



# WELCOME

MARTHA JONES FAMILIES  
CURRICULUM NIGHT 2015

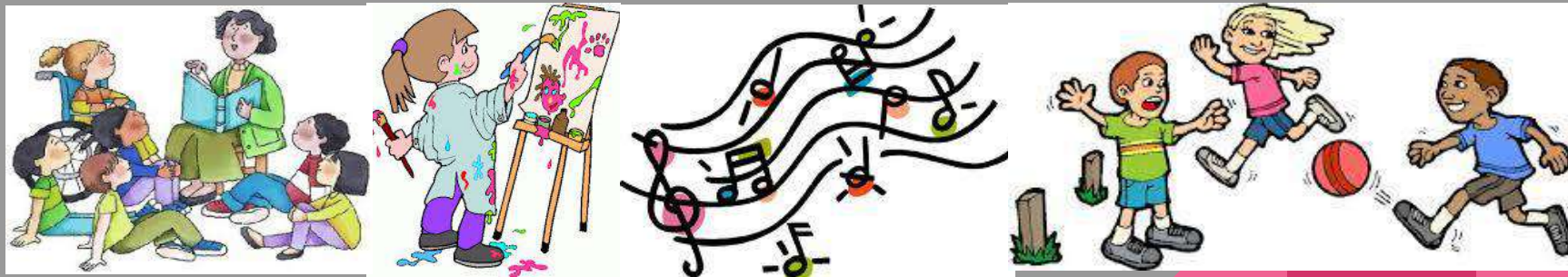
- Welcome to Martha Jones School
- Introduction of Teachers
- Principal's Message - [website](#)
- Speakers:
  - PTO - Lee Ann Cote
  - [Foundation for Westwood Education](#)
  - SEPAC - Special Education Parent Advisory Council -
    - Purpose is parent and teacher education and support in order to address the Special Education needs in our community.

# Martha Jones Specialists

- Library Media
- Performing Arts
- Physical Education
- Visual Art

# The Specialist Schedule

Students in grades K-5 attend each special subject for *at least* one 45 minute period per week.



# Additional Specialist Time



Grade 1 - Additional Physical Education class per week - *all year*

Grade 2 - Additional: P.E. Class/wk ( $\frac{1}{2}$  year), Visual Arts Class/wk ( $\frac{1}{2}$  year)

Grade 3 - Additional Visual Arts class per week - *all year*

Grade 4 - Additional Performing Arts class per week - Instrumental

Grade 5 Additional Performing Arts class per week - Chorus ( $\frac{1}{2}$  year), Drama ( $\frac{1}{2}$  year)

*5th Grade Band elective*

# Library Media

Students come to the library throughout the year for:

- Weekly scheduled library instruction
- Work on special projects planned by the library teacher and classroom teachers
- Independent browsing and book selection *and*
- Just because ... it is a warm, quiet, friendly place



# Library Media

The mission of the library program is:

- To be the information access hub of the school
- To provide students with the knowledge, skills and resources that will enable them to become independent critical readers and thinkers who can acquire, use, create and share information
- To cultivate an appreciation of reading and literature
- To support WPS teachers and administrators in implementing the Westwood Public Schools curriculum and its goals



Beth Swinning, Librarian



# Performing Arts



The Westwood Performing Arts Department provides an environment in which students develop skills to:

- Create
- Perform
- Respond

Students will engage in a variety of aspects of the performing arts and develop the processes and skills critical to the arts.

The music program supports and reinforces the recommendations of the Massachusetts Performing Arts Curriculum Frameworks.





# Performing Arts

- Sing and play instruments, learning a repertoire of traditional, folk, patriotic and other songs and pieces.
- Move to music, exploring creative and structured movement.
- Read music using music reading skills learned in music classes.
- Listen to music, exploring the purpose, expression, and composers of a variety of musical styles.
- Think about, evaluate, and write about music and drama performance, style, and expression.
- Make connections between music and other arts and subject areas.



- Provide in-depth opportunities for students to explore singing and playing instruments in band classes.



Lori Labedz and Joel Yennior, Instrumental Music

Katelyn Pickering, Caitlin Goldman, Deana Saada-Smith

# Physical Education

The Physical Education program:

- Provides developmentally appropriate concepts and skills that include these four main areas: Ball skills, gymnastics skills, dance skills, and fitness skills.
- Provides ample opportunities for children to practice basic concepts and skills in an enjoyable atmosphere.
- Helps children become confident and competent movers.
- Enables children to learn cooperative and social skills that promote good sportsmanship.



# Physical Education

- The program is aligned with National and State standards.
- The goal of the program is to provide students with basic movement skills so that they will have the confidence and desire to be lifelong movers.

Judith Wine, K-12 Director of Wellness



**Patrick Foley, Martha Jones  
Physical Education Teacher**

# Visual Art



- Nurtures and sustains the process of visual communication
- Encourages self-expression and the analysis of works of art
- Develops and sustains a child's natural curiosity
- Encourages the acquisition and use of visual language tools
- Fosters a creative and self-reflective attitude



# Visual Art

- Experimentation with a wide variety of artistic materials and techniques.
- Exploration of various modes of expression from observation to abstraction.
- Exposure to the artistic heritage of different world cultures.
- Cultivation of imaginative, reflective and analytical thinking.

Katie Thurston, K-12 Director of Visual Art

- Designed as a sequential and spiraling program.
- Essential elements and principles are covered in each grade, with progressive intensification and complexity added in successive years.
- Curriculum is tied to the Massachusetts Visual Arts Curriculum Frameworks, incorporating all ten standards.

Maggie Pasquan, Art Teacher



# Student Supports

## Math and Literacy Specialists/Coaches

- Provide instruction and support to students in class and in pull out intervention groups
- Partner with teachers to provide collaborative teaching experiences, coaching, and professional development
- Lead math parent workshops
  - \* **Addition & Subtraction: October 7, 6:30-8:00 pm, Martha Jones**
  - \* **Multiplication & Division: October 21, 6:30-8:30 pm, Sheehan**
  - \* **Fractions: January 7, 6:30-8:00 pm, Downey**

# Social and Emotional Supports

The role of Kristal O'Connell, School Psychologist

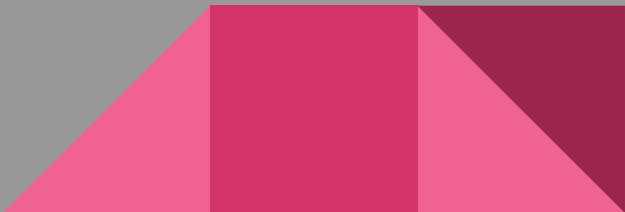
## Role in Special Education

- \* Complete evaluations to help identify students with learning difficulties
- \* Participate in Special Education meetings with parents and staff
- \* Provide instruction for students who are strengthening their development of:
  - coping skills
  - behavioral regulation
  - social skills/social awareness
- \* Consults with parents and staff

# Social and Emotional Supports

The role of Kristal O'Connell, School Psychologist

## Role in General Education

- \* Consults with parents and staff regarding social, emotional, and behavioral concerns
  - \* Lead whole group lessons that focus on targeted social skills, problem-solving strategies, and coping skills at the appropriate developmental level
    - Regular lessons in Grades K-3 and Grades 4-5, as needed
  - \* Check-in with individual students and/or small groups at a teacher or Mrs. Tobin's request
    - Student Conflicts, Social Issues, Problem Solving Strategies
  - \* Accessible to **all** students who may seek my support
- 



# Social and Emotional Supports

## Answers to Frequently Asked Questions:

When I meet with students on a regular basis, I seek signed, parental consent.

I encourage some students who are working on a specific skill set to invite peers to join them for a group. Peer participation helps students to practice generalizing their skills. Another student may invite your child to be a guest in one of my groups.

If your child's teacher is seeking my assistance in supporting your child beyond an occasional "check-in", you will be notified by the teacher. As a next step, we might set up a meeting to talk about the best way to support your child at school.

If your child is frequently seeking my assistance on his/her own, I will be in touch with you. We will work together to discuss the best next steps for your child.

The social, emotional, and behavioral supports that we have available at Martha Jones allow us to support students during the school day around school-related issues. I can be a resource for parents who may be seeking supports outside of school.

Thank you for coming to Curriculum Night.  
We look forward to seeing you throughout the year!

The Martha Jones Elementary School Specialists