



# **Curriculum Guide**

## ***2023 - 2024***



# FPS Vision of the Global Citizen

The mission of the Farmington Public Schools is to enable all students to achieve academic and personal excellence, exhibit persistent effort, and live as resourceful, inquiring, and contributing global citizens.

## Self-Aware Individual

*I know myself and how to care for my own well-being.*

I can assess my own personal strengths and needs, persist in overcoming obstacles to reach my own goals, make wise choices and informed decisions, and adapt to new challenges and opportunities by regulating my emotions and adjusting my behavior to positively impact myself and others.

### *I am learning to exhibit*

- Emotional Regulation
- Well-being
- My own sense of Identity
- Confidence
- Integrity
- Gratitude

## Disciplined Thinker

*I can apply strategic thinking to develop ideas and solve problems.*

I am a critical consumer of information recognizing point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

### *I am learning to exhibit*

- Focus
- Creativity
- Logical Reasoning
- Attention to Accuracy
- Flexibility
- Persistence

## Civic-Minded Contributor

*I can actively contribute to a civilized society.*

I understand complex interdependent systems and their impact on people and the environment. I question prevailing assumptions, develop my cultural competence, and seek solutions through negotiation and compromise in order to contribute to the betterment of my local/global communities through service and civic participation.

### *I am learning to exhibit*

- Compassion
- Global Fluency
- Cultural Competence
- Responsibility
- Service
- Stewardship

## Empowered Learner

*I am a knowledgeable, reflective, and resourceful learner.*

I can explore interests, take initiative, ask questions and conduct research. I can use technology and media tools skillfully, and learn from my successes and failures by engaging in feedback and self-assessment protocols.

### *I am learning to exhibit*

- Agency
- Resilience
- Organization
- Resourcefulness
- Curiosity
- Initiative

## Engaged Collaborator

*I can work effectively and respectfully with diverse groups of people.*

I can actively listen and seek to understand the ideas of others, self-monitoring for biased thinking. I can create inclusive environments for dialogue that establish and adhere to group norms for effective communication and conflict resolution.

### *I am learning to exhibit*

- Empathy
- Perspective
- Open-Mindedness
- Personal Accountability
- Effective Communication
- Adaptability

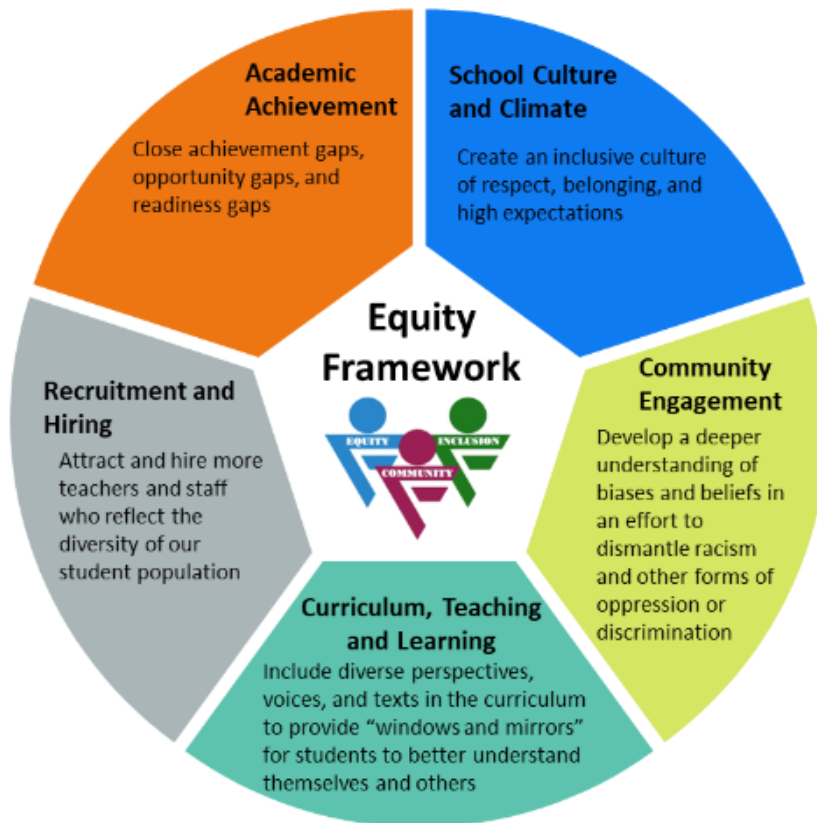


## Farmington Board of Education Philosophy

*The Farmington Public Schools are committed to the belief that all children are capable of attaining high levels of educational achievement in preparation for productive, rewarding lives and responsible citizenship. Students will reach this goal through their own diligence and effort, and through a school and school district learning climate that responds to individual student academic needs, a curriculum that challenges, adequate resources, and skilled, professional instruction. Furthermore, a belief in social equity underlies Farmington's commitment to providing a high quality of education for all students.*

## Farmington Board of Education Mission

*The mission of the Farmington Public Schools is to enable all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens.*



## Literacy

The goal of the West Woods Literacy Program is to help students become skillful, confident, lifelong readers and writers, who use language effectively for communication, enjoyment, and pleasure. The program at West Woods addresses all components of literacy -- reading, writing, speaking, listening, and viewing -- and builds on and solidifies the skills learned in the early elementary grades.

### **Grades Five and Six Reading**

Students in grades five and six continue to build a repertoire of reading skills and strategies during the daily reading workshop. In both grades students are expected to read increasingly complex texts and communicate comprehension orally and in writing with growing sophistication. Upper elementary readers refine their ability to use comprehension strategies, read with fluency, understand vocabulary, and apply word-solving strategies.

Upper elementary level students continue to develop comprehension skills through genre study. They learn to express initial understandings, as well as deep interpretations; they begin to identify and infer relationships among characters, setting, and events; and they make personal and critical connections between texts and themselves. Fifth grade students are expected to read more non-fiction text than in earlier grades. This emphasis on informational text provides an opportunity for readers to refine comprehension skills such as identifying central and main ideas and relationships, locating and summarizing information, and drawing conclusions supported with text evidence.

Student progress toward meeting grade level standards in reading is determined by performance on common assessment tasks, review of a collection of writing in response to their reading, and teacher observations of classroom reading discussions. In both grades, students achieve grade level reading standards when they are able to read typical grade level texts with appropriate interpretation and analysis. They show their understanding through oral responses during discussions and by adequately answering a range of comprehension questions about texts both orally and in writing. Each year students in both grades are expected to read approximately 30-40 books representing a variety of fiction and nonfiction choices through their independent reading choices. In addition, students are encouraged to set their goals for improving reading and to develop strong independent reading habits.

**Grade 5 Units of Study:** Engaging Plots, Tackling Complexity: Moving Up the Levels of Nonfiction, Interpretation Book Clubs: Analyzing Themes, Argument and Advocacy: Researching Debatable Issues, and Fantasy Book Clubs: The Magic of Themes and Symbols

**Grade 6 Units of Study:** A Deep Study of Character, Tapping into the Power of Nonfiction, Social Issues Book Clubs: Reading for Empathy and Advocacy, and Historical Fiction Book Clubs

### **Grades Five and Six Reading Acceleration**

Students who are making limited progress toward grade level reading standards are identified for participation in additional explicit, systematic small group strategic reading instruction designed to improve reading achievement. Acceleration instruction is tailored to individual student needs and emphasizes literal and inferential comprehension of both fiction and nonfiction text or may focus on decoding and fluency skills.

## **Grades Five and Six Writing**

Students in grades five and six continue to develop fluency with the writing process while also learning to express increasingly sophisticated thinking. They brainstorm to discover meaningful topics, select appropriate organizational plans, and produce and revise multiple drafts. They learn to incorporate the traits of good writing -- focus, organization, elaboration, fluency, and conventions -- into their pieces by studying the exemplar work of published writers and by giving and receiving feedback as they confer with peers and teachers.

Students have daily opportunities to write for different audiences, for specific purposes, and in a variety of genres. The emphasis in grades five and six is on developing each student's ability to independently engage in the writing process. Students learn to compose in a variety of forms including narratives, informational pieces, and opinion/argument essays.

Student progress toward meeting grade level standards in writing is measured by examining a collection of work to determine whether traits have been applied using a writing process that results in a clearly conveyed message or claim. Further, students are encouraged to set their own goals for improving writing and to use written expression as a tool to clarify and share thinking about new ideas and understandings.

**Grade 5 Units of Study:** Narrative Craft: Personal Narrative, Informational Writing, Writing about Reading, The Research-Based Argument Essay

**Grade 6 Units of Study:** Personal Narrative: Crafting Powerful Stories, Research-Based Informational Articles, The Argument Essay



### **Grades Five and Six Writing Acceleration and Spelling Intervention**

Students who are making limited progress toward grade level writing standards are identified for participation in additional explicit, systematic small group strategic writing or spelling instruction designed to improve writing achievement.

# **Mathematics**

The goal of the Mathematics Program at West Woods is to help students' value mathematics and become successful problem solvers, and clear communicators of mathematical thinking. In grades five and six, students continue to develop mathematical proficiency through a range of instructional experiences. Instruction emphasizes problem solving strategies and reasoning as students arrive at and justify mathematical solutions. Students are also helped to make connections among mathematical concepts to strengthen and further their understanding.

## **Grade Five Mathematics**

In fifth grade, students focus on fluency and developing understanding in three critical areas: multiplying and dividing fractions as well as their relationship to decimals, extending division of 2 digit divisors of whole numbers as well as decimals, and measuring volume and relating it to multiplication and division. In addition to the critical areas, 5th grade students develop an understanding of writing and interpreting numerical expressions, using place value to read, write, compare, and perform operations with decimals, converting measurements, representing and interpreting data, graph points on a coordinate plane in order to solve real world problems, and classifying two-dimensional figures into categories based on properties. Students experience a problem solving approach to mathematics based on everyday situations and use a variety of 21st century skills to interact with mathematics.

## **Grade Six Mathematics**

In sixth grade, students focus on fluency and developing understanding in four critical areas: using ratio and rate to solve problems, solidifying concepts about the number system through division of fractions and applying and extending previous understandings of numbers to the system of rational numbers (especially negative numbers), writing, interpreting, using expressions and equations, and statistical thinking. In addition to the critical areas, 6th grade students develop an understanding of concepts about our number system including computing fluently with multi-digit numbers, finding common factors and multiples, and extending previous understandings of numbers to the system of rational numbers. Students also solve a variety of real world problems. Students experience a problem solving approach to mathematics based on everyday situations and use a variety of 21st century skills to interact with mathematics.

## **Grade Six Advanced Mathematics**

Students are enrolled in the sixth grade Advanced Math class based on Smarter Balanced Assessment results, district benchmark assessments, numerous chapter assessments, teacher recommendation, report card information and effort grades. Advanced Math is a challenging program that covers the same content standards as Grade Six Mathematics. Its faster pacing allows students to deepen and extend their understanding of grade-level concepts and skills. It is expected for students to be highly proficient with computational skills, motivated to learn mathematics, and to possess strong work habits.

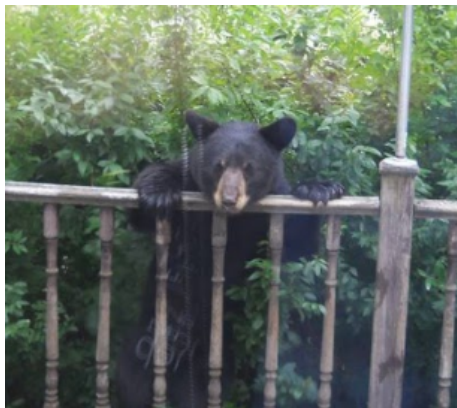
## **Grades Five and Six Math Acceleration**

Students who are making limited progress toward grade level mathematics standards are identified for participation in additional explicit, systematic small group mathematics instruction designed to accelerate, or "boost" mathematics achievement. Acceleration instruction is tailored to individual student needs and offers opportunities for reteaching and/or pre-teaching grade level mathematics instruction.

# **Science**

The goal of the Science Program at West Woods is to engage students in the practices of science and engineering as they explore scientific phenomena and big ideas. As a result, students will be curious about their world, possess enough knowledge about science and engineering to engage in discussions on important issues, and be critical consumers of scientific information related to their lives.

## **Grade Five Science**



### **Bears!**

Did you know that the black bear population in Connecticut is rising by 10% per year? Why are there so many bear sightings in Farmington? And what should we do when we encounter bears in our yard or in the woods? During this unit, students analyze data, develop models, and work with claims and evidence in order to learn about bears. In this context, they study cycles of matter, flow of energy, and interdependence in ecosystems. Local experts teach students about how people study and manage bears in our community and how we can safely co-exist with them.

## **Energy & Waves**

In this unit, students explore the role of energy and waves in our world and how they impact our health and safety. Fifth graders begin by exploring forces and collisions by designing and conducting investigations. They learn about concussions and how to stay safe. While engaging in the engineering process, students design and test models of helmets. In the next part of the unit, students learn about waves and their properties. They study light waves and how to protect our eyes as well as sound waves and how to protect our ears. We welcome a few guest experts from UCONN medical school who educate the students about the Sun and how to protect our skin. Throughout the unit, fifth graders further develop their skills of analyzing data, constructing models, and developing claims.

## **Earth's Spheres**

During this unit on Earth's spheres, fifth graders gather information, use models, and engage in investigations in order to learn how the Earth's spheres are interconnected. They analyze data and work with claims and evidence about issues related to the effects of human activities on the spheres of the Earth. In addition, students build understanding of ways in which humans can have a positive impact on Earth's spheres (using renewable energy sources, making Earth-friendly food choices, and reducing carbon footprint).

## **Grade Six Science**

### **Energy**

Sixth graders kick off the year by studying key concepts about the big idea of energy (energy forms and energy transformations). As they explore these concepts, they engage in the engineering design process.

They also further develop their skills to design and conduct investigations (work with variables; gather, organize, and analyze data; draw conclusions and support them with evidence).

### **Human Impact**

In this problem-based unit, students explore the effects of an oil spill on the four interconnected spheres of the Earth (biosphere, atmosphere, hydrosphere, geosphere). After studying various techniques for clean up, they engage in the engineering process to design, create, and test a method to clean up an oil spill.

### **Earth and Sun**

How can it be winter in Uruguay and summer in Connecticut at the same time? In this unit, students use and create models in order to develop understanding of why we have seasons on Earth.

### **Weather/Climate**

In this unit, students will explore several phenomena related to weather and climate. They will gather information, analyze data, and develop models to explain these phenomena. Throughout the unit, students will learn how weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, and landforms. They also learn how these interactions vary with latitude, altitude, and ocean/atmospheric flow patterns.



# Social Studies

The primary goal of the Social Studies Program at West Woods is to prepare students to function as effective citizens in a democratic society and a globally interdependent world. In fifth and sixth grade, students will engage in the inquiry process as they develop understanding of civics, economics, geography, and history. They will expand their core knowledge of our nation's heritage, learn to understand and appreciate other cultures, and acquire social science concepts and skills that will help them become lifelong learners and productive citizens.

## **Grade Five Social Studies**

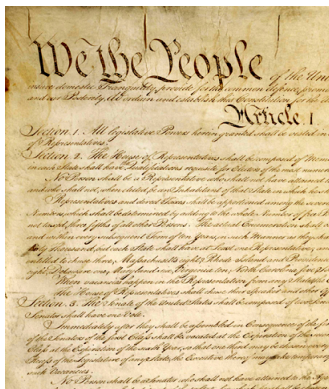
### **Local History: The Underground Railroad and the Amistad**

How did enslaved people in the United States fight for their freedom? In this unit, students learn how enslaved people were strong and courageous in their fight against oppression and how Farmington citizens played a role in this fight against slavery. In collaboration with the Farmington Historical Society, students learn about local history, including the Underground Railroad and the Amistad case. The unit culminates by discussing how the contributions of African-Americans helped to shape American culture.

### **America: A Multicultural Society**

Fifth graders continue their studies through a unit about immigration. As they unpack virtual suitcases of people who have immigrated to this land over time, they explore the commonalities of the immigrant experience: the push and pull factors, the challenges of starting a new life, and the effects of assimilation. As students learn about waves of immigration, they discover how the contributions of groups from all over the world have shaped American culture.

## **Grade Six Social Studies**



### **The United States Constitution**

In this unit, sixth graders examine the founding of our country. They explore the events that led up to the writing of the Constitution and the structure of government that the Constitution established. When examining key events, students focus on the role that people played and on how people were impacted, including African-Americans, Native Americans, Women, and British colonists. After examining the amendment process, students learn about some key amendments related to people's rights and voting. At the end of the unit the unit students learn about structure and function of state government and what it means to participate in a democracy.

### **Latin America**

During this unit, students explore how history has shaped the cultures of Latin America. While engaging in an inquiry-research project about ancient civilizations (Maya, Aztec, Inca), students analyze the components of civilizations and their influence on modern life in Latin America. Next, sixth graders study the Spanish Conquest (focused on the Aztecs). They use primary and secondary sources to learn about the events and the perspectives of various people. Finally, students look at some examples of modern cultures and discuss how historical events have shaped them.

## **Global Trade**

Where do products in my home come from? How are people interconnected through the making and selling of various products? In this economics unit, students analyze the role of trade and economic interdependence in the lives of humans. Through simulations, multimedia, and class discussions, students explore the production, consumption, access to natural resources, and distribution of various products. They analyze how these systems impact peoples' lives.

## **Africa**

After a brief introduction to Africa in terms of culture, geography, and history, students learn that geography is about the interaction between people and the Earth. Geographic aspects include natural resources, natural disasters, climate, and landforms/location. Students explore case studies of how these aspects of geography both positively and negatively affect the lives of people in different parts of Africa. They learn about how Africans are using technology and innovation to make progress in various ways.

# World Language

## **Vision and Mission of the Farmington World Languages Program**

The mission of the Farmington World Language Program is for students to communicate in another language, to understand and appreciate cultural differences, to participate in and to contribute to a global society. Students understand how language learning can benefit their personal and future professional lives

.The primary goal of the World Language Program at West Woods is to prepare students to communicate, collaborate and connect with people from different backgrounds at a Novice High level of proficiency. Instruction and practice include comprehension and communication through listening, speaking, reading, writing and culture. By the end of sixth grade, students will have completed Level 1 of the Farmington Public Schools World Languages Program.

## **Core Beliefs**

- All students should become proficient in at least one language besides English.
- All students should become interculturally competent in order to participate in and contribute to a global society.
- World language studies allow students to form meaningful relationships with people throughout the world.

## **Grades Five and Six Spanish**

Students receive Spanish instruction twice a week during forty minutes per lesson. Speaking, listening, reading and writing skills are practiced and developed. Vocabulary and grammatical concepts are strengthened through a variety of media and authentic resources.

Students learn to express themselves on topics that relate to their personal lives and interests. In addition, students become familiar with various cultural practices, products and perspectives of the Spanish-speaking world.



## Technology



The goal of the Technology Program at West Woods is to develop 21<sup>st</sup> century technology users who can select appropriate software tools for a given task, maintain and organize their files, and be responsible and ethical users with regards to personal computers, networks, and the Internet. Technology skills are integrated into the curriculum across all content areas and students in both grades five and six are exposed to software applications that enhance their technology competence as well as their knowledge and academic skills.

### **Grades Five and Six Technology**

The Technology Program in grades five and six continues to develop and enhance students' basic technology skills in communication, information accessing, data analysis, and ethical and responsible use of technology services. Technology is integrated into all content areas. For example, in language arts students use word processing to improve process writing and to design brochures and newsletters. In mathematics and science, students use spreadsheets to graph data from surveys and research as well as use multimedia tools to create oral presentations. Students also have opportunities to work with composition software in music as well as drawing and design software in art.

Online safety is introduced in fifth grade and revisited again in sixth grade. Fifth grade students learn how to keep themselves and their personal information safe. Building upon what they learned in fifth grade, sixth graders continue to develop their understanding of online safety, responsible online behavior, and digital citizenship.

## Library/Media



The Library Media Program at Farmington Public Schools promotes reading and research as central to lifelong learning. The program teaches information and media literacy and prepares students to be independent users of ideas and information.

The goal of the West Woods Library Program is to develop the skills of our students as 21<sup>st</sup> century learners: think critically, collaboration, innovation, problem solving, and resourcefulness. The library program supports and enriches curriculum in all areas. Information and digital media literacy instruction is integrated into curriculum in social studies, science, and language arts through collaboration with the classroom teacher.

The Library Program fosters the habit, appreciation and love of reading through scheduled book exchange times, book talks, book fairs, author visits and special reading programs such as Nutmeg Book Award and March Madness.

## Visual Arts



The mission of the Farmington Public Schools Fine and Applied Arts Department is to prepare students with skills and conceptual understanding that enable them to be innovative, confident thinkers, able to create personal art and design with highly competitive real-world applications, an awareness of contemporary visual culture and media and a deep appreciation of global art and design throughout time.

The vision for our K-12 program is to offer classes where students are known well, nurtured by caring adults, and have choices about how and what they learn. Learning is experiential and active with time for explorations of interdisciplinary subjects through the arts. Within broad topics for exploration, the curriculum is goal-oriented, sequential and developmentally appropriate. Beginning each unit of study with inquiry, students are taught to analyze art from a variety of perspectives and to be critical thinkers of the world around them. Students make connections with community partners and present their work annually to stakeholders. Through project-based learning, students learn to collaborate, take creative risks and advocate for their work in front of an authentic audience.

## Music



The primary goal of the Music Program at West Woods is to help students become independent, lifelong musicians who understand how to use music for communication, cultural understanding, and personal enjoyment. Through active participation in a performing ensemble, students in grades five and six will deepen their understanding of the elements of music and the three musical processes: creating, performing, and responding. In addition to being challenged to meet high standards of musical achievement, students will also be asked to demonstrate their ability to think critically, collaborate, problem solve and be resourceful within the content area of music.

Students may choose to participate in one or two of our music ensembles: band, chorus, and orchestra. Co-curricular music offerings extend the music curriculum in both grades. Please note that in addition to their music ensemble class, students participating in band and orchestra will receive a 30-minute instrumental lesson each week.

**Band** - The Farmington Band Program begins in grade 5. At the end of fourth grade, students may choose to learn to play a woodwind, brass or percussion instrument. In addition to their 30-minute lesson, students will learn how to rehearse and perform together as an ensemble during band class.

**Chorus** – Students in chorus will focus on developing their singing voice, understanding the concept of singing in a choral ensemble and strengthening their music reading skills.

**Orchestra** – Orchestra at West Woods is a continuation of the orchestra program that started in each elementary school. Students will learn about music through participation in the orchestra and be challenged to meet high standards of both individual and ensemble performance.

## **Physical Education**



The Physical Education Program at West Woods offers a structured sequence of learning experiences in a safe environment for both grades, which supports the development of a healthy lifestyle and related attitudes and dispositions. In fifth grade, students consolidate skills learned in the elementary grades and apply those skills to a wide variety of physical activities. In sixth grade, students deepen their understanding and application of basic and specialized movement skills. Fitness is a focus in both grades—understanding the importance of cardiovascular fitness, muscular endurance, muscular strength, and flexibility in order to maintain optimal health. In both grades, students have physical education two days each week, and the intramural program is an extension of the physical education curriculum. Students are also encouraged to be self motivated in staying physically active outside of the school day. All students are required to have proper footwear and attire for physical education classes and intramural programs.

### **Grade Five Physical Education**

In fifth grade, students explore and improve personal fitness through increasingly complex games, group activities, and physical fitness testing. Students also use their accumulated knowledge of movement and basic skills to participate in a wide variety of team activities such as flag football, volleyball, badminton, basketball, Wiffle ball, lacrosse, track and field, and movement forms. Cooperative adventure activities are also included in the program.

### **Grade Six Physical Education**

In sixth grade, students continue to develop skills and movement concepts at increasingly sophisticated levels. Students apply those skills, as well as related game strategies, to a broader range of team and individual sports. Fitness is incorporated into every sixth grade unit, and students learn about aerobic and muscular endurance, muscular strength, and flexibility as they improve their personal fitness. All sixth grade students' fitness levels are assessed using the mandated State of Connecticut Fitness Test.

## **Health**

The primary goal of health education at West Woods is to teach all students how to stay well - how to assess their individual habits and behaviors in order to make informed choices that will positively affect their well-being. Students are exposed to a blend of scientific facts, current research, and resources. They participate in class discussions and tasks that help them develop the life skills necessary for a healthy, responsible, and productive future.

Topics related to staying physically, mentally, and emotionally healthy are integrated into the curriculum. In fifth grade, students learn about nutrition, staying healthy, adolescent development, dental hygiene, and goal setting. In sixth grade, students revisit and elaborate on concepts learned in 5th grade. There is a focus on good decision-making skills involving issues relevant to their lives including: communication skills, media influences, physical health and safety, adolescent development, and helping students live a healthy and happy lifestyle.

## **School Counseling & SEL**

West Woods Upper Elementary School has two school counselors; one for fifth grade and one for sixth grade. School counselors are professional educators who understand and respond to the individual needs of students. The counselors meet with all students to support their academic, personal/social, and career development in accordance with district, state, and national standards. School counselors provide tiered, short term interventions (often four to six weeks in length) that target identified areas of concern through individual or small group counseling. They are also trained to address any crisis or emergencies that arise to ensure student safety. School counselors work collaboratively in consultation with school and community resources to ensure that our students are feeling safe and supported at school with the goal of enhancing learning, improving classroom engagement, and removing barriers that impede academic success.

The FPS School Counseling Department is aligned grades five through twelve with developmentally appropriate lessons that support student success. The mission of the Farmington Public School Counseling Department is to support all students through their academic, career, and personal/social growth in accordance with district, state, and national standards. Our FPS School Counseling Department and services address individual student needs to enhance learning, improve classroom engagement, and remove barriers that impede academic success. The team strives to collaborate with the school community to develop productive, resourceful, and responsible global citizens. In fifth grade, all students participate in one trimester of Social Emotional Learning led by their school counselor. The lessons and discussions deepen student learning related to topics such as: developing healthy mindsets, managing emotions, and establishing and maintaining positive and supportive relationships.

The school counselor loops with students to sixth grade. During a student's sixth grade year, Naviance (a web-based college and career planning resource) is used to assist students with their future planning. Students also begin to develop a *Student Success Plan* (SSP), which is designed to focus on educational and postsecondary planning, goal setting, and highlighting student work in alignment with Farmington's Vision of the Global Citizen. This series of lessons includes, for example, the completion of an online personality inventory, which helps students explore interests and careers that match their personality.



## Special Education

Special Education Services are designed to support student achievement in the least restrictive environment. Students receive specialized instruction and support within the general education classroom and/or resource room setting. Special education teachers collaborate and meet regularly with general education colleagues to carefully plan lessons. Teachers identify and implement effective instructional strategies while considering accommodations and modifications necessary for students to attain the goals and objectives specified on their Individual Education Plans (IEPs).

When a teacher recognizes a student experiencing difficulty in school, he or she may refer the child to an intervention team. This team is comprised of general and special education teachers, the literacy specialist and other special services staff who meet regularly to review achievement data and plan interventions for students. Through the intervention process, teachers work together to assess student needs, plan specific intervention(s), and monitor progress to determine a student's response to intervention. If the student continues to have difficulty learning despite the tiered interventions, they may be referred to the Planning and Placement Team (PPT) for consideration of special education services.

The PPT may recommend a comprehensive educational evaluation be completed, and when results are examined, it may be found that the child qualifies for special education services. All students who receive special education services have an Individualized Education Plan (IEP) developed collaboratively by teachers, related services personnel, administrators and parents. Goals and objectives are established and serve as a guide for specialized instruction. To the greatest extent possible, this instruction occurs in the general education classroom, where the classroom teacher works directly or in collaboration with the special education teacher to implement appropriate instructional accommodations and/or modifications. Students may also receive small group or individual instruction in a resource room depending on individual needs.

Special Services Team meetings occur weekly to discuss educational issues related to the unique academic and social needs of those students receiving special education. The school psychologist, social worker, school counselor, speech/language pathologist, occupational therapist, special education teachers and administration participate in these meetings. Related service personnel work with students, faculty and parents to provide the necessary support services to maximize student learning opportunities at school. These support services generally include health services, counseling, community liaison work, evaluation and recommendations that facilitate student adjustment.

The special education process is designed to be a collaborative process that maximizes the effort and expertise of all professionals who know and work with students receiving special education services. The goal of this collaborative team is to provide a successful school experience for all students.





## **HOMEWORK POLICY**

Homework assignments should be purposeful and meaningful, and provide an opportunity for students to enhance their skills, to express concepts, to practice lessons learned in school, and to broaden and/or deepen their understanding of subject matter. Difficult or new work should be reserved for the classroom, with sufficient time allotted for explanation and reinforcement. A balance of long and short-term assignments should be offered to all students and where appropriate, homework should be tailored to the needs, levels, and interests of students. Homework should not be assigned as “busy” work or punishment.

Homework is intended to assist students in developing independent work habits. It is the student’s responsibility; parents should only see that it gets done. For students, homework provides an opportunity to establish a system of organizing materials, bringing them home, doing the assignment, and returning it to school on time. It is not expected that students will complete homework in school, and it is expected that both fifth and sixth graders will use a planner to support homework completion. West Woods will provide planners for all students.

The Farmington Board of Education policy on homework recommends about one hour daily in grade five and grade six. It is also expected that students will read independently at home each night for 20-30 minutes.

Students are not excused from regular classroom assignments because they are involved in extracurricular activities such as concerts, ski clubs, and sports.

Students will generally be given as many days to make up missed work as they were absent due to illness. Parents may call the school for homework after the **second** consecutive day of absence.

