

# PLAINFIELD PUBLIC SCHOOLS

## CURRICULUM GUIDE

**Grade 4**



Dear Parent/Guardian,

The *Elementary Curriculum Handbook* presents a broad overview of each core subject, defines the expectations for student achievement, and provides a description of the curriculum at each grade level. It also highlights the uniqueness of the curriculum and the instruction that takes place in the classroom.

Plainfield Public Schools has developed a strong standards-based curriculum that incorporates sequential instruction, enduring ideas, and the discrete skills that students should know and be able to do by the end of each grade.

Assessments that inform instruction and document the learning and growth of each child are built into our curriculum. Teachers analyze student work to individualize instruction, implement continuous learning, and guide decisions to improve student performance.

This curriculum handbook is one of the many ways the Plainfield Public Schools supports communication between home and school. We hope that the information will enhance your understanding of the elementary school curriculum and will enrich your role as an active participant in your child's education.

Sincerely,

A handwritten signature in black ink that reads "Rena Cadro". The signature is written in a cursive style with a long horizontal flourish extending to the right.

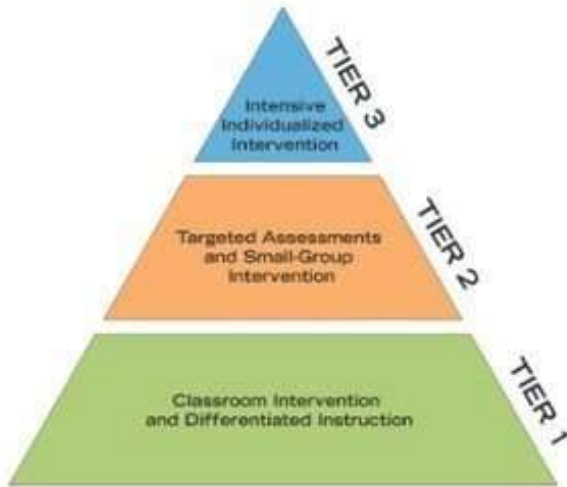
Rena Cadro

Director of Curriculum and Grants

## SRBI INTERVENTIONS

### SRBI PYRAMID (Scientific Research-Based Interventions)

Click [HERE](#) for more information on SRBI and Tier I, II & III interventions.



## Formal and Summative Assessments (Grades K-5)

ASSESSMENT	K	1	2	3	4	5
DRA	X	X				
DOLCH	X	X	X			
STAR READING			X	X	X	X
STAR MATH			X	X	X	X
ENVISIONS BENCHMARKS		X	X	X	X	X
WRITING PROMPT	X	X	X	X	X	X
NGSS SCIENCE						X
SBAC				X	X	X

Click [here](#) for further information about these assessments

## What Is Assessment?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

### Why do we need assessments?

- to help educators set standards
- to create instructional goals
- to motivate performance
- to provide feedback to students
- to evaluate progress
- to communicate progress to others

### How do we use informal assessments?

- to assess student performance every day, integrating assessment and instruction continually

Informal assessment occurs when teachers:

- observe students working
- write anecdotal notes that describe learning behaviors
- hold reading and writing conferences to record student strengths and weaknesses
- analyze projects, portfolios, and notebooks

### How do we use formal assessments?

- to provide an academic measure of knowledge, concepts, and skills
- to adjust instructional goals and practices

### How do we use summative assessments?

- to determine achievement levels for meeting learning standards
- to give teachers and parents/guardians a better picture of where are succeeding



## What is the Plainfield Language Arts Program?

- A series of developmentally appropriate units which align with national and state standards for reading, writing, language, and speaking and listening
- A comprehensive language arts program, aligned with the Connecticut Core Standards, which provides a continuum of reading and writing skills and strategies across the grades that appropriately challenges all students, highlighting the essential concepts and skills that will make students effective, independent readers, writers, speakers, and listeners
- A structured curriculum that balances the components of literacy and fosters the integration and transfer of learned strategies and skills for all students across multiple genres and subjects

## What makes this program unique?

- Students play an active role in their learning: choosing writing topics, selecting books for independent reading, reflecting on their work, and discussing their ideas with others.
- Students' academic needs drive instruction; teachers use whole-class instruction, small groups, and individual conferences so that all students experience academic success.
- Students develop an appreciation of different points of view through book conversations with partners or in book clubs with other students.
- The learning environment fosters risk taking and expands students' knowledge of literature, nonfiction, and writing through specific units of study.
- The program builds confidence in readers, writers, speakers, and listeners through productive and interactive activities.

## What happens in the classroom?

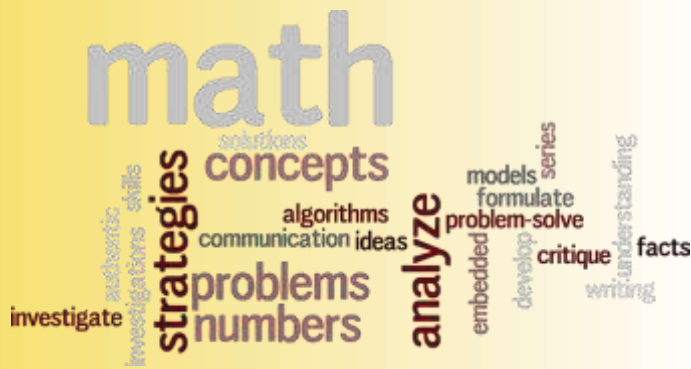
- Students read books that correspond to their instructional reading level, participating in class discussions, book conversations, and structured book clubs in order to deepen comprehension.
- Students read a variety of genres, including fiction and nonfiction reading selections, reflecting a diversity of and genres with a balance of classic and contemporary works.
- Students cycle through the writing process, generating ideas, planning new pieces, drafting, revising, and editing across various genres of writing that include narrative, informational, and opinion units.
- Students share and celebrate their written work with authentic audiences.
- Students confer with both teachers and peers about their reading and writing.
- Students participate in conversations about their reading and writing lives in order to gain ideas from each other and set learning goals for themselves.

## Language Arts Philosophy Statement

*The Plainfield Public Schools believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our K-12 program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society.*

In Primary Reading, the following components are necessary for balanced literacy instruction to provide students with a comprehensive program:

- Daily reading instruction that builds upon the three cueing systems:
  - Syntactic (word sequence/sentence structure)
  - Semantic (meaning)
  - Graphaphonic (letter sounds)
- Print-rich classrooms that offer students continuous opportunities for literacy expansion such as classroom libraries, word walls, and sound and letter wall charts and alphabet wall cards;
- Oral language experiences using correct conventions and phonemic awareness activities;
- Daily practice with listening and speaking using activities such as read-alouds, shared reading, Reader's Theater, puppetry, choral reading, echo reading and plays;
- Daily opportunities for writing, with an emphasis on using the conventions of standard English through a variety of methods, including student journals and assignments that require use of the writing process;
- Daily opportunities for self-selected reading in a variety of genres;
- Technology with appropriate software and internet connection;
- Leveled books at a variety of appropriate levels;
- Use of strategic comprehension strategies such as predicting, summarizing and graphic organizers;
- On-going assessment using a variety of formal and informal methods including running record, teacher observations, strategy prompts, and CRT's (Criterion Referenced Testing);
- Figurative language;
- Opportunities for students to monitor their comprehension and accuracy while reading in context and self-correct their errors.



## What is the Plainfield Mathematics Program?

- Plainfield Public Schools uses *EnVision 2.0*, comprehensive K-8 nationally recognized mathematics program that is aligned with the Connecticut Core Standards. Important mathematical concepts are embedded in authentic, real-world problems. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

## What makes this program unique?

- Students work collaboratively to grapple with problems and develop mathematical ideas.
- Students solve problems, construct arguments, and share their thinking, strategies, and solutions with others.
- Students use mathematical language to communicate their thinking through dialogue and in writing and use mathematical tools to enhance their understanding and communication.
- Students build fact fluency and other foundational skills, including the use of algorithms, to solve more sophisticated mathematical problems and make connections with other mathematical ideas.
- Students develop flexibility and confidence in investigating mathematical concepts, persevering to solve problems, and attending to precision.
- Students analyze and solve problems that emphasize depth in mathematical thinking rather than surface exposure to a series of fragmented topics.

## What happens in the classroom?

- Students explore mathematics using concrete, pictorial, and abstract representations to develop a deep understanding of mathematical concepts.
- Students learn a variety of problem solving strategies to solve real world problems.
- Students develop a positive mathematical mindset, emphasizing the importance of attitude and habits of mind to achieve success in math.
- Students work in groups, pairs, or individually to engage and/or reason about mathematical ideas.
- Teachers differentiate instruction for students based on learning styles, and/or depth of understanding of the concept.

## Mathematics Philosophy Statement

*The Mathematics Department in the Plainfield Public Schools will work within the school mission to provide students at all levels with a foundation in the critical skills necessary for the continuation of their education and for life. We will insure that all students have an opportunity to become mathematically literate, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society.*

Our comprehensive Mathematics program ensures that:

- Students develop an awareness that mathematics permeates all domains of human activity.
- Students become mathematically knowledgeable and life-long learners.
- Students take responsibility for their own learning and become proficient in critical mathematical skills.
- Students develop critical thinking and problem solving skills for everyday life, vocations and careers.
- Students develop precision of expression through effective communication and sound reasoning ability in order to apply the basic principles of mathematics including observation, selection, generalization, abstraction and construction of models to solve interdisciplinary problems.
- Students approach problems in a scientific, questioning and analytic manner while using appropriate technology and human resources.
- Students receive a responsive curriculum that continues to reflect varying abilities, needs, and interests.



## What is the Plainfield Science Program?

- A combination of teacher created and published science units that emphasize content knowledge and inquiry skills, which provide opportunities for critical thinking and hands-on learning
- Units of study that relate to themes of life science, earth science, and physical science, as well as science and technology in society
- A curriculum that aligns with and expands upon the next generation science standards and state frameworks

## What makes this program unique?

- Students have the opportunity to interact directly with materials in a hands-on approach to learning.
- Students learn in an environment where they can act like scientists.
- Teachers encourage students to question, analyze, explain, and interpret scientific phenomena and processes.
- The elementary science curriculum provides a strong foundation of science and engineering concepts.

## What happens in the classroom?

- Students explore, ask questions, make observations, design investigations, propose solutions, and communicate their findings using a variety of methods.
- Students develop a scientific vocabulary and begin to talk like scientists.
- Students learn to use research skills and technology to access relevant information.
- Teachers create an environment that fosters students' natural curiosity and guides them through the process of inquiry.



## Science Philosophy Statement

*Plainfield Public Schools believe that every student needs and deserves a rich and challenging education in science. Our ever-changing world demands that students need to be actively engaged in the learning process through inquiry-based scientific activities that will nurture their natural curiosity through discourse and cooperative learning experiences. Students will build upon their abilities to reason, investigate, critique, communicate and construct scientific meaning from year to year in order to prepare them to be informed individuals and citizens in a global society.*

The Next Generation Science Standards (NGSS) and Plainfield Public Schools identify the following practices of science and engineering essential for all students to learn:

- **Asking questions** (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.

For more information on the NGSS standards click [here](#)

The elements of the Plainfield Public Schools' Science program include:

- Opportunities to master a core sequence of science study based on the state standards that cover four major domains: physical sciences; life sciences; earth and space sciences; and engineering, technology and applications of science;
- Opportunities to develop science literacy and inquiry skills by using a variety of books, resources, and hands-on experiences;
- Authentic learning tasks and assessments that connect to real world problems and topics that are relevant to students;
- Learning environments that provide opportunities to work individually, collaborate in small groups, and work as a class to speculate, investigate, discuss, question, observe, collect data, and debate conclusions;
- Technology that is integrated throughout the program to enhance learning and support investigations;
- To the extent possible, meaningful opportunities to interact with a wide range of science professionals for the purpose of enriching the classroom experience and for exploring and inspiring possible career pursuits; and
- A wide variety of science elective opportunities at the high school level allowing students to explore personal scientific and career interests.



## Social Studies Philosophy Statement

*The Plainfield Public Schools believes that a strong social studies program develops all **students' capacities to know, analyze, explain, and argue** within the disciplines of history, geography, civics, economics, and behavioral sciences.*

*The Plainfield Public Schools will prepare students to live in a democratic society, gain a knowledge of history, civics and government, geography, and economics; understand the interaction among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens toward the development of our society.*

The guiding principles of Plainfield **Public Schools' Social Studies program** are:

- Social studies prepares the nation's young people for success in college and career, as well as informed, engaged participation in civic life.
- Inquiry is at the heart of social studies instruction.
- Social studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies instructors emphasize skills and practices that prepare students for informed and engaged participation in civic life.
- Social studies education has direct and explicit connections to the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

The elements of the Plainfield Public **Schools' comprehensive social studies** program include:

- Integration of literacy and communication skills within the content and units;
- Independent and collaborative learning opportunities that promote an understanding of how to acquire, integrate, and apply knowledge;
- Authentic tasks and activities that engage, challenge, and have personal value to students;
- Assessments that are frequent, varied, and used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning;
- Multiple opportunities for students to write in argumentative and informational genres;
- Texts from primary and secondary sources that are rigorous and accessible, reflect diversity of authors and sources, **and develop students' awareness of the biases that exist inherently in all documents;** and
- A variety of technological and informational resources as a means for collecting, creating, and communicating information.

# The Arts in Plainfield Public Schools



Education in the Arts in Plainfield Public Schools includes Music, Theater and Visual Arts. Through the arts, students have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology.

By participating in our comprehensive Arts curriculum students will:

- Express their thoughts, feelings and the world around them as they think of artistic ideas and bring them to life in their artwork.
- Demonstrate increasing expressive and technical skills as they produce, perform and present works in the arts.
- Grow in their ability to understand and evaluate how the arts convey meaning by processing and analyzing information through the language and skills unique to each of the arts.
- Deepen their appreciation and understanding of the arts by responding to, analyzing and making judgments about works in each of the arts.
- Increase their ability to relate artistic ideas and works of art to the societal and historical context in which they were created, and to the cultural dimensions of each of the arts.
- Connect and apply what is learned and experienced in each of the arts to learning in many other subject areas, to career possibilities and to living in our complex society.



# Physical Education in Plainfield Schools

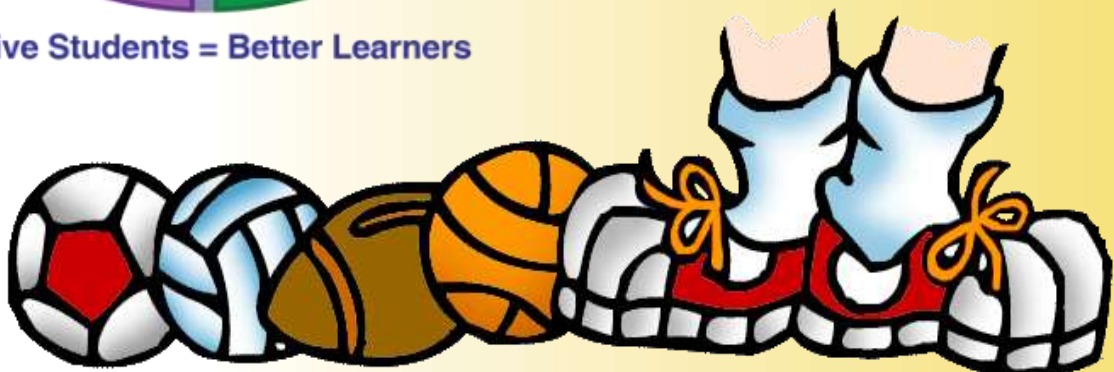
Physical education is an academic subject that provides a planned, sequential, K-12 standards-based program of curricula and instruction.

- The main purpose of physical education within the curriculum of Plainfield Public Schools is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.
- **Physical Education in Plainfield Schools'** is designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship and teamwork, self-esteem and emotional intelligence.



- We offer a multi-component approach to physical education that includes physical activities offered during and after school to help kids reach a healthy habit of daily physical activity.

**Active Students = Better Learners**



## Grade 4 Language Arts



## What is the Plainfield Grade 4 Language Arts Program?

*In fourth grade....students will*

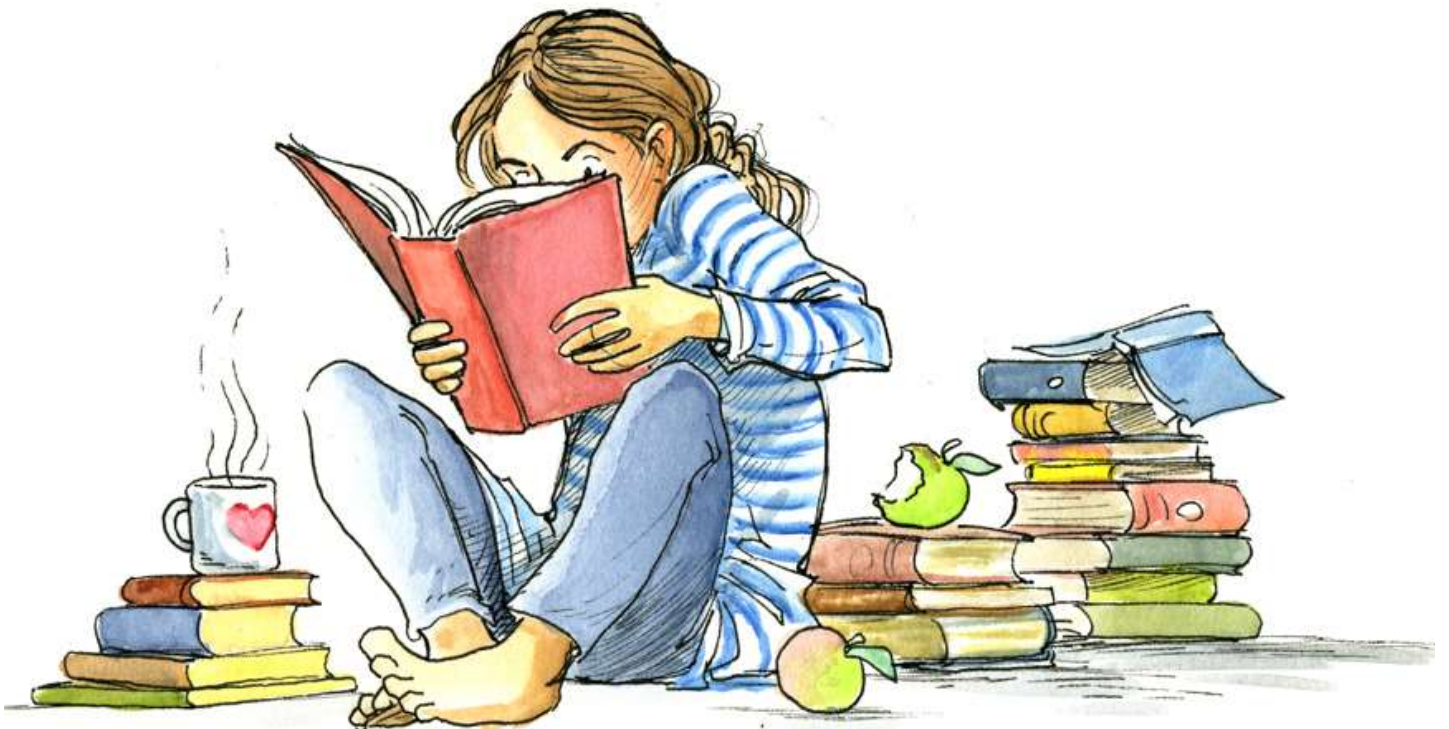
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own ideas clearly.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

### READING

Content	<i>Students will...</i>
Fiction	<ul style="list-style-type: none"> <li>• read with deep engagement to generate their own ideas about characters based on their thoughts, words, and actions</li> <li>• identify character traits and support with text evidence</li> <li>• identify character change and the cause or reason for the change</li> <li>• build substantial ideas that are grounded in text evidence</li> <li>• develop interpretations that are supported across the whole text</li> <li>• develop and revise theories about characters</li> <li>• identify themes in texts</li> </ul>
Nonfiction	<ul style="list-style-type: none"> <li>• determine main ideas and supporting details</li> <li>• summarize texts</li> <li>• identify nonfiction text structures</li> <li>• figure out the meaning of unknown words</li> <li>• synthesize information across texts</li> </ul>

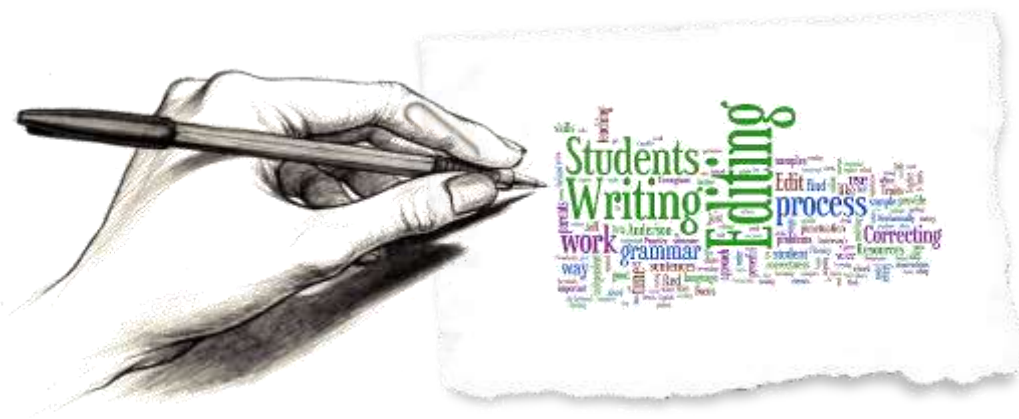
## READING *continued...*

Content	<i>Students will...</i>
Historical Fiction	<ul style="list-style-type: none"><li>• develop ideas about characters, settings, and time periods that are grounded in text evidence</li><li>• determine themes in and across texts</li><li>• grow critical ideas about power and perspective</li><li>• synthesize information to develop theories about historical time periods</li><li>• use vocabulary specific to the genre and time periods</li><li>• determine importance, synthesize, and think critically across texts</li></ul>
Social Issues	<ul style="list-style-type: none"><li>• read and discuss chapter books with strong characters that deal with familiar issues</li><li>• identify common social issues in society</li><li>• analyze the interrelationships among primary and secondary characters</li><li>• <b>talk with peers about the social issues focusing on characters' feelings and the problems they face</b></li><li>• revise and extend thinking through conversations</li><li>• develop opinions about social issues</li></ul>



# WRITING

Content	<i>Students will</i>
Introduction to Grade 4 Writing	<ul style="list-style-type: none"> <li>• implement the structures, rituals, and routines of the workshop</li> <li>• create a writer's notebook</li> <li>• implement strategies for finding topics</li> </ul>
Narrative	<ul style="list-style-type: none"> <li>• focus stories on small moments</li> <li>• understand and develop the important parts of stories</li> <li>• add details and information to elaborate</li> <li>• develop tension within stories</li> </ul>
Personal Essay	<ul style="list-style-type: none"> <li>• identify and develop ideas and opinions that can be topics for personal essays</li> <li>• create an organizational structure to write an essay</li> <li>• provide reasons that are supported by facts and details</li> <li>• use transitional language within their paragraphs</li> </ul>
Information Writing	<ul style="list-style-type: none"> <li>• identify and develop areas of expertise and develop questions to extend knowledge through research and exploration</li> <li>• write informative/explanatory texts that convey ideas and information</li> <li>• incorporate independent thinking with newly learned facts, details, and research</li> <li>• identify and attend to audience, using content-specific vocabulary and a teaching tone</li> </ul>
Research-Based Essay	<ul style="list-style-type: none"> <li>• write opinion essays on debatable topics supporting a point of view with reasons</li> <li>• engage in research, integrating the information from a variety of resources</li> <li>• organize information into reasons with evidence that supports the overall claim</li> <li>• use transitional language within paragraphs</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• recognize and appreciate the relationships between language, structure, and meaning</li> <li>• explore and write various forms of poetry</li> <li>• write various types of poems for different purposes</li> <li>• incorporate images, figurative language, and intentional conventions to create meaning and add impact</li> </ul>





# Grade 4 Mathematics



Click [here](#) for information about Pearson Realize, an online help center for parents and students. See your child's classroom teacher for login information.

## What is the Plainfield Grade 4 Mathematics Program?

*In fourth grade...* Students will

- Use the four operations with whole numbers to solve problems
- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations
- Understand decimal notation for fractions, and compare decimal fractions
- For more information about grade four EnVision Math click [here](#)

Areas of	Students will...
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>• use operations with whole numbers to solve problems</li> <li>• learn factors and multiples</li> <li>• learn early concepts of Algebra: Generate and analyze patterns</li> </ul>
Number and Operations – Base Ten	<ul style="list-style-type: none"> <li>• generalize place value understanding</li> <li>• fluently add and subtract multi-digit whole numbers</li> <li>• use strategies and properties to multiply by 1-digit numbers</li> <li>• use strategies and properties to multiply by 2-digit numbers</li> <li>• use strategies and properties to divide by 1-digit numbers</li> </ul>
Number and Operations— Fractions	<ul style="list-style-type: none"> <li>• extend understanding of fraction equivalence and ordering</li> <li>• understand addition and subtraction of fractions</li> <li>• extend multiplication concepts to fractions</li> <li>• understand and compare decimals</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>• represent and interpret data on line plots</li> <li>• measurement: find equivalence in units of measure</li> <li>• learn about geometric measurement: understand concepts of angles and angle measurement</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• draw and identify lines and angles, and classify shapes by properties of their lines and angles</li> </ul>

## Grade 4 Science

## What is the Plainfield Grade 4 Science Program?

### *In fourth grade...*

- Students will explore and learn about energy and the various ways it effects Earth's environments and organisms.
- Students continue to develop scientific literacy and inquiry skills through a variety of resources and hands-on experiences.
- Click [here](#) for information about Pearson Realize, an online help center for parents and students. See your child's classroom teacher for login information.



Areas of Focus	Students will...
Energy	<ul style="list-style-type: none"> <li>• use evidence to construct an explanation relating the speed of an object to the energy of that object.</li> <li>• make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents</li> <li>• ask questions and predict outcomes about the changes in energy that occur when objects collide.</li> <li>• apply scientific ideas to design, test, and refine a device that converts energy from one form to another</li> </ul>
Waves and their Applications in Technologies for Information Transfer	<ul style="list-style-type: none"> <li>• develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move</li> <li>• develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</li> <li>• generate and compare multiple solutions that use patterns to transfer information.</li> </ul>
From Molecules to Organisms: Structures and Processes	<ul style="list-style-type: none"> <li>• construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</li> <li>• use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</li> </ul>
Earth's Place in the Universe	<ul style="list-style-type: none"> <li>• identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</li> </ul>
Earth's Systems	<ul style="list-style-type: none"> <li>• make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</li> <li>• <b>analyze and interpret data from maps to describe patterns of Earth's features.</b></li> </ul>
Earth and Human Activity	<ul style="list-style-type: none"> <li>• obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</li> <li>• generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</li> </ul>
Inquiry Skills; Integrated into all Units	<ul style="list-style-type: none"> <li>• make observations and ask questions</li> <li>• find information from a variety of sources</li> <li>• design and conduct investigations</li> <li>• collect, analyze, and interpret data</li> <li>• propose and test solutions</li> <li>• communicate findings</li> <li>• use measurement tools, mathematics, and technology</li> </ul>

## Grade 4 Social Studies

## What is the Plainfield Grade 4 Social Studies Program?

### *In fourth grade...*



- Students investigate and explore the geography, history, economy, and government of the state of Connecticut and other U.S. regions. Through a variety of activities and experiences, they will learn that where people live affects how people live. They will also analyze how key events and people affect the development of a place. The integration of social studies with reading, writing, speaking, and listening will allow students to continue to learn how to integrate information and ask questions in order to deepen their learning.

Areas of focus	<i>Students will...</i>
Geography	<ul style="list-style-type: none"> <li>• learn how maps and globes help us to understand geography and how it impacts human movement and economy</li> <li>• recognize concepts including geographic features and man-made features, political map, physical map, and population map</li> <li>• compare and contrast different map types including physical, political, and population</li> </ul>
Government	<ul style="list-style-type: none"> <li>• learn the relationships that exist between individuals and government</li> <li>• identify the three branches of government</li> <li>• identify the basic right and responsibilities of citizens to participate in United States, Connecticut, and Plainfield</li> <li>• explain how a bill becomes a law</li> <li>• explain why people pay taxes and what taxes are used for</li> </ul>
History	<ul style="list-style-type: none"> <li>• identify differing historical perspectives from Connecticut historical events</li> <li>• determine important people, places and events in Connecticut history</li> <li>• study early U.S. history from the indigenous peoples through the American Revolution</li> </ul>
Economy	<ul style="list-style-type: none"> <li>• identify specific products or services in each of the four resource categories and its <b>benefit to the state's economy</b></li> <li>• locate where the resources are found within the state</li> <li>• explain how the geographic locations impact the various resources throughout the state</li> </ul>

If you have any questions on the material contained in this handbook, please contact:

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This curriculum guide can be found online at  
[www.plainfieldschools.org](http://www.plainfieldschools.org)