, Say how often you do something, discuss obligations	Present tense of regular -ar verbs, adverbs of frequency, tener que and hay que; use of articles with titles
Talk about schedules, ask and tell time, Ask questions, say where you are going, Request food	Ir, telling time, estar + location, interrogative words ¿Quieres comer...?¿Quieres Beber...? + days of the week
Discuss plans, sequence events, talk	Ir + a + infinitive, Present tense of regular -er and -ir verbs + irregular yo forms: hacer, conocer,oir personal a, tener sed/hambre

SCHEDULE: 5th graders meet on Mondays and Fridays for a total of two 43 minute periods.

My contact information

Kim Krozek

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(650) 851-1571 ext. 262

Workdays-Monday, Tuesday, Thursday and Friday

PHYSICAL EDUCATION - CURRICULUM SUMMARY

Kindergarten – Fifth Grade

Overview

According to the Surgeon General, regular physical activity is one of the most important ways to maintain and improve one's physical health, mental health, and overall well-being. A student who participates in physical education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle.

At Woodside Elementary we use the Physical Education Model Content Standards for California Public Schools to help guide instruction. In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

The five overarching model content standards for elementary and middle school students are as follows:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Highlights

Skills are introduced in Kindergarten and continue to build upon each other throughout the grades.

Some areas to be emphasized throughout the year are:

- ***Movement Concepts***: moving to open space, moving at different speeds, levels, and directions.
- ***Body Management***: balance and tumbling.
- ***Locomotor Movement***: hop, jump, gallop, skip, slide, jump rope.
- ***Manipulative Skills***: Throwing, catching, kicking, striking, dribbling, and volleying.
- ***Rhythmic Skills***: Perform rhythmic sequences related to simple dances.
- ***Aerobic Capacity***: participate for increasing amounts of time in moderate to vigorous physical activities.
- ***Muscular Strength/Endurance***: abdominal curl-ups, modified (or regular) push-ups, upper body work on the playground.
- ***Flexibility***: safe stretches.
- ***Self-Responsibility***: participate willingly, respond to winning and losing with dignity and respect.
- ***Social Interaction***: Sharing, cooperation, encouragement, respect individual differences.

LITERACY PROGRAM CURRICULUM SUMMARY

We are fortunate here at Woodside, to have extraordinary classroom teachers committed to Literacy success and highly trained specialists to support them. We have a structure in place that ensures success for each and every child from struggling to gifted and all those in between.

Reading Recovery-First Grade

Research has shown that some beginning readers benefit from an intensive one-on-one program to master the complicated skills of reading in first grade. *Reading Recovery* meets this need. Children who qualify for *Reading Recovery* meet daily with a highly trained teacher until their reading is at or above the average of the class. This focus on early intervention provides the foundation for success.

Small Group Support (including English Language Development)

Small group instruction is provided by the Reading Specialist teachers in grades kindergarten through grade five depending on the specific needs of the individual students. The focus of this instruction may include comprehension, fluency, phonics, phonemic awareness, oral language and writing skills.

Whole Class Support

The Reading Specialist Team provides ongoing demonstration lessons, coaching and staff development to classroom teachers to further their knowledge and expertise in Writing Workshop and Reading Workshop. The Writing and Reading Workshop Models provide the structure that allows for differentiated instruction to ensure all children reach their full potential.

APPENDIX A

Woodside School Rules

At Woodside, all students are expected to strive for excellence in their academic work, to respect all adults and peers, and to demonstrate consideration and good manners. To foster this school climate, the staff emphasizes positive attitudes, encourages good conduct, and helps children to value themselves and others.

As much as possible, we use a problem-solving approach to settle disputes among students. We believe students must learn to work with others to settle conflicts and arrive at mutually agreeable solutions. Therefore, all students are introduced to and practice conflict resolution strategies in the classroom and on the playground.

From the beginning of the school year, each teacher works with her/his class to establish classroom rules and procedures, to share school-wide rules and expectations, to develop ways to reinforce appropriate behavior, and to make clear the consequences for misconduct. Students receive positive reinforcement and clear, consistent consequences that focus on students' taking responsibility for their own behavior. All students are expected to adhere to classroom rules outlined by their teachers as well as the Rights and Responsibilities (page 34). Consequences for misconduct are outlined below.

Woodside School follows the "TRIBES" philosophy of no put-downs, everyone may pass, attentive listening, and respect for others. In addition, Life Skills' lessons are taught around the nine Life Skills of Friendship, Responsibility, Generosity, Empathy, Courage, Respect, Self-Discipline, Optimism, and Wellness.

For these reasons, each student should:

Be Responsible, Respectful and Safe:

1. Come to school ready to learn; always try your best.
2. Remain quiet and orderly in the classroom; be attentive to instruction.
3. When moving through hallways and between classrooms during instructional times, students should be quiet, orderly, and respectful of other learners.
4. Respect teachers, other instructional personnel, school staff, bus drivers, recess and lunchtime supervisors, parent volunteers, and classmates on campus.
 - a. Students should be respectful of the property of others and refrain from touching, taking, moving, defaming, or otherwise handling the property of others without permission.
5. Behave courteously toward adults and other students; be considerate of the feelings of others.
6. Students will use school property and equipment with care and in the manner for which it was designed. Students should refrain from misuse, destruction or defamation (graffiti) of school property. This includes proper lavatory behavior.

7. Refrain from chewing gum at school.
8. Students may not drink, with the exception of water, or eat during class time unless it is an organized activity.
9. Refrain from the use of profane language or gestures.
10. Adhere to the bus and playground safety rules.
11. Skateboarding is never allowed on school grounds. Refrain from riding bikes or rollerblades during school hours.
12. Refrain from verbal or cyber fighting, intimidation or harassment of others.
13. Always walk under the covered corridors.
14. Leave the school grounds during school hours only with written permission and by checking out through the school office.

Lunch Rules

1. Students are expected to sit and eat only in designated, supervised eating areas for at least 10 minutes until dismissed by the yard duty supervisor, unless engaged in a school activity directly supervised by adults.
2. Students are expected to use good table manners, stay seated until dismissed, and clean up all trash on the table and on the ground.
3. Heating food in microwaves for students is prohibited.
4. Students are not allowed to bring glass containers to school.
5. Late lunches must be delivered to the office (not the classrooms). Students waiting for lunches must remain in their designated eating areas. Parents who are bringing late lunches are to check in with the office, receive a visitor badge, and then they may take the lunch to the student's eating area.

Playground Rules

1. Good sportsmanship and fair play are expected during physical activities at all times.
2. Inappropriate or unsafe games are not permitted (e.g. "butts-up" ball, piggyback, tackle football, rugby, etc.)
3. Play in sight of the teachers and yard duty supervisors, not behind buildings or bushes.
4. Report any broken or unsafe equipment to the yard duty supervisor.
5. Do not exclude others from a game.

6. Only balls are for throwing; no other equipment or objects should be thrown.
7. Students who wish to sit down on the field must sit on the sidelines. In addition, there is no “laying” down on the field.
8. Be kind to the trees.

Play Structure Rules

1. Go down the slide feet first; no stopping at the top or part way down (no clogging)
2. Don't run up the slide.
3. Don't dig in the tan bark.
4. Students climbing UP the rock wall have right-of-way over those climbing down.
5. Do not stand on top of the play structure; do not slide down the support poles.
6. Do not play tag or run on the play structure, and do not jump “down” from the play structure.

Dress Appropriately

Good grooming and proper dress are essential in establishing an appropriate, safe school environment for learning. Clothing should be clean, neat, and comfortable. The following are guidelines that should be observed:

1. Refrain from wearing caps/visors in the classroom except for religious or medical purposes.
2. Clothing that reveals underwear or cleavage, as well as bare feet, bare chests, bare stomachs (midriffs), and bare backs, are not permitted.
3. Clothing with straps skinnier than 2” wide must be worn with a shirt underneath or over the top.
4. Underwear, including bra straps, must be kept under regular garments.
5. Bathing suits, shorts with less than a 3” inseam, see-through clothing, strapless and tube tops, and halter-tops are not allowed.
6. Shorts should generally be longer than one’s fingertips when arms are straight down at one’s side.
7. Waistbands on pants should be high enough to allow student to bend over without exposing underwear.
8. Athletic shoes, socks, and clothing are required for PE.
9. Attire promoting alcohol, drugs or sex is not permitted.

10. Attire promoting illegal substances is not allowed.

Use Technology Appropriately

**It is not recommended that children bring electronic items to school; Woodside School is *not* responsible for lost or damaged items. **

1. Cell phones will be turned off, not used, and out of sight during school hours.
2. Electronic equipment such as PSPs, laptops, radios, MP3 players, or ipods should not be brought to school.
3. Students must read, sign, and abide by the “Woodside School District Acceptable Use Policy for Technology” agreement before using any on-campus technology (page 35).

APPENDIX B

Woodside School Discipline Policy and Procedures

Woodside School staff and administration strive to enforce a firm, fair, and consistent discipline policy. The staff encourages the individual child to develop desirable qualities of self-discipline. The entire school is engaged in learning and practicing the life skills and being recognized for positive behavior. Children will be responsible for complying with behavioral expectations in the classroom, on the playground, at lunch, and on the bus, if applicable. Each student is held responsible for his or her actions when under the supervision of school personnel. The parents, teachers, students, and administration at Woodside all work together to correct the immediate problem and to help the child exercise responsibility and self-control in the future.

Under the direction of the Assistant Principal, students may be referred to the Principal or Director of Educational Services for disciplinary action and will follow the same guidelines.

Woodside School Rules:

The Rights and Responsibilities of students at Woodside School are posted in each classroom, along with the School Rules. They must be adhered to inside and outside the classroom.

Classroom Rules:

Each teacher has the professional discretion to establish and enforce his or her own Classroom Rules within the classroom. Each teacher's Classroom Rules are consistent with Woodside's Rights and Responsibilities and Woodside's School Rules and are reviewed with the students the first week of school. Each teacher will review his or her Classroom Rules with parents at Back to School Night.

Unexcused Tardies:

For Grades K-4:

- | | |
|--|--|
| 1. 5 th tardy per trimester | - Letter to parent from Assistant Principal/Principal |
| 2. 7 th tardy per trimester | - Parent call from Assistant Principal/Principal |
| 3. 8 th tardy per trimester | - Parent conference with student, teacher, and Assistant Principal/Principal |

For Grades 5-8:

- | | |
|--|--|
| 1. 5 th tardy per trimester | - Letter to parent from Assistant Principal/Principal |
| 2. 7 th tardy per trimester | - Student receives an infraction and parent called by Assistant Principal/Principal |
| 3. 8 th tardy per trimester | - Student receives a Discipline Referral (serves a 30-minute detention) and a parent conference with student and Assistant Principal/Principal |

Progressive Discipline Procedures:

Although Classroom Rules may differ among classrooms, the Woodside discipline procedures are consistent school-wide. This is a “progressive” process and the students begin each trimester with a clean slate.

- Positive consequences might include:
 - The teacher, Assistant Principal/Principal notifying the parents
 - The student receiving a Student Recognition Award (K-8)
 - The teacher, Assistant Principal/Principal sending the student a complimentary notice letter

- Negative consequences might include (not limited to one):
 - A verbal warning
 - Benching the student during recess
 - The student completing a “Think Sheet”
 - An infraction (see section on “Infractions” below)
 - A Discipline Referral, which would require that the student serve a detention
 - The student forfeiting all school privileges (fieldtrip, assembly, dances, and extracurricular activities) for a period of time during a trimester
 - The student receiving a written discipline notice, which may be a Discipline Referral, In-School Suspension, Suspension, or a notice for an Expulsion hearing

Students who are eligible for special education services who have an Individualized Education Plan (IEP) that specifies alternative disciplinary actions/consequences will be referred to the Director of Educational Services or Principal if necessary.

Infractions (4th-8th Grade):

Students are expected to come to school prepared and ready to learn. Infractions are given for non-behavior related lapses in judgment forgetting one’s homework, forgetting materials, leaving an instrument outside, etc.

- **Four** infractions during one trimester = Discipline Referral (see Discipline Referral Procedures).

- **Two** Discipline Referrals comprised of 8 total infractions that are non-behavior related = Parent conference with teachers, advisor, and Principal/Assistant Principal. May develop a “Friday Plan” with the Principal/Assistant Principal to help the student develop a guideline for success.

Grounds for a Discipline Referral (K-8):

Students can receive a written Discipline Referral for any of the following:

- Four infractions
- Continual misbehavior in the class or playground after attempted modifications by the teacher or yard supervisor
- Violation of the Woodside School Acceptable Use Policy for Technology
- Violation of the Rights and Responsibilities, Woodside School Rules, or Classroom Rules
- Severe misbehavior such as fighting, defiance, rudeness, or destruction of property
- Use of foul or crude language
- Harassment or bullying

The Assistant Principal/Principal shall contact the parent. In addition, the Assistant Principal/Principal will determine appropriate consequences, which will include serving detention and may include loss of privilege or suspension.

Discipline Referral Procedures for 4-8:

Under the guidelines of the Rights and Responsibilities, the Woodside School Rules, and the Classroom Rules (if applicable), the student may receive a:

1. *1st Discipline Referral* Student serves a 30-minute detention (based on Grounds for Discipline Referral) and the teacher and Assistant Principal/Principal calls the parent.

2. *2nd Discipline Referral* Student serves an in-school suspension and a parent conference with the student, Assistant Principal/Principal, and teacher (4th-5th grade homeroom teacher or 6th-8th grade Academic Advisor) is held.

3. *3rd Discipline Referral* Student serves an in-school suspension and loses school privileges (dances, field trips, and extra curricular activities) for 15 days. A parent conference with the student, Assistant Principal/Principal, and teacher (4th-5th grade homeroom teacher or 6th-8th grade Academic Advisor) is held.

4. *4th Discipline Referral* Student is suspended and loses school privileges (dances, field trips, and extra curricular activities) for 30 days. A parent conference with the student, Assistant Principal/Principal, and teacher (4th-5th grade homeroom teacher or 6th-8th grade Academic Advisor) is held, and the student is placed on an exclusion behavior contract.

Cause for Suspension:

For K-8 students, the California Education Code has specific language defining the grounds for immediate suspension. Please see section 48900 (Grounds for suspension or expulsion; legislative intent) in the California Education Code for more information.

Cause for Expulsion:

The California Code has additional specific language defining the grounds for immediate expulsion. Please see section 48915 (Expulsion; particular circumstances) in the California Education Code for more information.

APPENDIX C

Woodside School Right and Responsibilities

The relationship between rights and responsibilities is the foundation of the Woodside School Discipline Policy. Our rules are based on this relationship. In order for each of us to exercise our rights, it is necessary for us to uphold and honor our responsibilities to preserve these rights for everyone. The goals of the Discipline Policy are to create a safe and orderly environment that is conducive to learning for all students, and to develop in our students an awareness of how their personal actions affect others and the overall school community.

- I. I have the right** to learn and help others learn; **therefore, I have the responsibility** to respect others in the learning process.

Everyone should be free to learn, teach and express him or herself without being interrupted. This means that I will be on time for class, follow directions and refrain from excessive talking and disrupting in class.

- II. I have the right** to be myself and happy in this school; **therefore, I have the responsibility** to act with integrity and respect for others.

No one should be treated unfairly, ridiculed, ostracized or have his/her feelings hurt intentionally because of personal differences. This means that I will be honest, kind, thoughtful, polite and respectful.

- III. I have the right** to be feel and safe in this school, and to have what I bring to school be protected; **therefore, I have the responsibility** to insure that others also feel safe regarding their person and property.

This means that everyone should know safety rules relating to school boundaries as well as personal boundaries (what is and is not appropriate in relating to others and their property). This means that I will take care of my own property and behave in a thoughtful, supportive and caring manner toward others and their property.

- IV. I have the right** to my own privacy; **therefore, I have the responsibility** to allow others their personal privacy.

Everyone should be able to work, read, study, teach or spend time quietly and peacefully without unwelcome interference. This means that I will not harass anyone personally, sexually or physically, or display unwelcome, offensive, or inappropriate attention toward, or in front of, others.

- V. I have the right** to enjoy the facilities and beautiful environment of this school; **therefore, I have the responsibility** to do whatever I can to protect and to preserve the property and environment of this school and community.

Everyone should work to keep the facilities and environment in good condition and free of vandalism, litter and graffiti. This means I will pick up litter, make sure we do not contribute to litter (including chewing gum) or damage school property in any way, and I will take the initiative to remind or report anyone who fails in that responsibility.

APPENDIX D
Woodside Elementary School District
PreK-2nd Student Acceptable Use Policy: Technology

This document serves as means of promoting responsible use of technological resources provided by the Woodside School and Woodside School District. Here are the expectations for student use of computers, network resources, and the Internet at our school. Parents, please review this with your child.

Access to the Internet allows connections to computer systems located all over the world. Neither the District nor any Woodside School District employee controls the content of the information found on the Internet. We have taken steps to reduce access to ‘adult’ sites; however, we cannot prevent access to all inappropriate content. Some of the information may be controversial and may even be offensive to some individuals.

Student using technology in the Woodside School District will:

1. Agree that the primary use of school technology is for education, and that class assignments have first priority.
2. Agree that the use of the Internet as part of our students’ educational experience is a privilege that should be taken seriously. Any inappropriate use of this resource may result in the disciplinary action, loss of privilege, and/or legal action.
3. Agree not to participate in the transfer of inappropriate or illegal materials through school computers.
4. Agree never to change the settings on any school computer.
5. Agree never to delete, damage, move, or change files belonging to others.
6. Agree to follow procedures for use of electronic equipment and to never intentionally damage electronic equipment.
7. Agree to follow procedures for using all equipment such as computers, printers, laptops, digital cameras, headphones, and microphones. Any intentional damage will result in disciplinary action and the loss of technology privileges.
8. Agree to release the Woodside School District and all other organizations affiliated to the Woodside Information Network from any liability or damages that may result from the inappropriate use of Internet connectivity on our campus. Furthermore, I will accept full responsibility and liability for the results of my actions with regards to use of the Internet at the Woodside School in this manner.

I understand and will follow the rules of this agreement. I understand that any violation of the above rules may result in disciplinary action, the loss of my Internet/network privileges, and appropriate legal action. I also agree to report any misuse of the information to my teacher.

Student Name (Please print): _____

Student Signature: _____ Grade: _____

Parent Signature: _____ Date: _____

APPENDIX D
Woodside Elementary School District
3rd – 8th Grade Student Acceptable Use Policy: Technology

This document serves as means of promoting responsible use of technological resources provided by the Woodside School District. Here are the expectations for student use of computers, network resources, and the Internet at our school. Parents, please review this with your child.

Access to the Internet allows connections to computer systems located all over the world. Neither the District nor any Woodside School District employee controls the content of the information found on the Internet. We have taken steps to reduce access to ‘adult’ sites, however, we cannot prevent access to all inappropriate content. Some available information may be controversial and may even be offensive to some individuals.

Student using technology in the Woodside School District will:

9. Agree that the primary use of school technology is for education, and that class assignments have first priority.
10. Agree that the use of the Internet as part of our students’ educational experience is a privilege that should be taken seriously. Any inappropriate use of this resource may result in the disciplinary action, loss of privileges, and/or legal action.
11. Agree not to participate in the transfer of inappropriate or illegal materials through the Woodside network
12. Agree never to modify any computer on the Woodside School Network from its original configuration without the permission of the Director of Technology or Network Administrator.
13. Agree never to delete, damage, move, change, or hack into files belonging to others. This includes file names.
14. Agree to follow procedures for using all equipment such as laptops, digital cameras, headphones, and microphones. Any intentional damage will result in disciplinary action and the loss of technology privileges.
15. Agree not to participate in any chat rooms, text messaging, or use of personal email accounts, unless approved by a teacher for the purpose of gaining access to files or materials for use in school-related activities.
16. Agree that under no circumstances will I allow any other individuals to use my account nor will I give anyone my password. System logins or accounts are to be used only by the authorized owner of the account. Users may not share or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
17. Agree to release the Woodside School District from any liability or damages that may result from the inappropriate use of Internet connectivity on our campus. Furthermore, I will accept full responsibility and liability for the results of my actions with regards to use of the Internet at the Woodside School.
18. Agree that no use of the system shall serve to disrupt the operation of the system by others. System components including hardware or software shall not be destroyed, modified, or abused in any way.
19. Agree not to post any pictures taken of students during school hours on the Internet, either from school or home.
20. Agree not to use computers, the Woodside network, or the Internet without an adult present in the room. Students are not permitted in the lab at any time without a staff member present.
21. The school will monitor student computer activity.

I understand and will follow the rules of this agreement. I understand that any violation of the above rules may result in disciplinary action, the loss of my Internet/network privileges, and appropriate legal action. I also agree to report any misuse of the information to my teacher.

Student Name (Please print): _____

Student Signature: _____ Grade: _____

Parent Signature: _____ Date: _____

APPENDIX E

Homework Guidelines

Purpose

Homework is an integral part of the educational program in the Woodside Elementary School District. In addition to expanding and enhancing the classroom curriculum, it helps develop independent work habits in our students.

Homework serves the following purposes:

1. Provides important practice of skills taught in the classroom
2. Enriches and extends school learning experiences
3. Provides independent practice of proper study habits taught in school
4. Provides opportunity for increasing self direction, time-management, and independence
5. Provides opportunities for independent reading

General Guidelines

We recognize the importance of learning and activities that take place outside of school. Children learn and grow through play, physical activity, and family experiences, and they need the time to participate in these activities. The amount of time a child studies outside of school should gradually increase as she or he moves through the grade levels. The time spent on homework at each level is determined by the ability and maturity of the students, the nature of the subject matter, and the study habits taught.

Students with special needs may have their assignments adjusted as needed by the teacher. Teachers should design homework assignments to reinforce concepts and skills introduced in the classroom. Differentiated assignments may be used to tailor students' work with their ability.

Instrumental music students are expected to practice regularly outside of school in addition to homework assigned in other subject areas.

Under most circumstances, homework and long-term projects will not be assigned over vacations and breaks, unless sufficient school time is also provided. Independent reading may be expected during vacations, at the discretion of the individual teacher.

It is the student's responsibility to submit homework on time and it is the teacher's responsibility to respond to it. In general, daily homework assignments are reviewed and/or evaluated in class.

Research papers, projects, tests, essays, etc. are returned to the student on a timely basis with appropriate comments. These assignments may either be sent home or kept in the student's portfolio at school. Portfolios are always available for parent review.

The following heading should be used on all middle school papers:

Name/Class		Date
Subject	Title of Assignment	Teacher

Missing all of the heading is a 10% deduction. Missing part of the heading is a 5% deduction.

Board Policy #6147: Homework/Makeup Work

Homework is designed to reinforce concepts learned in class as well as allow students to investigate topics in greater depth. Homework is generally designed to promote reading, reinforce and/or extend basic skill concepts taught in class, provide an opportunity for the completion of work begun in class or give students the experience of developing and completing individual research projects in accordance with teaching instruction. Homework should be assigned with an awareness of individual students' capabilities and needs and with the intent of developing students' study habits and sense of responsibility. It is the responsibility of the teacher to monitor the assignment and to communicate homework expectations and any difficulties. It is the responsibility of the principal to facilitate the communication process and help maintain the parent/school partnership as it relates to homework.

Parents/guardians are encouraged to support students by helping them develop good work habits. This includes helping students determine an appropriate time and place for study, as well as learning how to budget their time for long term projects.

- Kindergarten students will only receive homework occasionally.
- 1st grade students will have an average of 1 hour 20 minutes of homework per week.
- 2nd grade students will have an average of 2 hours of homework per week. Parents are encouraged to read aloud regularly to their children.
- 3rd grade students will average 1/2 hour of homework four times per week.
- 4th and 5th grade students should average 1 hour of homework four times per week, and they are expected to continue with daily independent reading.
- 6th grade students should average 1½ hours of homework per night.
- 7th and 8th grade students should average 2 hours of homework per night.

When possible, teachers will strive to differentiate homework assignments in recognition of individual students' capabilities and needs. Open-ended assignments allow for students to be creative and pursue their passions. Parents and students are encouraged to contact the teacher immediately when the length and difficulty of homework assignments appear inappropriate.

School Site Homework Plan

The Superintendent/Principal shall develop and regularly review school-site homework guidelines that include the assignment of homework and the responsibilities of students, staff and parents/guardians. The guidelines will include the means by which parents/guardians shall be informed about:

1. Homework expectations
2. How homework relates to the impact of students' grades
3. How best to help their children

Makeup Work

The Superintendent/Principal shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205 Absences for personal reasons.

Excused Absences

Students will be given the opportunity to make up missed assignments because of an excused absence.

Unexcused Absences

Students who miss school due to suspension, truancy, travel and/or unexcused absences may be given the opportunity to make up missed work for reduced credit at the discretion of the teacher.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

Parent Responsibilities

Parents are encouraged to contact the teacher when the length and difficulty of homework assignments appear inappropriate for their child. If a parent feels the issue was not resolved, he/she is encouraged to contact the Superintendent/Principal.

APPENDIX F

Academic Standards

Rationale

The purpose of education is to prepare the student to function in the world around us. The skills and knowledge necessary for that purpose are presented in a variety of subject areas. To evaluate a student's progress in these areas, a grading system is used. The following is a description of the grading system used at Woodside School.

Grading Standards

GRADE	PERCENT	GRADE POINT
A	95-100	4.00
A-	90-94	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
F	below 60	0.00

Exceptions: *Geometry, Spanish 8, and Honors Music are high school level classes.* The grade points for these classes are as follows: A=5, A-=4.67, B+ =4.33, B =4.00, B-= 3.67, C+=3.33, C=3, C-=2.67, D+= 2.33, D=2, D-=1.67, F=1.00. If the honor student's grade drops below C-, the student is transferred out of the class to a more appropriate placement.

Incomplete (INC): Students who have a passing grade in class but have not completed all the required work by report card time may receive an "INC" in place of a letter grade. That student will then have two weeks to complete the required work to receive a grade. If the work is not completed in that period of time, the student's grade will be based on an average of grades recorded plus a zero for each missing assignment.

Honor Roll

Honor roll is determined by grade point average. Grade point average is calculated in the following manner: Each grade is given point value (see preceding chart). Core subjects (Math, Language Arts, Science, Social Studies and Spanish) are given a credit value of 5. P.E. is given a credit value of 2.5. All other graded classes are given a credit value of 2 (one credit for each class meeting per week). Grade points are multiplied by credits, totaled and then divided by total credits to obtain an average grade point average.

Students achieving a grade point average of 3.75 or above will be designated Merit Scholars.
Students achieving at least a 3.40 grade point average will be placed on the Scholastic Honor Roll.

Citizenship Grade

O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

For a SATISFACTORY (S) in citizenship you must achieve the following:

- Have a good attitude towards your fellow classmates. No put downs!
- Show attentive and respectful behavior at school
- Follow the dress code
- Have homework completed on time
- Be honest
- Be responsible with your school work
- Act in a safe manner
- Respect school property
- Respect other people's space and do not interfere with their learning
- Arrive at school and at class on time, ready to learn
- Be prepared for class (books, papers, pen, pencil, and binder reminder)

For an OUTSTANDING (O) in citizenship you must achieve all of the above plus two of the following:

- Actively help and support your fellow classmates
- Participate positively in a leadership role
- Exhibit "Life Skills" on a consistent basis
- Perform some sort of extra task that helps everyone in your class
- Demonstrate frequent and consistent school spirit

You must receive a minimum five "O's" in citizenship each trimester to be eligible for an "Outstanding" citizenship award.

APPENDIX G

Board Policy #5138: Academic Honesty

The Woodside School District Board of Trustees believes that academic honesty and personal integrity are fundamental components in the student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, and staff shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students bound to have committed an act of academic dishonesty shall be subject to District and school-site discipline rules.

The Superintendent/Principal may establish a committee comprised of students, parents/guardians, staff and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

Woodside School Academic Integrity

Philosophy and Purpose

Woodside School advocates high standards in ethical behavior as well as scholarship. Academic honesty is an integral component in fostering self-respect, achievement and positive relationships among all stakeholders in our school community. Our Academic Integrity Policy is intended to clarify the expectations we have for all students to maintain an ethical climate at Woodside that values honesty, effort and respect for others. This policy also delineates the consequences for students if they do not meet these expectations.

Misconduct subject to penalty includes, but is not limited to, the following offenses:

1. Cheating: a form of academic dishonesty in which an individual undermines the integrity of an assignment or exam.

Examples of cheating include, but are not limited to the following:

- Copying an assignment or test.
- Allowing others to copy an assignment or test.
- Giving or receiving test information.
- Using unauthorized resources during a test.
- Working with one or more people on an individual assignment.
- Falsely claiming to have individually completed an assignment.

2. Plagiarism: a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own. Plagiarism exists when:

- There is no recognition given to the original author for phrases, sentences and ideas of the author incorporated in a paper or project.
- A portion of a document is copied from an author, or composed by another person, and presented as original work.

Examples of plagiarism include, but are not limited to the following:

- Presenting another author's entire work as your own.
- Copying a summary from another source and incorporating it into your work.
- Submitting an essay or story written by another student as your own.
- Using another author's sentences or phrases without using quotations and/or citing your source.

Consequences and Procedures

1. For the first offense, at the teacher's discretion, for any violation, consequences may include the following:
 - Teacher will assign a failing grade for the assignment.
 - Teacher initiates parent/guardian contact.
 - Teacher will inform the student's other teachers of the student's behavior.
2. Repeat or severe violations may be brought before the Academic Standards Committee and may result in suspension from school and/or school related events.

APPENDIX H

Board Policy #6140: Physical Education

During each March, April or May, students in grades 5 and 7 shall undergo the physical performance testing designated by the California State Board of Education. Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit.

With the consent of the student, the Superintendent/Principal may grant temporary exemption from physical education when a student is enrolled for one-half time or less, or when a student is ill or injured and a modified program to meet his/her needs cannot be provided. Permanent exemptions shall be granted only as provided by law.

Physical Education Exclusion Policy

Physical Education is considered an integral part of our curriculum at Woodside School. Participation is required. If a student is unable to participate in PE for any reason the following guidelines are in effect:

- **Exclusion for 1-2 days**: A verbal request from a parent, either oral or in writing, stating the reason why the child should be excused for PE is required. The child will go to the library during the PE class period.
- **Exclusion for 3-10 days**: A note from the doctor explaining the reason why the child should be excused from PE is required. The child will go to the library or do an activity assigned by the PE teacher.

Long term or permanent exemption: A note from the doctor is required for all grades.

NOTE: If a child does not participate in physical education and does not have a valid written or oral excuse, the grade for participation and skill for those unexcused days will be an "F" and could affect the child's trimester grade.

APPENDIX I
Scholarship Form

Name of Student _____

Date of application _____

Grade _____

Teacher _____

Scholarship requested for:

Class fund Field trip

If for class fund:

How much has been assessed? \$ _____

How much scholarship money does your child need? \$ _____

If for field trip:

What is the trip? _____

Date(s) of trip? _____

Cost of the trip for each student \$ _____

How much scholarship money does your child need? \$ _____

Reason for Scholarship:

One time financial need

Other

Explain: _____

Parent Signature

Date

Superintendent/Principal Approval

Date

Please return to the Superintendent/Principal

Applications are confidential.

APLICACIÓN de BECA

Nombre de Alumno _____

Fecha de aplicación _____

Grado _____

Maestro/a _____

Pide una beca para:

Los fondos de la clase Paseo

Si para los fondos de la clases:

¿Cuánto quiere la clase? \$ _____

¿Cuánto necesitan de beca? \$ _____

Si para un paseo:

¿Cuál paseo? _____

Fecha(s) del paseo? _____

Costo del paseo para cada alumno \$ _____

¿Cuánto necesitan de beca? \$ _____

Razón de Beca: Necesidad financiera de solo una vez

Otro

Explicación: _____

Firma de Padre

Fecha

Aprobación de Superintendente/Directora

Fecha

Por favor entrega a la directora (Señora Abatti) de la escuela

Aplicaciones son confidenciales