

FITCHBURG PUBLIC SCHOOLS

21st Century Scholars

List of Activity Descriptions



This list is a compilation of the types of activities offered at 21st Century programs over the past 5 years. The description includes a short overview of the activity; and MA Curriculum Framework and SAYO Outcome connections (Survey of After School Youth Outcomes).

For information about the activity list please contact:

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Activities Grades 2-4

<p>Reader's Theater: Reader's Theater is a special scripted version of a story that is easy for a group of students to read dramatically. Students design their own props, costumes, masks for these mini-productions. Scripts are chosen from entertaining stories; folk tales or fables of other cultures. In addition to developing reading and reading comprehension skills, children build self-esteem, oral presentation skills, understanding of character and plot development and confidence.</p>	<p>ELA- Reading, Verbal Communication; Relationships with Peers, Communication, Engagement in Learning, Initiative. Behavior; Theater Arts Strand: Theater: acting; reading & writing scripts; vocal expression; presentation</p> <p>Grades 2-4</p>
<p>Art Walls & Beyond: 21st Century Scholars at McKay are making their mark. The children conceived, designed and painted the walls in their school cafeteria with colorful murals. They apply the elements and principals of art; learn how to apply paint using a variety of tools and methods; math concepts of geometry, measurement; perspective; and how to scale a small drawing using gridlines to create a wall mural. There are many more walls to go. Who knows which walls will be attacked next!</p>	<p>Visual Arts: Standard 1: Media, Materials & Techniques; 2: Elements & Principals of Art; 3: Observation, invention & expression; 4: Drafting, revising; editing; 5: Critical Response. ELA: Verbal/Written Communication; Math Communication and problem -solving; Initiative, Engagement in Learning, Relationships with Peers; Relationships with Adults; Communication; Behavior</p> <p>Grades 2-4</p>
<p>Reading & Math Buddies: Children work in small cooperative groups where the read aloud to each other and work out a specific math problem under the guidance of a teacher. They spend 15-20 minutes as reading buddies and then 15-20 minutes as math buddies. Children interact with leveled reading/math games that reinforce vocabulary, terms and concepts.</p>	<p>ELA: Reading, Verbal and Written Communication; Math Communication; Initiative, Engagement in Learning, Relationships with Peers; Communication, Behavior</p> <p>Grades 2-4</p>
<p>Dance Around the World: Children learn traditional American folk dances and those from other countries. They will also have fun learning popular American line dances and hip-hop style. Children will be introduced to dance vocabulary and classical techniques. Opportunities for performance include: McKay school events, District Arts & After School Showcase, Birch Hill Nursing Home (just around the corner) and Learning Center Family Night.</p>	<p>Dance Standards: 1: Movement and Dance skills; 2: Choreography; 3: Dance as Expression; 4: Performance; 5: Critical Response. ELA: Verbal/Written Communication; Cultural differences; Geography; Elements and Principles of Dance; Initiative, Engagement in Learning, Relationships with Adults; Relationships with Peers; Behavior; Communication</p> <p>Grades 2-4</p>
<p>Legos: Legos is already a popular after school club at McKay. This is fun activity uses higher order thinking skills and promotes young inventors and engineers. Number sense, measurement and geometry math concepts are reinforced. Students work independently on projects and then cooperatively to build an entire city or theme park.</p>	<p>Verbal and Math Communication; Initiative, Engagement in Learning, Relationships with Peers; Communication; Behavior</p> <p>Grades 2-4</p>
<p>All-City Events Chorus: Children in the after school program will participate in a special "events" chorus. Students will reinforce their literacy skills through singing, listening and learning music of different languages. Students will have the opportunity to perform at special programs such as Fitchburg State College graduation ceremony, the Mayor's Holly Days celebration, the District Arts Showcase and special school events.</p>	<p>Music Standards: 1: Singing 2: Playing Instruments; 3: Reading & notation; 4: Improvisation 5: Critical Response. ELA: Reading, Verbal Communication; Engagement in Learning, Initiative, Communication; Behavior.</p> <p>Grades 2-4</p>
<p>Recreation Stations: This is a creative way to present a variety of in-door games. Different stations are set up with an activity like hopscotch, bean bag toss, ball games, etc. Students rotate through the stations every 10 minutes</p>	<p>Verbal Communication; Relationships with peers; Behavior, Initiative, Engagement in Learning; Communication.</p> <p>Grades 2-4</p>

<p>Scrabble Challenge: Using a Scrabble Board game as their tool, teams of 4 students are challenged to spell not only words they are familiar with, but also challenged by words of a different theme introduced weekly. Challenge words are defined and used in a sentence by each student and filed into a word folder. Grades 2-4</p>	<p>Cooperative Learning SAYO Outcomes: ELA- Reading, Verbal and Written Communication; Relationships with Peers, Communication, Engagement in Learning, Initiative. Behavior ELA Strands: language, vocabulary, spelling, sentence structure.</p>
<p>Mad Science Explorers: Hands-on activities like stupid egg tricks, what you can do with bubbles; how to make invisible ink, rock candy etc. were some of the science fun for kids. Fund experiments where kids have choice –like in “what floats your boat” kids make a play doh boat or a paper origami raft. This class is taught by a high school science teacher who has gone MAD! Grades 2-4</p>	<p>Cooperative Learning SAYO Outcomes: . Math Communication and problem -Solving; Verbal and Written Communication; Initiative; Analysis, Engagement in Learning; Behavior; Communication; Relationships, with Peers and Adults Science: Strand 3-Properties of Objects and Materials, States of Matter, and Forms of Energy (including electrical, magnetic, sound, and light). Students are able to design simple comparative tests, carry out the tests, collect and record data, analyze results, and communicate their findings to others</p>
<p>K’Nex: Children will be learning the science of simple machines and basic modes of transportation through the use of K’nex. K’nex is a model building set which will allow the students to construct such things as a plane, bicycle, car, and lunar module to name a few. Children get to choose the machine of their choice as a final project, creating blueprints for the design, testing machine and share their findings with others. Grades 2-4</p>	<p>Project-Based, Cooperative Learning SAYO OUTCOMES: ELA: Reading, Written and Verbal Communication; Math Communication and Problem Solving; Science; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior, Analysis Science: Strand 3-Properties of Objects and Materials, Science & Technology Strand; Materials, tools & Machines; Engineering Design, Construction Technologies; Math: Number, Sense & Operations; Patterns; Measurement; Geometry; Data Analysis & Probability. Students are able to design simple comparative tests, carry out the tests, collect and record data, analyze results, and communicate their findings to others.</p>
<p>The Cultural Art of Weaving: The art teacher brings her special skill and family background of weavers from Argentina to this art form. Children learn how to use a loom and the art of weaving creating different patterns and using a variety of materials. The art of weaving is part of every culture. Children are exposed to the many different types of weaving and learn about how the technology has changed over the centuries but creating the design and pattern is still the same. Children create an item of their choice: a pencil case, scarf, purse, head band, or belt. They choose the colors, ornamental materials (beads, feathers) and create their own design template. Grades 2-4</p>	<p>Project-Based SAYO Outcomes: Reading, Written and Verbal Communication Skills, Behavior, Initiative, Engagement in Learning, Positive Relationships with Adults and Peers, Communication skills. ELA Strands, Language, writing, vocabulary MATH: Measurement, Patterns, Geometry. Visual Arts Standards: 1. Materials, tools; 2: Elements of Design; 3: Observation, Invention; Role of the arts and artists in our community 4: Refining, editing; drafting; 5: Critical Response.</p>

Activities Grades 2-6

<p>21stCentury Idol/Karaoke Club: Students learn the basic techniques of singing alone and with others. The Karaoke machine has a large screen with words to songs. Students learn to sing the words by reading the monitor. The children don’t know it but this class is really about reinforcing language and reading skills. They just think it’s fun and cool! Students are exposed to popular songs from Cole Porter through the sixties - AND, students learn songs in other languages. This program offers many opportunities for children to read, write, sing, create, perform, learn new languages, build confidence and help our ELL students.</p>	<p>Music Standards: 1: Singing; 3: Reading & Notation; 4: Improvisation; 5: Critical Response. ELA: Reading, Written and Verbal Communication; Music Vocabulary; Cultural differences; Communication; Initiative; Engagement in Learning; Relationship with Adults; Relationship with Peers. Grades 2-6</p>
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Activities Grades 2-8

<p>HMONG Story Cloths: Students will create their own originally designed flower cloths which will show an understanding of Hmong beliefs, culture, history, and folk art. Fitchburg has a growing Hmong population. Many Hmong children are extremely artistic working in fine detail with their hands. Story Cloths link the past to present by telling ancient myths, as well as more recent events such as the war in Indochina, courtship, weddings. The teachers resources: <i>Hmong Textile Designs</i>, and <i>The Little Weaver of Thai-Yen Village</i>.</p>	<p>ELA-Reading, Verbal and Written Communication; Math Communication, Engagement in Learning, Initiative, Relationships with Peers and Adults, Communication; Cultural history and awareness. Grades 2-8</p>
<p>District-Wide Musical Production: A cast of 40 middle and high school students rehearsed for 14 weeks to prepare the musical production "Bye, Bye Birdie". The cast included 15 students in the 21st Century program enrolled at Academy Street. Students rehearsed twice/week during the 14 weeks and helped with set design, costumes, sang in chorus and acted on stage. More than half of these students had no previous experience on stage. This was an exciting project we hope to continue next spring!</p>	<p>Music History and Music Standards: Singing; Improvisation; Theater Arts: Acting; Directing, Reading & Writing Scripts; Technical:demonstrate skills in using the basic tools, media, and techniques involved in theatrical production. ELA: Reading, Written and Verbal Communication; Math (set Design); Communication; Initiative; Engagement in Learning; Behavior; Communication; Relationship with Adults; Relationship with Peers. Grades 2-8</p>
<p>Nature's Journaling: Youth explore the great outdoors and document their findings using scientific methods in a journal through creative writing, poetry, illustrating, taking photographs or including primary sources. Students research their findings and include this information in their journals.</p>	<p>Science: Strand 1: Earth- Rocks and Their Properties, Soil, Weather, Water Cycle, Earth's History, and The Earth in the Solar System. Strand 2- Characteristics of Plants and Animals, Plant Structures and Functions, Life Cycles, Heredity, Adaptations of Living Things, and Energy and Living Things .ELA: Reading, Writing and Verbal Communication; Initiative, Communication; Engagement in Learning; Communication; Grades 2-8</p>
<p>Digital Storytelling: Welcome to the age of YouTube and Flash Animation! Students will create personal narrative stories that mix images, graphics, sound and music with the author's own storytelling voice. Students will first write a narrative script telling a fictional or true story and then create a storyboard for their projects. They will learn how to use a digital camera, scan images, record voiceovers, select music, editing techniques culminating in a final digital production. Program will be modified for age level and previous experience. Grades 2-8</p>	<p>Project Based, Cooperative Learning SAYO OUTCOMES: ELA- Reading, Verbal and Written Communication; Relationships with Peers, Communication, Engagement in Learning, Initiative. Behavior. Visual Arts/Technology Strands: Visual Arts Standard: 1: Materials, tools; 2: Elements of Design; 3: Observation, Invention; 4: Refining, editing; drafting; 5: Critical Response. Technology Strand: Use technology tools, scanners, digital cameras in collaborative projects.</p>
<p>Shadow Box Puppet Theater: The art of puppetry combines: movement, theatre, and visual arts. Through this process children will develop literacy skills in reading, writing, verbal communication, vocabulary, thinking critically, and expressing one-self. Activities include script reading and writing, story analysis, puppet making, manipulating puppet and voice, directing culminating in a student puppet theatre performance. Grades 2-8</p>	<p>Open-Ended – Project Based – Cooperative Learning SAYO Outcomes: ELA- Reading, Verbal Communication; Relationships with Peers, Communication, Engagement in Learning, Initiative. Behavior; Theater Arts Strand: Theater: acting; reading & writing scripts; vocal expression; presentation Visual Arts: Standard 1: Media, Materials & Techniques; 2: Elements & Principals of Art; 3: Observation, invention & expression; 4: Drafting, revising; editing; 5: Critical Response.</p>
<p>Image-Making within the Writing Process: Children learn how to create a book through art and the writing process. The idea for the writing comes first from the image created using a variety of techniques: watercolor on wet paper; salt painting; sponge painting; splatter painting; marbleizing and plastic wrap painting. From the random designs created by these techniques, students are able to tell their personal story. Final project is presenting their book to peers and adults. Books were on display in the Memorial Library and at the District Arts & After School Showcase. Grades 2-8</p>	<p>Project-Based, Open-Ended, Led by youth Connected with Community SAYO Outcomes: Reading, Written and Verbal Communication Skills, Behavior, Initiative, Engagement in Learning, Positive Relationships with Adults and Peers, Communication skills ELA Strands, Language, writing, vocabulary, genre, poetry Visual Arts Standards: 1.Materials, tools; 2: Elements of Design; 3: Observation, Invention; Role of the arts and artists in our community4: Refining, editing; drafting; 5: Critical Response.</p>

<p>Cultural Crafts: Students will create their own originally designed flower cloths which will show an understanding of Hmong beliefs, culture, history, and folk art. Fitchburg has a growing Hmong population. Many Hmong children are extremely artistic working in fine detail with their hands. Story Cloths link the past to present by telling ancient myths, as well as more recent events such as the war in Indochina, courtship, weddings. The teachers resources: <i>Hmong Textile Designs</i>, and <i>The Little Weaver of Thai-Yen Village</i>.</p>	<p>Open-Ended, Project Based, Multi-cultural SAYO Outcomes: ELA-Reading, Verbal and Written Communication; Math Communication, Engagement in Learning, Initiative, Relationships with Peers and Adults, Communication; Cultural history and awareness. Grades 2-8</p>
<p>Drama/Scenery Design: GRADES 2-8 Students will explore ideas around the theme “who can I be” and develop short scenes around issues related to this theme such as: Peer pressure, body image, job interviewing, etc. Students will write their own scripts, design the scenery and costumes/clothing. PRODUCTS: Scripts, design drawings, stage scenery, clothing design/drawing, live performance and video tape.</p>	<p>Theater Arts Strand: 1: Acting; 2: Reading & Writing Scripts; 3: Directing; 4: Technical-demonstrate skills in using the basic tools, media, and techniques involved in theatrical production. SAYO Areas: ELA: Reading, Written and Verbal Communication; Math Communication; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior Grades 2-8 Project-Based Activity Cooperative Learning</p>
<p>The Business of Giving (grades 2-4) or Start your Own Business (grades 5-8): Students in cooperative groups develop a marketing and financial plan for a business of their choice. Students will explore ideas around helping others, and “who can I be?” Some examples are: a business that promotes natural beauty products; hair-dressing business; automotive business; non-profit business such as “Soup Kitchen”, or fund-raising event like “lemonade stand or cookies for kids”. Students must present their plan to potential investors for approval and feedback (local business leaders). PRODUCTS: Written business proposal with financial plan; needs assessment (surveys); Power-point or oral presentation with charts of business proposal to a team local business leaders and peers.</p>	<p>SAYO Areas: Math Standards: Number Sense & Operations; Patterns; Data Analysis, Statistics & Probability. Math Communication & Problem Solving; Verbal and Written Communication; Initiative; Engagement in Learning; Relations with peers; Relations with Adults; Behavior; Analysis. Grades 2-8 Project-Based Connection to Community</p>
<p>Mad Science: A new program for 2006 Hands-on activities like stupid egg tricks, what you can do with bubbles; how to make invisible ink, rock candy etc. were some of the science fun for kids. This class is taught by a retired science teacher who has gone MAD!</p>	<p>SAYO areas: Science: Strand 3-Properties of Objects and Materials, States of Matter, and Forms of Energy (including electrical, magnetic, sound, and light). Students are able to design simple comparative tests, carry out the tests, collect and record data, analyze results, and communicate their findings to others. Math Communication and problem -Solving; Verbal and Written Communication; Initiative; Analysis, Engagement in Learning; Behavior; Communication; Relationships, with Peers and Adults Grades 2-8 Cooperative Learning Activity</p>
<p>The Science & Art of Cooking: GRADES 2-8 Cooking is a fun way for children to learn math and science concepts. Unlike our past cooking clubs, this activity focuses on the science of food as well as the math. Children explore simple science experiments like “What happens when you heat a sugar solution? How do you prevent an apple turning brown? Children will learn cooking basics, will create their own recipes for fruit drinks, planning a dessert menu; and the art food presentation. Children develop their literacy skills through reading recipes, menu creation. Math skills include measuring, addition, subtraction, division, simple fractions, multiplying.</p>	<p>SAYO Areas: Science concepts: Strand 3-Properties of Objects and Materials, States of Matter. Math: Measurement, patterns, number sense & operations . Math Communication and Problem -Solving; Verbal and Written Communication; Initiative; Engagement in Learning; Analysis; Behavior; Communication; Relationships with Peers and Adults Grades 2-8 Project-Based Activity</p>

<p>Careers in Our Community: GRADES 2-8. Students will research different careers in the community and learn about their own aptitudes by creating a personal profile of likes, dislikes and interests. Students will put together a career plan for how they will reach their career goals. Local individuals (electrician, nurse, fireman, mayor, engineer, etc.) will be invited to share their career or business with the students as well as a site visit to Industrial Park and Putnam Place in downtown Fitchburg. Students will learn interviewing skills and write a resume. PRODUCTS: Students will design and build a career display of their choice for a Job Fair in the cafeteria; career game board; written resume, personal career goal chart; photo montage of careers, role-playing demonstrating interviewing techniques.</p>	<p>SAYO Areas: ELA: Reading, Written and Verbal Communication; Math Communication; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior Grades 2-8 Project-Based Activity. Connection to Community,</p>
<p>Dragonfly Quest: Kids get the chance to explore, create, and publish their discoveries of living things. They learn how to use measuring devices to gather quantitative data that they record, examine, interpret, and communicate. Each student receives a copy of the magazine of investigation, called Dragonfly. This magazine has great articles, games, and challenges for investigation. Kids also explore the Dragonfly World Wide Web pages and are assigned a Dragonfly Mentor Scientist who can answer questions.</p> <p>http://www.units.muohio.edu/dragonfly/bandg.shtml</p>	<p>SAYO Areas: Science: Strand 2- Characteristics of Plants and Animals, Plant Structures and Functions, Life Cycles, Heredity, Adaptations of Living Things, and Energy and Living Things. Math Communication and problem solving; Verbal and Written Communication; Initiative; Engagement in Learning; Behavior; Communication; Relationships with Peers and Adults</p> <p>Grades 2-8 Cooperative Learning Project-Based Activity</p>
<p>Pets and More ... Learn some new tricks with five lessons that bring the delightful topic of pets into the classroom. From feline to fish to fowl, students enjoy learning about the animals that share our homes and our lives. How to care for pets, the significance of animals in other cultures, and organizations that support the rights of animals will be explored. Five lessons that reinforce language arts, math, and science skills and involve popular pets!</p> <p>http://www.educationworld.com/a_lesson/lesson/lesson311.shtml</p>	<p>SAYO Areas: Science: Strand 2: Characteristics of Plants and Animals, Plant Structures and Functions, Life Cycles, Heredity, Adaptations of Living Things, and Energy and Living Things. Math: Number Sense and Operations; Measurements; Social Studies; Math Communication and problem solving; Verbal and Written Communication; Initiative; Engagement in Learning; Behavior; Communication; Relationships with Peers and Adults</p> <p>Grades 2-8 Cooperative Learning. Connection to Community - Careers</p>

Grades 3 & 4

<p>Creative Arts/Student Mentoring Workshop: This activity enlightens the imaginations of children through all the arts: music, drama, visual arts and dance. Dr. Diana Suskind, Professor of Creative Arts Education at Fitchburg State College and her students designs exciting research-based, integrated arts curriculum to be field tested in the 21st Century after school program. Each student is paired with a child and mentors this child through the duration of the 10 week program. One of the highlights of the program is a visit to the Hands-On Art Museum in Shirley, MA.</p>	<p>ELA, Reading, Verbal & Written Communication; History, Culture, Music, Dance and Art elements; Initiative, Engagement in Learning, Relationships with Peers; Relationships with Adults; Communication; Behavior</p> <p>Grade 3, 4</p>
<p>Young Journalists Club: Children are engaged in creative writing exercises utilizing the computer lab. Some of the projects include a newspaper called 21st Century Scholars "After School Times". Children conduct interviews of students and teachers about various topics. The newspaper includes examples of student poetry, monthly teacher profile, activity highlights, favorite book review, and calendar of special events.</p>	<p>ELA: Reading, Written and Verbal Communication; Initiative, Engagement in Learning, Relationships with Peers; Relationships with Adults; Communication; Behavior.</p> <p>Grades 3,4</p>

<p>The Budding Botanist and the World Around Us: Children learn the importance of rocks and soil, plants; and force and motion. They will gain an understanding of each unit and how it affects the world around them. They will experience this through the art of questioning, investigating, hypothesizing, discovering, and communicating, labeling and identification, model building and discussion of findings. Products include Rock samples, Seeds, Dirt and Field Guides, Journals, Simple machines. Grades 3-4</p>	<p>Cooperative Learning SAYO Outcomes: ELA Written, Verbal communication; Math Communication and Problem -Solving; Science; Behavior, Initiative, engagement in learning, Analysis & Problem-solving, Relationships with Peers and Adults, Communication Skills. Science: Strand 1: Earth and Space Science 2: Life Science, 3. Physical Sciences: Properties of Objects and Materials, States of Matter, and Forms of Energy (including electrical, magnetic, sound, and light). 4. Technology and Engineering: Materials & tools & Machines, Engineering Design, Construction Technologies. MATH: Measurement, Data Analysis and Probability. Students are able to design simple comparative tests, carry out the tests, collect and record data, analyze results, and communicate their findings to others.</p>
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Activities Grades 3-6

<p>Beginning Strings: A string program has been offered to children in grade 3 and 4. We are extending this program to grades 5 and 6. Children will receive a 45 minute group lesson twice a week. Violins will be provided for students. Children will be exposed to recordings of music that help develop an internal sense for the music to be studied. Through memorization, students internalize the pitch, tone, timing, articulation and dynamics demonstrated by the teacher and/or recorded music. Like the Suzuki method, this approach uses language acquisition as a model for teaching students to read music. Just as one would never teach young children to read before they have learned to speak, this method puts less emphasis on reading but on the development of musical memory. As a result, students learn to express music with ease and fluency.</p>	<p>ELA, Reading, Verbal Communication, Initiative, Engagement in Learning, Relationships with Peers; Relationships with Adults; Communication; Behavior</p> <p>Grades 3-6</p>
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Activities Grades 3-8

<p>Junior Engineers Club: A World in Motion, Science & Engineering Program: Students learn the steps involved in the engineering process. Design teams of three students will build a prototype for a toy based on criteria from a toy manufacturer. This is a science and engineering program developed by the Society of Automotive Engineers and was piloted as part of a Gifted and Talented Program this spring. This program will be offered at both middle and elementary summer programs. Adaptations will be made for younger children. PRODUCTS: Test graphs and data charts, logs, design drawings, prototype of a toy; presentation of toy by teams.</p>	<p>SAYO Areas: Science: Strand 3-Properties of Objects and Materials, States of Matter, and Forms of Energy (including electrical, magnetic, sound, and light). Science & Technology Strand; Materials, tools & Machines; Engineering; Math: Number, Sense & Operations; Patterns; Measurement; Data Analysis & Probability. Students are able to design simple comparative tests, carry out the tests, collect and record data, analyze results, and communicate their findings to others. ELA: Reading, Written and Verbal Communication; Math Communication and Problem Solving; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior, Analysis</p> <p>Grades 3-8 Project-Based Activity Cooperative Learning</p>
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<p>Stitch in Time - Textile Crafts/Sewing with Math: The history and culture of textile are will be introduced and students will be able to choose the area they wish to learn: Sewing, knitting, crocheting, needlepoint, appliques, quilting, and beading. Each area requires skills in elements of design and math. Students will learn how to follow patterns and then create a final project of their choice. Grades 3-8</p>	<p>Project Based, Open-Ended SAYO Outcomes: Verbal and Math communication, Problem - Solving; History and Culture; Relationships with Adults; Communication, Initiative, Analysis & Problem Solving, Engagement in Learning, Behavior Elements of Art and Design</p>
<p>Simple Gifts Project: The Simple Gifts project is about children making things or putting in action an idea that will bring a smile to an elderly person, a sick child, a homeless person, a soldier, a family in grief, or someone in need of caring or attention. Each month during the school year, 10-15 students in grades 4 through 8 in our 21st Century Scholars After School Learning Centers will make a presentation of these “simple gifts” to a special group. Children participating in the “Simple Gifts” program will be responsible for creating and developing the plan under the mentorship and guidance of a project coordinator. Grades 3-8</p>	<p>Youth-Led, Connected with Community, Project Based SAYO Outcomes: ELA: Verbal and Written Communication; Initiative, Math Communication , math problem -solving skills, analysis and problem -solving –depending of specific project Engagement in Learning, Relationships with Peers, Relationships with Adults; Behavior; Communication</p>

Activities Grades 4-8

<p>Simple Gifts Project: The Simple Gifts project is about children making things or putting in action an idea that will bring a smile to an elderly person, a sick child, a homeless person, a soldier, a family in grief, or someone in need of caring or attention. Each month during the school year, 10-15 students in grades 4 through 8 in our 21st Century Scholars After School Learning Centers will make a presentation of these “simple gifts” to a special group. Children participating in the “Simple Gifts” program will be responsible for creating and developing the plan under the mentorship and guidance of a project coordinator.</p>	<p>ELA: Verbal Communication; Initiative, Engagement in Learning, Relationships with Peers, Relationships with Adults; Behavior; Communication</p> <p>Grades 4-8</p>
<p>Youth Council: The Youth Council is made up of students who are elected by their peers to play a leadership role at their center. Students take part in activities that build leadership, teamwork and consensus building skills. The theme for the Youth Council is around “effecting change” and how others have made a difference in their community. The Youth Council will also participate in the 21st Century Local Council in the strategic planning of the centers.</p>	<p>ELA: Written and Verbal Communication; Relationships with Peers and Adults; Initiative; Engagement in Learning; Communication; Behavior</p> <p>Grades 4-8</p>
<p>Only Skin Deep: What are the chemicals in make-up? Is it a cosmetic, drug or both? Students learn about the field of cosmetology, the cosmetics industry, and very practical and useful information about skin care, how to apply make-up and the science behind the labels. How can I become a make-up artist? Students will explore career opportunities in the field.</p> <p>http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=6&DocID=423 http://www.schoolsintheusa.com/careerprofiles_details.cfm?carid=1432 http://www.kidshealth.org/kid/</p>	<p>Health Standards: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>SAYO areas: Science: Life Sciences: Characteristics of Organisms, Life Cycles and Heredity; Organisms and Their Environment; Verbal and Written Communication; Initiative; Engagement in Learning; Behavior; Communication; Relationships with Peers and Adults</p> <p>Grades 4-8 Cooperative Learning Project-Based Connection to Community - Careers</p>

Activities Grades 5-8

<p>PowerPoint Productions: Students will learn how to make power-point presentations using sound and animation graphics, digital photographs and images available on-line. Students will first design short power-point presentations as publicity materials for learning center. For a final project, students will choose a project to research and prepare in one of these major areas: World Travel; Ancient Treasures; Scientific Discoveries; Preservation of our Planet or other school day related theme. Students will have the opportunity to present their presentation to other students at center, at family and school events.</p>	<p>ELA: Reading, Verbal Communication, Initiative, Engagement in Learning; World History, Science and Technology Grades 5-8</p>
<p>Textile Crafts/Sewing with Math: The history and culture of textile are will be introduced and students will be able to choose the area they wish to learn: Sewing, knitting, crocheting, needlepoint, appliques, quilting, and beading. Each area requires skills in elements of design and math. Students will learn how to follow patterns and then create a final project of their choice.</p>	<p>Elements of Art and Design; Math; History and Culture; Relationships with Adults; Communication, Initiative, Engagement in Learning, Behavior Grades 5-8</p>
<p>Dance & Movement: An introduction to hip hop, ballet and modern jazz techniques will be explored, studied and performed. Students will study the history of dance including the cultural influences on popular dance today. Students will prepare a choreographed dance work to be performed at special events in the community and schools.</p>	<p>ELA: Verbal/Written Communication; Elements and Principles of Dance and History; Initiative, Engagement in Learning, Relationships with Adults and Peers; Behavior, Communication Grades 5-8</p>
<p>Blues Harmonica Class: This is the coolest pocket instrument! Students learn how to play a basic blues scale in C, accompany music tapes by adding "fills", and improvisation techniques while playing along with the greatest blues musicians of our time: Robert Johnson, B.B. King, Bob Dylan, Stevie Wonder, to name a few. Students will perform for peers, parents and at special events. Students keep their harmonica when the course is over.</p>	<p>Music Standards: 1. Singing; 2: Playing Instruments; 3: Reading & Notating Music; 4: Improvisation 5: Critical Response. ELA: Reading, Written and Verbal Communication; Initiative; Engagement in Learning; Relationships with Adults and Peers; Communication; Elements and Principles of Music and History; Grades 5-8</p>
<p>FitMath: FitMath helps students understand math concepts and vocabulary through physical activity and promoting health and fitness. Increased confidence and self-esteem, positive relationships with adults and peers are also primary benefits from this program. Students get into the fitness groove while having fun too!</p>	<p>Math Standards: Number Sense & Operations; Measurements; Geometry. Math Communication and Problem Solving; Initiative; Engagement in Learning; Communication; Relationships with Peers; Relationships with Adults. Grades 5-8</p>
<p>Self Image and Character Building Workshop: This workshop is about helping youth make the right choices toward becoming good citizens. Youth are encouraged to develop the right attitude; to get along with people; and, to respect yourself first, before you can respect others. The program guides youth to set goals and develop the courage to take responsibility for their actions. Components of this workshop are presented by role models in our community.</p>	<p>ELA- Reading, Verbal Communication; Relationships with Peers, Relationships with Adults; Communication, Engagement in Learning, Initiative. Behavior. Grades 5-8</p>
<p>Drawing & Painting: Based on Betty Edwards "Drawing on the Right Side of the Brain", students will explore "ways of seeing" and learn the fundamentals of drawing using various tools (charcoal, pen & ink, pencil). Students will also experiment with color using acrylics, oils and pastels recreating works of the masters and original still life and portraits.</p>	<p>Visual Arts Standards: 1.Materials, tools; 2: Elements of Design; 3: Observation, Invention; Role of the arts and artists in our community4: Refining, editing; drafting; 5: Critical Response. ELA: Reading, Written and Verbal Communication; Math Communication; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior Grades 5-8 Project-Based; Open-Ended/Student Expression</p>

<p>Hiking Club: Students in fall and spring explore the trails within walking distance of BF Brown School. Flat rock reservoir, Audubon reservation I and Burbank trails. Students study area topographical maps, chart out their hike, identify wild life, vegetation, learn to respect nature, take pictures for hiking journals. Grades 5-8</p>	<p>Cooperative Learning, Project-Based, Connection with Community SAYO Outcomes: ELA- Reading, Verbal and Written Communication; Math communication and problem solving; science; Relationships with Peers, Communication, Engagement in Learning, Initiative. Behavior. Science: Science: Strand 2- Characteristics of Plants and Animals, Plant Structures and Functions, Life Cycles, Heredity, Adaptations of Living Things, and Energy and Living Things; Earth science Math: Number, Sense & Operations; Patterns; Measurement; Data Analysis & Probability. Students are able to design simple comparative tests, carry out the tests, collect and record data, analyze results, and communicate their findings to others:</p>
<p>All Stars: A Program offered by LUK, Inc. Students identify positive ideals and future aspirations. They participate in games and discussions that establish positive peer group norms. Students commit to personal standards of behaviors. All Stars addresses alcohol, tobacco and drug prevention; bullying and fighting and other destructive behaviors. Students who complete program participate in a graduation ceremony & dinner.</p>	<p>Health Standards: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. SAYO Areas: ELA: Reading, Written and Verbal Communication; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior. Grades 5-8 Cooperative Learning Connection to Community</p>
<p>CSI for Kids: Crime Scene Investigation. Kids love a good mystery and CSI for Kids teaches students how to solve crimes using forensic science techniques. Students use their observational skills to create a composite sketch of a suspect using the included FACES™ — the same program used by police agencies all over the world. They will then implicate the suspect after carrying out a variety of forensic techniques including simulated blood typing, blood spatter analysis, fingerprint analysis, glass analysis, luminol detection of simulated blood, and DNA analysis. Students, in groups of three or four, huddle over samples of evidence, design and carry out comparative tests and write down observations with rubber-gloved hands just like the TV show!</p> <p>http://school.discovery.com/lessonplans/programs/forensics/index.html</p>	<p>SAYO Areas: Science: Strand 2- Life Cycles, Heredity, Adaptations of Living Things, and Energy and Living Thing : Science: Strand 3-Properties of Objects and Materials, States of Matter, and Forms of Energy. ELA: Reading, Written and Verbal Communication; Math Communication and Problem - Solving; Initiative; Engagement in Learning; Relationships with Peers and Adults; Communication; Behavior; Analysis. Grades 5-8 Project-Based Cooperative Learning Connection to Community – Police Department</p>
<p>Graphic Design: Students will learn basics of graphic design using Adobe Photoshop software. Students will design logos for the “Start Your Own Business” program and develop an ad campaign with posters, flyers, and other promotional items. Students will use web tools, scanners, digital cameras in their projects.</p>	<p>Visual Arts Standard: 1: Materials, tools; 2: Elements of Design; 3: Observation, Invention; 4: Refining, editing; drafting; 5: Critical Response. Technology Strand: Use technology tools, scanners, digital cameras in collaborative projects. Verbal/ Written Communication; Relationship with Adults; Relationships with Peers; Initiative; Engagement in Learning, Behavior; Communication; Analysis. Grades 5-8 Project Based Activity Open-Ended/Student Expression</p>

<p>FINE ARTS STUDIO at Academy Street: Students will be offered 3 hours of fine arts classes twice a week at Academy St. Learning Center. Small group music lessons in voice, piano keyboard, guitar, band instruments, strings; Drama/acting classes; dance; and painting and drawing. The Fine Arts Studio is designed to bring in outside professionals in the field as well as utilize our talented teaching staff in giving students a more intensive and specialized instruction in the arts. Classes offered will be subject to student enrollment, interest, and staffing.</p>	<p>All Arts Framework strands: SAYO areas: Verbal, written communication; initiative, engagement in learning, behavior, communication; relationships with peers and adults.</p> <p>Grades 5-8 Open-Ended/Expressive</p>
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Activities Grades 6-8

<p>Math Robotics: promotes higher order thinking skills and incorporates legos, graphing calculators, and robotic software to promote young inventors and engineers. Using the robotic software, students program cars, or machines built from legos to operate per their own specifications. This program accommodates both beginning engineers to the advanced and directly links math and science concepts.</p>	<p>MATH Communication, Initiative, Engagement in Learning, Relationships with Peers; Relationships with Adults; Communication</p> <p>Grades 6,7,8</p>
<p>Video Production Club: This program offered through our partners at FATV. Students will now be the creative force behind their own productions. Skills in camera technique, etc will be review but the goal of the program is producing a three to seven minute PSA announcement. Themes about bullying, drugs, literacy and the power of after school programs and the arts will be explore and encouraged. Students will write scripts and production storyboards.</p>	<p>ELA: Written and Verbal Communication; Engagement in Learning; Initiative; Behavior; Communication; Relationships with Peers and Adults; Technology literacy</p> <p>Grades 6-8</p>

Activities Grades 7 & 8

<p>Junior Film Critics Club: Junior Film Critics Club program teaches children how to evaluate and review media using the KIDS FIRST Curriculum. Youth learn how to share their opinions about media, both verbally and in writing. They also learn how to conduct opinion polls and analyze the results. It also offers an opportunity to appreciate the opinions of others. The program teaches children how to be aware of what's real and what's not in media, how to recognize stereotypes, the difference between gratuitous and non-gratuitous violence and to remember the "real life" consequences of violence. Youth get to show clips of movies and swap videos.</p>	<p>ELA: Verbal Communication; Media Literacy; Math Communication; Initiative, Engagement in Learning, Relationships with Peers; Relationships with Adults; Communication; Behavior</p> <p>Grades 7,8</p>
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In Depth Descriptions

<p>Creative Arts Club: All activities are designed around themes with an emphasis on learning by doing through the arts. Reading, writing, presenting and sharing are part of the process for creating a culminating project. Students will use a variety of art materials to create original works. Textile art, book-making, model-making, print-making, beading, sculpture, pottery and sewing are examples of the types of media. Themes relate the project to history, science, arts, ELA and math. This activity is a collaboration with the Fitchburg State College education majors</p>	<p>ELA Connections: 19. Students will use open-ended questions, different sources of information, and appropriate research methods to gather information for their research projects. ELA Language: Standards 4.17, 4.18, 4.22: Vocabulary and Concept Development; Reading & Literature: 8.13, 8.14, 8.18 Understanding a Text; Composition: 9.16 Writing Visual Arts: Methods, Materials and techniques. 1.4 Learn to take care of materials and tools and to use them safely. 1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as cameras, etc for printmaking 1.7 Use appropriate vocabulary related to the methods, materials and techniques students have learned.1.10 Use electronic technology for reference and for creating original work. Elements and Principals of design. 2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, balance; demonstrate an understanding foreground, middle ground, and background. Observation, Abstraction, Invention, and Expression: 3.1 Create 2D or 3D artwork from direct observation. Drafting, Revision, and Exhibiting: 4.4 Produce a work that shows the concept of craftsmanship. 4.5 demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects 4.7 maintain a portfolio of work; 4.8 create and prepare artwork for group or individual public exhibitions. Critical Response: 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks. CONNECTIONS:9. Inventions, technology and the arts; MATH: Geometry: Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.8.G.1 Patterns, Relations, and Algebra; Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations. Measurement: Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings. 6.M.1 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; 6.M.3 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed. Numbers Sense and Operations: 6.N1.Select and use appropriate operations —addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</p>
<p>Karaoke Vocal Class: Students learn the basic techniques of singing alone and with others. The Karaoke machine has a large screen with words to songs. Students learn to sing the words by reading the monitor. The children don't know it but this class is really about reinforcing language and reading skills. They just think it's fun and cool! Students are exposed to popular songs from Cole Porter through the sixties - AND, students learn songs in other languages. This program offers many opportunities for children to read, write, sing, create, perform, learn new languages, build confidence and help our ELL students.</p>	<p>ELA: Language: Standards 4: Vocabulary and Concept Development Reading & Literature Standards 8.13, 8.14, 8.18 Understanding a Text MATH: Patterns, Relations, and Algebra; 8.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations History & Social Science: World History & Geography: 4.21 Music: Singing; 1.1 sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound clear diction and correct posture; 1.8 sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using variety of languages. Reading & Notation: 2.1 demonstrate and respond to beat, division of beat, meter, rhythmic notation, including half, quarter, eighth, and sixteen notes and rests. Critical Response: 5.1 Perceive, describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony and form; 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context; 5.3 Use appropriate terminology in describing music, music notation, music instruments and performances. 5.6 describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings. Connections 8 Concept of style, stylistic influence and change.</p>

<p>Guitar Class: An Introduction to Playing the Guitar will be offered in a small group of 6 - 8 students. Students will learn simple chord changes, strumming techniques, learn how to read guitar tablature, and how to tune a guitar. They will have fun strumming and singing along to songs of our folk and pop heritage. Students will also learn about the history of the guitar, types of guitars, its musical versatility from classical style to heavy metal rock. Students will perform at school events, local nursing homes and portfolio showcase.</p>	<p>Music: Singing: 1.3 sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods. Playing Instruments:3.9 perform music representing diverse historical periods, genres, and cultures with expression. 3.10 play by ear simple accompaniments on a harmonic instrument.</p> <p>Reading and Notation: 2.1 demonstrate and respond to beat, division of beat, meter, rhythmic notation, including half, quarter, eighth, and sixteen notes and resets. Improvisation and Composition: improvise and compose simple harmonic accompaniment 4.6; improvised and compose melodic variations on given pentatonic and major keys 4.7</p> <p>Critical Response: 5.1 Perceive, describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony and form; 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context; 5.3 Use appropriate terminology in describing music, music notation, music instruments and performances. 5.6 describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings. Connections #8: Concepts of style, stylistic influence and stylistic change/Culture</p> <p>MATH: Patterns, Relations, and Algebra; 8.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations</p> <p>Number Sense and Operations 6.N.4 Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</p>
<p>Blues Harmonica Class: This is the coolest pocket instrument! Students learn how to play a basic blues scale in C, accompany music tapes by adding "fills", and improvisation techniques while playing along with the greatest blues musicians of our time: Robert Johnson, B.B. King, Bob Dylan, John Sebastian, to name a few. Students will perform for peers, parents and at special events. Students keep their harmonica when the course is over.</p>	<p>Music: Playing Instruments:3.9 perform music representing diverse historical periods, genres, and cultures with expression.3.10 play by ear simple accompaniments on a harmonic instrument.</p> <p>Reading and Notation: 2.1 demonstrate and respond to beat, division of beat, meter, rhythmic notation, including half, quarter, eighth, and sixteen notes and resets. Improvisation and Composition: improvise and compose simple harmonic accompaniment 4.6; improvised and compose melodic variations on given pentatonic and major keys 4.7</p> <p>Critical Response: 5.1 Perceive, describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony and form; 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context; 5.3 Use appropriate terminology in describing music, music notation, music instruments and performances. 5.6 describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings. Connections #8: Concepts of style, stylistic influence and stylistic change/Culture</p> <p>MATH: Patterns, Relations, and Algebra; 8.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations.</p>
<p>African World Drumming: Through a well structured drumming session, where expressions of emotions and imagination are stimulated, the youths will be provided with an appropriate channel to release energy and frustration, to learn to play an instrument and to correct a poor self-esteem. Students learn the discipline of African drumming techniques, African poly-rhythms using the Djembe Drum. Students will also study African culture and the influences in the development of American music beginning with the Slave Trade during the 17th century and beyond.</p>	<p>ELA: Language: Standard 4: Vocabulary and Concept</p> <p>MATH: Patterns, Relations, and Algebra; 8.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations:</p> <p>Connections 10.2 using number sense in math to understand scales and intervals.</p> <p>World History & Geography: Africa</p> <p>Music: Singing:: Reading and Notation : 2.1 demonstrate and respond to beat, division of beat, meter, rhythmic notation, including half, quarter, eighth, and sixteen notes and resets ; Playing Instruments 3.9 perform music representing diverse historical periods, genres, and cultures with expression; Critical Response ; 5.1 Perceive, describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony and form; 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context; 5.3 Use appropriate terminology in describing music, music notation, music instruments and performances. 5.6 describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.</p> <p>Connections #8: Concepts of style, stylistic influence and stylistic change/Culture.</p> <p>ELA Connections: 19. Students will use open-ended questions, different sources of information, and appropriate research methods to gather information for their research projects.</p>

<p>Digital Photography: The instant gratification of using digital cameras is exciting for our children. They get to see right away what the picture looks like and they also get to enhance, modify, and manipulate the printing process using Adobe Photoshop software. Children start with taking portraits of each other. Then they learn how to frame a good still life or landscape scene based on a theme. The students will create a power-point photo journal or a photo journal book of their work.</p>	<p>ELA: Language: Standard 3:Oral Presentation; Standard 4: Vocabulary and Concept Visual Arts: Methods, Materials and techniques. 1.4 Learn to take care of materials and tools and to use them safely. 1.6Create artwork that demonstrates an awareness of the range and purpose of tools such as cameras, etc for printmaking 1.7 Use appropriate vocabulary related to the methods, materials and techniques students have learned.1.10 Use electronic technology for reference and for creating original work. Elements and Principals of design. 2.6 For space and composition, explore compositon by creating artwork with a center of interest, repetition, balance; demonstrate an understanding foreground, middle ground, and background. Observation, Abstraction, Invention, and Expression: 3.1 Create 2D or 3D artwork from direct observation. Drafting, Revision, and Exhibiting: 4.4 Produce a work that shows the concept of craftsmanship. 4.5 demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects 4.7 maintain a portfolio of work; 4.8 create and prepare artwork for group or individual public exhibitions. Critical Response: 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks. Technology Competencies in the Arts: Basic Skills and Operations: use appropriate applications for a variety of classroom projects; operate computers, audio/video production tools, etc.; Productivity Tools: create multimedia projects; use word processing, multimedia authoring, presentation, digital cameras, scanners to increase productivity. Social, Ethical, and Human Issues. Practice responsible use of technology systems and software.</p>
<p>Video Production: Round Two of a great program offered through our partners at FATV. Students will now be the creative force behind their own productions. Skills in camera technique, etc will be review but the meat of the program is producing a three to seven minute PSA announcement. Themes about bullying, drugs, literacy and the power of after school programs and the arts will be explore and encouraged. Students will write scripts and production storyboards.</p>	<p>ELA: Language: Standard 3:Oral Presentation; Standard 4: Vocabulary and Concept ; Standard 5; Structure & Origins of Modern English; ELA: Composition: Standard 19: Writing; Standard 20; Consideration of Audience and purpose, Standard 21;Revision; Standard 22; Standard English Conventions; Standard 23;Organizing Ideas in Writing. Standard 27: Media Production ELA Connections: 19. Students will use open-ended questions, different sources of information, and appropriate research methods to gather information for their research projects. Visual Arts: Methods, Materials and techniques. 1.4 Learn to take care of materials and tools and to use them safely. 1.6Create artwork that demonstrates an awareness of the range and purpose of tools such as cameras, etc for printmaking 1.7 Use appropriate vocabulary related to the methods, materials and techniques students have learned.1.10 Use electronic technology for reference and for creating original work. Elements and Principals of design. 2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, balance; demonstrate an understanding foreground, middle ground, and background. Observation, Abstraction, Invention, and Expression:3.1 Create 2D or 3D artwork from direct observation. Drafting, Revision, and Exhibiting: 4.4 Produce a work that shows the concept of craftsmanship. 4.5 demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects 4.7 maintain a portfolio of work; 4.8 create and prepare artwork for group or individual public exhibitions. Critical Response: 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks. Technology Competencies in the Arts: Basic Skills and Operations: use appropriate applications for a variety of classroom projects; operate computers, audio/video production tools, etc.; Productivity Tools: create multimedia projects; use word processing, multimedia authoring, presentation, digital cameras, scanners to increase productivity. Social, Ethical, and Human Issues. Practice responsible use of technology systems and software.</p>

<p>FitMath: We will pilot this program at Memorial Middle School and offer it at two other sites. FitMath helps students understand math concepts and vocabulary through physical activity and promoting health and fitness. Increased confidence and self-esteem, positive relationships with adults and peers are also primary benefits from this program. Students will get into the fitness groove while having fun too!</p>	<p>MATH: Measurement: Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate. Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals. Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed. Geometry Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces; visualize/represent geometric figures while exploring their transformations, represent and solve problems using geometric models, understand/apply geometric properties and relationships; develop an appreciation of geometry as a means of describing the physical; Identify/describe a “perfect square.” Patterns, Relations, and Algebra; Understand the concepts of variable express and equation; apply algebraic methods to solve a variety of real-world and math problems. 5.P.4, 5.P.5</p> <p>Health Curriculum Framework: Growth & Development 1.8 describe the influence of health habits on growth and development. 1.9 apply skills that increase immediate peak functioning of body systems (exercise, eating nutritious foods, adequate rest). Physical Activity and Fitness: 2.1 apply movement concepts including direction, balance, level, pathway, range, force absorption to extend versatility and improve physical performance. 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle. 2.11 apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness. 2.13 explain the personal benefits of making positive health decisions and monitor progress towards personal wellness. Nutrition. 3.9 describe a healthy diet and adequate physical activity during adolescent growth spurt. 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.</p>
<p>Dance & Movement: An introduction to hip hop, ballet and modern jazz techniques will be explored, studied and performed. Students will study the history of dance including the cultural influences on popular dance today. Students will prepare a choreographed dance work to be performed at special events in the community and schools.</p>	<p>ELA: Language: Standard 4: Vocabulary and Concept Development History & Social Science: World History & Geography: 4.21 MATH: Patterns, Relations, and Algebra; 8.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations</p> <p>Geometry Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.</p> <p>DANCE: Movement elements and dance skills; 1.2 Develop strength, flexibility, balance, and neuromuscular coordination.1.11: demonstrate ability to move to changing rhythms, melodies, and non-musical sounds. 1.15 continue to develop a positive body image. 1.12 explore complex combinations of loco-motor and non-loco-motor movements that emphasize the elements of space, time, and force. Choreography: 2.2 use improvisation to generate movement for choreography. 2.3 create sequences and simple dances that demonstrate principles of unison, contrast, repetition, climax, abstraction, reordering, and chance. Dance as Expression: 3.1 Observe, explore, and discuss how movements can show feelings, images, thoughts, colors, sounds and textures.3.6 observe and explain how different accompaniment can affect and/or contribute to the meaning of a dance.3.8 perform dances confidently, communicating the intention of the choreographer and the style of the dance. Critical Response. 5.1 observe dances from a variety of cultures and describe their movements. 5.5 Use appropriate dance terminology to describe and analyze their own work. 5.7 identify possible criteria for evaluating dance.</p> <p>Connections: 8 Concepts of style, stylistic influence and stylistic change Connections Strands 6: Purposes and Meanings in the arts; 7: Roles of Artists in the Communities</p>
<p>Sewing with Math: This is a program we are borrowing from Mrs. Panarese of Wareham Middle School. Students learn different hand stitches and how to operate a sewing machine to make pillow covers, appliqués, simple stuffed animals or doll clothes, and T-shirts. Each project requires math calculations and the skills to create and modify a pattern.</p>	<p>Grades 5-8: MATH: Number Sense and Operations 5.N.1 to Identify/determine equivalent fractions; demonstrate an understanding of fractions as a ratio of whole numbers to problem solves an everyday real life problem; select/use appropriate operations to solve ratio problems; accurately/efficiently multiply and divide fractions and whole numbers; estimate results of computations 4.N.18: Patterns, Relations, and Algebra; Understand the concepts of variable express and equation; apply algebraic methods to solve a variety of real-world and math problems. 5.P.4, 5.P.5. Measurement: Identify, measure, describe, classify, and construct, various quadrilaterals; apply formulas where appropriate.4.M.1, 4.M.2, 4.M.5; Geometry: identify, describe, compare and classify geometric figures; visualize/represent geometric figures while exploring their transformations, represent and solve problems using geometric models, understand/apply geometric properties and relationships; develop an appreciation of geometry as a means of describing the physical.</p>

<p>Cooking with Math: Children will learn math and cook at the same time! Children develop their literacy skills through reading recipes, menu creation. Math skills include measuring, addition, subtraction, division, simple fractions, multiplying. Children will prepare desserts, salads and entrees. And be responsible for clean up. The reward is the FOOD! Children will cater events such as teachers meetings and family nights. A unit on candy making will produce gourmet chocolates to raise money for 21st Century activities.</p>	<p>ELA: Composition: Standard 19: Writing; Standard 20; Consideration of Audience and purpose, Standard 21;Revision; Standard 22; Standard English Conventions; Standard 23; Organizing Ideas in Writing. Language: Standard 3:Oral Presentation; Standard 4:Vocabulary and Concept; Standard 5; Structure & Origins of modern English; MATH: Number Sense and Operations : 5.N.1 to Identify/determine equivalent fractions; demonstrate an understanding of fractions as a ratio of whole numbers to problem solves an everyday real life problem; select/use appropriate operations to solve ratio problems; accurately/efficiently multiply and divide fractions and whole numbers; estimate results of computations. Measurement: 6.M.4: Demonstrate an understanding of length, area, weight, volume; 6.M.5 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed. Patterns, Relations, and Algebra; Understand the concepts of variable expression and equation; apply algebraic methods to solve a variety of real-world and math problems. 5.P.4, 5.P.5. Geometry: 6.G.2-9; Data Analysis, Statistics, and Probability: 4.2.construct, read, and interpret tables, charts, and graphs; 4.3make predictions that are based on experimental or theoretical probabilities and e\determine their reasonableness. Science/Technology & Engineering: Physical Sciences: Grades3-5: States of Matter; properties of objects and materials. Grades 6-8 – Properties of Matter; Elements, Compounds and Mixtures, Heat Energy</p>
<p>Lego Robotics: Students design and build vehicles/machines using legos. The fun happens when students learn how to program their machines to move in different ways using the robotic software.</p>	<p>ELA: Language: Standard 4: Vocabulary and Concept Development MATH: Number Sense and Operations : 5.N.1 to Identify/determine equivalent fractions; demonstrate an understanding of fractions as a ratio of whole numbers to problem solves an everyday real life problem; select/use appropriate operations to solve ratio problems; accurately/efficiently multiply and divide fractions and whole numbers; estimate results of computations. Patterns, Relations, and Algebra; Understand the concepts of variable expression and equation; apply algebraic methods to solve a variety of real-world and math problems. 5.P.4, 5.P.5.Geometry: 6.G.2-9; Measurement 6.M.2; Data Analysis, Statistics, and Probability 4.2.construct, read, and interpret tables, charts, and graphs; 4.3make predictions that are based on experimental or theoretical probabilities and e\determine their reasonableness. Science & Technology: Strand 4: Technology/Engineering 1. Materials, tools, machines; 2. Engineering Design; 3. Communication Technologies 5. Construction technologies Visual Arts: Standard 3: Observation, abstraction, invention and expression Connections Strands: 9.2 Inventions, Technologies and the Arts</p>
<p>Civil War Trunks: This program is designed to give students an understanding of the Civil War through the eyes of the Fitchburg men who left home and fought in it. Traveling trunks have been prepared, filled with uniforms to try on, equipment such as canteens and lanterns, items soldiers used to pass the time such as dominoes, a tent to erect, etc. and lesson plans for group leaders to use. As part of this unit, students will write letters to surviving ancestors of men who served in the Civil War. Offered through the Fitchburg Historical Society.</p>	<p>ELA: Language: Standard 4: Vocabulary and Concept Development ELA Connections: 19. Students will use open-ended questions, different sources of information, and appropriate research methods to gather information for their research projects. History and Social Science Connections: 1. Chronology and Cause; 2. Historical Understanding; 3. Research, Evidence, and Point of View. History & Geography: Massachusetts Cities & Towns Reading & Literature: 8.13, 8.14, 8.18 Understanding a Text; Composition: 9.16 Writing; 24.4 Research. History/Social Sciences: Connections Strands: 9.2 Inventions, Technologies and the Arts MATH: 6.M.4 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed.</p>

District-Wide Musical Production: 7th and 8th grade students at Academy and FCOGIC Learning Centers will present a musical production under the direction of Young Actors Workshop. This production will coordinate with school dance and vocal classes. The production will take place at Academy auditorium sometime in the Spring. All proceeds from the production will benefit 21st Century Programs.

ELA: Language: Vocabulary: 4.11 Identify the meaning of common idioms and figurative phrases. 4.12 Identify playful uses of language. 4.13 Determine the meaning of unknown words using their context. Standard 5.7: Structure and Origins of Modern English: Identify correct mechanics and sentence structure. **Reading & Literature:** Standard 8: Understanding a Text: Standard 7: Beginning Reading; Standard 10: Genre; Standard 14: Poetry. **Composition:** Standards 19 Writing: Standard 20: Audience and Purpose; Standard 21: Revising (Overlaps with Theatre Arts)

Theater Arts: Acting: Students will develop acting skills to portray characters that interact in improvised and scripted scenes. 1:2, 1.3, 1.4, 1.5 **Reading and Writing:** Students will read, analyze, and write dramatic material. 2.1, 2.4, 2.5

Directing: Students will rehearse and stage a dramatic work.

3.1 Technical Theatre: 4.1, 4.2 Critical Response: 5.1, 5.2, 5.5

Additional Activities Pre-K to Grade 4

Story Time Buddies	<p>ELA: Reading & Literature: Standard 7: Beginning Reading Standard 8: Understanding a text; Standard 9: Making Connections; Standard 10: Genre; Standard 11: Theme; Standard 12: Fiction; Standard 13: nonfiction; Standard 15: Style & Language; Standard 16: Myth, Traditional Narrative, and Classical Literature; Language: Standard 2: Questioning, listening, and contribution; Standard 3: Oral presentation; Standard 4: Vocabulary and Concept development; Standard 5: Structure and origins of modern English; Standard 6: Formal and Informal English; Composition: Standard 9.5: Writing; Standard 21.4: Revising</p>
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Lego Robotics	<p>ELA: Language: Standards 4: Vocabulary and Concept Development 4 Composition: Standard 19: Writing; Standard 24 Research</p>	<p>MATH: Geometry: 4.G.-9; Measurement 4.M.2; Data Analysis, Statistics, and Probability 4.D.4 Patterns, Relations, and Algebra; 4.P.4</p>	<p>Science/Technology & Engineering Standard 1: Materials, tools, machines; Standard 2. 1 Engineering Design; Standard 3.2 ; Standard 3 Physical Sciences: Communication Technologies Standard 5.1 Construction technologies; Standard 6.1 Transportation</p>	<p>Visual Arts: Standard 3: Observation, abstraction, invention and expression Standard 2. Elements & Principals of Design; Connections 9.2</p>
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Dance Club	<p>ELA: Language: Standards 4: Vocabulary and Concept Development</p> <p>Reading & Literature</p> <p>Standards 8. Understanding a Text</p> <p>Composition: Standard 19. Writing; Standard 24. Research</p>	<p>MATH: Patterns, Relations, and Algebra; 4.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations</p> <p>Geometry 4.G.1-7</p>	<p>History & Social Science: World History & Geography: 4.21</p>	<p>DANCE: Standard 1.: Movement elements and dance skills; Standard 2 Choreography; Standard 3 Dance as Expression; Standard 5 Critical Response.</p> <p>Connections: 8; Concepts of style and stylistic influence and change & cultures.</p>
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Arts & Crafts	<p>ELA: Language: Standards 4: Vocabulary and Concept Development;</p> <p>Reading & Literature</p> <p>Standards 8.13, 8.14, 8.18 Understanding a Text</p> <p>Composition: Standard 19 Writing; Standard 24 Research</p>	<p>MATH: Patterns, Relations, and Algebra; 4.P.4, 4.P.5.</p> <p>Measurement Standard 4.M.1, 4.M.2, 4.M.4</p> <p>Geometry: 4G. 1-9</p>	<p>Visual Arts: Standard 3: Observation, abstraction, invention and expression</p> <p>Standard 2. Elements & Principals of Design; Connections 9.2 Inventions, Technology and the Arts; Standard 4: Drafting, Revising and Exhibiting</p> <p>Connections Strands 6. Purposes and Meanings in the arts; 7: Roles of Artists in the Communities</p>
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"After School Times" Newspaper Club	ELA: Language: Standard 1:Discussion; Standard 2:Questioning Listening And Contributing; Standard 3: Oral Presentation; Standard 4:Vocabulary and Concept; Standard 5; Structure & Origins of modern English; Reading & Literature; Standard 13: Nonfiction Composition: Standard 19: Writing; Standard 20; Consideration of Audience and purpose, Standard 21;Revision; Standard 22; Standard English Conventions; Standard 23; Organizing Ideas in Writing; Standard 24; Research; Standard 25; Evaluating writing and presentations.
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All City Events Chorus	ELA: Language: Standards 4: Vocabulary and Concept Development Reading & Literature Standards 8.13, 8.14, 8.18 Understanding a Text	MATH: Patterns, Relations, and Algebra; 4.P.4 Number Sense and Operations 4.N.4	History & Social Science: World History & Geography: 4.21	Music: Standard 1 Singing; Standard 2: Reading & Notation; Standard 3; Playing Instruments; Standard 5 Critical Response Connections 8 Concept of style, stylistic influence and change.
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Beginning Violin	ELA: Language: Standards 4: Vocabulary and Concept Development Reading & Literature Standards 8.13, 8.14, 8.18 Understanding a Text	MATH: Patterns, Relations, and Algebra; 4.P.4 Number Sense and Operations 4.N.4	History & Social Science: World History & Geography: 4.21	Music: Standard 1 Singing; Standard 2: Reading & Notation; Standard 3; Playing Instruments; Standard 5 Critical Response Connections 8 Concept of style, stylistic influence and change.
			Science/Technology & Engineering: Physical Sciences: Sou Energy	

Weather Bugs Club	ELA: Language: Standard 1: Discussion; Standard 2:Questioning Listening And Contributing; Standard 3:Oral Presentation; Standard 4:Vocabulary and Concept; Standard 5; Structure & Origins of modern English; Composition: Standard 19: Writing; Standard 20; Consideration of Audience and purpose, Standard 21; Revision; Standard 22; Standard English Conventions; Standard 23; Organizing Ideas in Writing; Standard 24; Research; Standard 25; Evaluating writing and presentations.	MATH: Measurement 4.M.2; 4.M.3, 4.M.4 Data Analysis, Statistics, and Probability 4.D. 1 - 6 Patterns, Relations, and Algebra; 4.P.4	History & Social Science: History & Geography: Read globes and maps, Determine latitudes & Longitudes, identify Specific locations of No. & So. Poles, Equator, East/West Hemisphere, Major continents of The world, etc.	Science/Technology & Engineering Earth & Space Science: The Weather: PreK-2: #3 describe the weather changes from day to day and seasons. Grades 3-5: #6: Explain how Air temperature, moisture, wind speed,direction, and precipitation make up the weather in a particular place andTime.
		ELA: MEDIA: Standard 26.1 Analysis of media; Standard 27.1, 27.2 Media Production		

Cooking with Math	ELA: Composition: Standard 19: Writing; Standard 20: Consideration of Audience and purpose, Standard 21:Revision; Standard 22; Standard English Conventions; Standard 23:Organizing Ideas in Writing. Language: Standard 3:Oral Presentation; Standard 4:Vocabulary and Concept; Standard 5; Structure & Origins of modern English	MATH: Number Sense and Operations 4.N.1 to 4.N.18: Patterns, Relations, and Algebra; 4.P.4, 4.P.5 Measurement: 4.M.1, 4.M.2, 4.M.5	Science/Technology & Engineering Physical Sciences: 3-5:States of Matter; properties of objects and materials;
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Puppet Theater Express	ELA: Language: Vocabulary: 4.11 Identify the meaning of common idioms and figurative phrases. 4.12 Identify playful uses of language. 4.13 Determine the meaning of unknown words using their context. Standard 5.7: Structure and Origins of Modern English: Identify correct mechanics and sentence structure. Reading & Literature: Standard 8: Understanding a Text: Standard 7: Beginning Reading; Standard 10:Genre; Standard 14: Poetry. Composition: Standards 19 Writing; Standard 20: Audience and Purpose; Standard 21: Revising (Overlaps with Theatre Arts)	MATH: Patterns, Relations, and Algebra: 4.P.4, 4.P.5. Measurement Standard 4.M.1, 4.M.2, 4.M.4 Geometry: 4G. 1-9	Theater Arts: <u>Acting:</u> Students will develop acting skills to portray characters that interact in improvised and scripted scenes. 1:2, 1.3, 1.4, 1.5 <u>Reading and Writing:</u> Students will read, analyze, and write dramatic material.2.1, 2.4, 2.5 <u>Directing:</u> Students will rehearse and stage a dramatic work. 3.1 <u>Technical Theatre:</u> 4.1, 4.2 Critical Response: 5.1, 5.2, 5.5 Visual Arts: <u>Method, Materials, and Techniques:</u> 1.1 Use a variety of materials and media. 1.2 Create artwork in a variety of 2D and 3D media using materials such as clay, wood, paper, fabric, etc. <u>Elements and Principles of Design</u> 2.3, 2.4 Use color, line, texture, shape, and form in 2D and 3D work. <u>Observation, Abstraction, Invention and Expression</u> 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy. <u>Critical Response:</u> 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
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