



Linking the **Massachusetts Curriculum Framework**  
and the **Open Circle Curriculum**

Participating schools say:

*“As an urban school, addressing the achievement gap is our central focus. Relationships are key to achievement, and Open Circle is central to our ability to build relationships.”*

*“Open Circle is the scaffolding on which I build my classroom community. Everything that happens in a classroom is based on how healthy we are as a community. A healthy community can take risks - which is such an important part of effective education.”*

This document is based on current Massachusetts Curriculum Frameworks from the revised state guidelines.

**English Language Arts, June 2001**  
**History and Social Science, August 2003**  
**Science and Technology/Engineering, October 2006**  
**Comprehensive Health, October 1999**

Subject	Grade	Skill	General Standard	Corresponding Open Circle Lesson
English Language Arts	Pre K - 4	Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.	<ul style="list-style-type: none"> <li>•Lesson 3 Classroom Rules</li> <li>•Lesson 5 Being a Good Listener</li> <li>•Lesson 6 Nonverbal Signals</li> </ul> Supplementary Lessons: <ul style="list-style-type: none"> <li>•The Golden Rule/ Rules in the School Community</li> <li>•Signaling the Teacher (K-3)</li> <li>•Classroom Rules Review: How Are We Doing?</li> </ul>
English Language Arts	5 - 8	Discussion	Students will apply understanding of agreed-upon rules and individual roles in order to make decisions.	<ul style="list-style-type: none"> <li>•Lesson 3 Classroom Rules</li> <li>•Lesson 5 Being a Good Listener</li> <li>•Lesson 6 Nonverbal Signals</li> </ul> Lessons 22-29 teach and provide practice in making decisions through a constructive problem solving process.           Supplementary Lessons: <ul style="list-style-type: none"> <li>•Class Meeting</li> <li>•A Leader’s Role in Problem Solving</li> <li>•Classroom Rules on Teasing and Bullying</li> <li>•Classroom Rules Review: How Are We Doing?</li> <li>•Rules in a School Community</li> </ul>



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English Language Arts	Pre K - 4	Questioning, Listening, and Contributing	Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.	<ul style="list-style-type: none"> <li>•Lesson 14 Speaking Up</li> <li>•Lesson 15 Interviewing</li> </ul>
English Language Arts	5 - 6	Questioning, Listening, and Contributing	Gather relevant information for a research project or composition through interviews.	<ul style="list-style-type: none"> <li>•Lesson 15 Interviewing</li> </ul>
English Language Arts	Pre K - 4	Oral Presentation	<p>Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. Maintain focus on the topic. Adapt language to persuade, to explain, or to seek information.</p> <p>Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> <li>•Lesson 4 What Students Have in Common</li> <li>•Lesson 14 Speaking Up</li> </ul> <p>Supplementary Lessons:</p> <ul style="list-style-type: none"> <li>•Speaking and Listening (K-3)</li> <li>•Additional Speaking Up Activities</li> <li>•Sharing Experiences</li> </ul>
English Language Arts	5	Oral Presentation	Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.	<ul style="list-style-type: none"> <li>•Lesson 14 Speaking Up</li> <li>•Lesson 18 Body Language</li> </ul> <p>Supplementary Lessons:</p> <ul style="list-style-type: none"> <li>•Additional Speaking Up Activities</li> <li>•Sharing Experiences</li> </ul>
English Language Arts	Pre K - K	Understanding a Text	<p>Students will identify the basic facts and main ideas in a text and use them for the basis for interpretation.</p> <ul style="list-style-type: none"> <li>•Make predictions using prior knowledge, pictures and text.</li> <li>•Retell a main event from a story heard or read.</li> <li>•Ask questions about the important characters, settings and events.</li> </ul>	The <i>Curriculum</i> includes a list of relevant children’s literature to reinforce social and emotional learning. Discussion questions ask students to make predictions, retell a main event from a story and tell about the important characters, settings and events.



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English Language Arts	1 - 2	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them for the basis for interpretation. <ul style="list-style-type: none"> <li>•Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.</li> <li>•Retell a story's beginning, middle, and end.</li> <li>•Distinguish cause from effect.</li> </ul>	The discussion questions for the literature asks students to consider what happened to the characters and asks them to make predictions about what caused certain effects. The students identify conflict, empathize with the characters and predict what might happen if the characters acted differently.
English Language Arts	3 - 4	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them for the basis for interpretation. <ul style="list-style-type: none"> <li>•Identify and show the relevance of foreshadowing clues.</li> <li>•Make judgments about setting, characters, and events and support them with evidence from the text.</li> <li>•Locate facts that answer the reader's questions.</li> <li>•Distinguish cause from effect.</li> <li>•Summarize main ideas and supporting details.</li> </ul>	The discussion questions for the literature asks students to consider what happened to the characters and asks them to make predictions about what caused certain effects. The students identify conflict, empathize with the characters and predict what might happen if the characters acted differently. Students are asked to carefully review pictures and text to support their answers to the discussion questions.
English Language Arts	5 - 8	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them for the basis for interpretation. <ul style="list-style-type: none"> <li>•Identify and analyze sensory details and figurative language.</li> <li>•Identify and analyze the author's use of dialogue and description.</li> <li>•Identify and analyze main ideas, supporting ideas, and supporting details.</li> <li>•Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</li> </ul>	In Grade 5, students are asked through literature discussion questions to identify and analyze the author's intention in poems and other texts. Students are asked to interpret the emotions of different characters and use the words and pictures from the text to support their answers.



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English Language Arts	Pre K - 2	Theme	Students will relate themes in works of fiction and nonfiction to personal experiences.	A list of literature connections is found at the end of each Open Circle lesson. Students are asked to relate what they have learned in the lesson or experienced at home or school to the characters in the stories.
English Language Arts	Pre K - 5	Fiction	Students will identify the elements of plot, character and setting (including conflict).	Open Circle “Literature Connections” can be used to discuss plot, character and setting. The discussion prompts often ask students to identify main characters and compare them to themselves, determine the best solutions to problems within the plot and identify any conflicts among the characters.
English Language Arts	Pre K - 2	Dramatic Reading and Performance	Students will rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.	<ul style="list-style-type: none"> <li>• Lesson 14 Speaking Up</li> <li>Supplementary Lessons:               <ul style="list-style-type: none"> <li>• Additional Speaking Up Activities</li> <li>• Role Playing</li> </ul> </li> </ul>
English Language Arts	3 - 4	Dramatic Reading and Performance	Student will plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.	<ul style="list-style-type: none"> <li>• Lesson 14 Speaking Up</li> <li>Supplementary Lessons:               <ul style="list-style-type: none"> <li>• Additional Speaking Up Activities</li> <li>• Role Playing</li> </ul> </li> </ul>
English Language Arts	5 - 6	Dramatic Reading and Performance	Students will develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.	<ul style="list-style-type: none"> <li>• Lesson 18 Body Language</li> <li>Supplementary Lessons:               <ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Reading Signals</li> </ul> </li> </ul>



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English Language Arts	Pre K - 4	Identifying Themes in Literature	Students will identify and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.	The <i>Open Circle Curriculum</i> explicitly connects children’s literature selections to Open Circle themes. At the end of each lesson there are specific annotated literature selections with discussion questions and activities related to <i>Open Circle Curriculum</i> concepts and themes.
History & Social Science	Pre K - 4	Living, Learning, and Working Together	Students will retell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority and explain how the characters in the stories show these qualities.	<ul style="list-style-type: none"> <li>• Lesson 8 Including One Another</li> <li>• Lesson 9 Cooperating</li> <li>• Lesson 31 Leadership Skills</li> </ul> Supplementary Lessons: <ul style="list-style-type: none"> <li>• The Golden Rule</li> <li>• Friendship</li> <li>• Showing Respect for One Another</li> <li>• Honesty</li> </ul>
History & Social Science	Pre K - K	Civics & Government	Students will give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility and rules.	<ul style="list-style-type: none"> <li>• Lesson 3 Classroom Rules</li> <li>• Lesson 8 Including One Another</li> <li>• Lesson 10 Dealing with Double D Behavior</li> <li>• Lesson 11 Dealing with Annoying Behavior</li> <li>• Lesson 12 Dealing with Teasing</li> <li>• Lesson 31 Leadership Skills</li> </ul> Supplementary Lessons: <ul style="list-style-type: none"> <li>• The Golden Rule</li> <li>• Honesty</li> <li>• Making Mistakes</li> </ul>



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History & Social Science	1	Civics & Government	Students will give examples that show the meaning of the following words: politeness, achievement, courage, honesty, and reliability.	<ul style="list-style-type: none"> <li>• Lesson 5 Being a Good Listener</li> <li>• Lesson 8 Including One Another</li> <li>• Lesson 9 Cooperating</li> <li>• Lesson 11 Dealing with Annoying Behavior</li> <li>• Lesson 12 Dealing with Teasing</li> <li>• Lesson 31 Leadership Skills</li> </ul> Supplementary Lessons: <ul style="list-style-type: none"> <li>• The Golden Rule</li> <li>• Honesty</li> <li>• Making Mistakes</li> <li>• A Leader’s Role in Problem Solving</li> </ul>
History & Social Science	2	Civics & Government	Students will define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).	<ul style="list-style-type: none"> <li>• Lesson 3 Classroom Rules</li> <li>• Lesson 8 Including One Another</li> <li>• Lesson 13 Group Membership</li> <li>• Lesson 16 Review: Creating a Cooperative Classroom Community</li> </ul> Supplementary Lessons: <ul style="list-style-type: none"> <li>• Rules in a School Community</li> <li>• Characteristics of Classroom Team Members</li> <li>• Showing Respect for One Another</li> <li>• A Leader’s Role in Problem Solving</li> </ul>
History & Social Science	2	Civics & Government	Students will give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).	<ul style="list-style-type: none"> <li>• Lesson 5 Being a Good Listener</li> <li>• Lesson 15 Interviewing</li> <li>• Lesson 31 Leadership Skills</li> </ul> Supplementary Lessons: <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Showing Respect for One Another</li> </ul>



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Subject	Grade	Skill	General Standard	Corresponding Open Circle Lesson
History & Social Science	3	Civics & Government	Students will give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings).	<ul style="list-style-type: none"> <li>•Lesson 29 Reach a Consensus</li> <li>•Lesson 31 Leadership Skills</li> </ul>
Science & Technology	Pre K - 2	Guiding Principle V: Investigation, experimentation, and problem solving are central to science and technology/ engineering education	<p>Skill(s) of Inquiry Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ ask questions about objects, organisms and events in the environment</li> <li>▪ Tell about why and what would happen if?</li> <li>▪ Discuss observations with others</li> </ul>	<ul style="list-style-type: none"> <li>•Lessons 23-28 Problem Solving (including identifying the problem, deciding on a positive goal, thinking of several solutions, evaluating these solutions, and making a plan and trying it). Students practice using the Problem Solving Steps to solve “people” problems, which allows students to internalize that process and directly relate their learning to other areas where solving problems is required.</li> </ul>
Health / Character Education	Pre K - 5	Mental Health	Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness, and will learn skills to promote self-acceptance, make decisions, and cope with stress including suicide prevention.	<p>Most lessons in the <i>Curriculum</i>, specifically:</p> <ul style="list-style-type: none"> <li>•Lesson 13 Recognizing Differences</li> <li>•Lesson 17 Understanding Feeling Words</li> <li>•Lesson 19 Being Calm</li> <li>•Lesson 20 Getting Calm When You Feel Upset</li> <li>•Lesson 21 Expressing Anger Appropriately</li> <li>•Lesson 22-30 Problem Solving Process</li> </ul> <p>Supplementary Lessons:</p> <ul style="list-style-type: none"> <li>•Discovering What We Have in Common</li> </ul> <p>Additional Feeling Activities:</p> <ul style="list-style-type: none"> <li>•Things To Do When You Are Not Feeling Calm</li> <li>•Making Mistakes</li> </ul>



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Health / Character Education	Pre K - 5	Violence Prevention	Students will identify factors (such as internal character and personality attributes and forces external to individuals, such a media or society) related to both violent and non-violent attitudes. They will differentiate between one's personal rights and those of others and use communication and problem solving to set personal boundaries, resolve conflicts, and develop positive relationships.	<p>Most lessons in the <i>Curriculum</i> are geared toward violence prevention and resolving conflicts through relationship building, specifically:</p> <ul style="list-style-type: none"> <li>• Lesson 2 Getting to Know One Another</li> <li>• Lesson 5 Being a Good Listener</li> <li>• Lesson 8 Including One Another</li> <li>• Lesson 9 Cooperating</li> <li>• Lesson 10 Dealing with Double D Behavior</li> <li>• Lesson 11 Dealing with Annoying Behavior</li> <li>• Lesson 12 Dealing with Teasing</li> <li>• Lesson 13 Recognizing Differences</li> <li>• Lesson 19 Being Calm</li> <li>• Lessons 22-30 Problem Solving</li> <li>• Lesson 29 Reach a Consensus (4-5)</li> <li>• Lesson 30 Overcoming Obstacles (4-5)</li> <li>• Lesson 32 Practicing Self-Talk</li> </ul> <p>Supplementary Lessons:</p> <ul style="list-style-type: none"> <li>• Discovering Our Commonalities</li> <li>• Talking to Someone Who Can Help</li> <li>• Showing Respect for One Another</li> <li>• What is a Bystander?</li> <li>• What Should a Bystander Do?</li> <li>• What is Bullying?</li> <li>• Classroom Rules on Teasing and Bullying</li> <li>• Stress Relievers</li> <li>• Personal Space</li> </ul>