

SCHOOL DISTRICT U-46

ELEMENTARY SCHOOL CURRICULUM GUIDE



**2024-2025
Elementary Courses
Grades PreK - 6**



Dear Students and Families:

School District U-46 is one of the finest school districts in the State of Illinois. The opportunities to learn are comprehensive. This *Curriculum Guide* is designed to help students and families capitalize on educational opportunities and resources that will enhance individual interests and aptitudes.

This guide is available in English and Spanish and includes the following U-46 elementary school programs, opportunities, and resources:

- School resources and support for students
- Assessment information
- Gifted Program
- Multilingual and Multicultural Education (MME) Program
- Specialized Student Services
- Course descriptions

Best wishes for your future success!

Bartlett Elementary Network
Elgin Elementary Network
Larkin Elementary Network
South Elgin Elementary Network
Streamwood Elementary Network

TABLE OF CONTENTS

TABLE OF CONTENTS	2	Transitional Program of Instruction (TPI/ESL) Goal.....	15
CONTACT INFORMATION.....	3	Sheltered English Instruction.....	15
BARTLETT NETWORK	3	Standards-based ESL Progress Report for English Learners	16
ELGIN NETWORK.....	4	SPECIALIZED STUDENT SERVICES	16
LARKIN NETWORK.....	5	PRE-K CURRICULUM	17
SOUTH ELGIN NETWORK.....	6	KINDERGARTEN CURRICULUM	19
STREAMWOOD NETWORK	7	1 ST GRADE CURRICULUM.....	22
THE CURRICULUM.....	8	2 ND GRADE CURRICULUM	26
COMMITMENT TO “ACADEMIC SUCCESS FOR ALL”.....	8	3 RD GRADE CURRICULUM	30
CANVAS	8	4 TH GRADE CURRICULUM.....	34
INFINITE CAMPUS.....	8	5 TH GRADE CURRICULUM.....	38
ELEMENTARY SCHOOL ASSESSMENTS ACCESS	8	6 TH GRADE CURRICULUM.....	42
ILLINOIS ASSESSMENT FOR READINESS (IAR).....	9	LIBRARY/DIGITAL LITERACY.....	46
ILLINOIS SCIENCE ASSESSMENT (ISA) ..	9	BAND	47
KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY (KIDS).....	9	ORCHESTRA.....	49
DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP).....	9		
SPANISH LANGUAGE PROFICIENCY ASSESSMENT LAS LINKS.....	10		
SUBJECT AREA LOCAL ASSESSMENTS	10		
LEARNING GENIE	10		
GIFTED PROGRAM	10		
MULTILINGUAL AND MULTICULTURAL EDUCATION (MME) PROGRAM.....	11		
Transitional Program of Instruction (TPI)..	15		

CONTACT INFORMATION

BARTLETT NETWORK

Executive Director: Dr. Kyle Bunker



CENTENNIAL ELEMENTARY
234 E. Stearns Rd.
Bartlett, IL 60103
8:30 a.m. to 2:30 p.m.
Phone: (630) 213-5632
Fax: (630) 213-5630
Principal: Matthew Palcer



PRAIRIEVIEW ELEMENTARY
285 Mayflower Ln.
Bartlett, IL 60103
8:30 a.m. to 2:30 p.m.
Phone: (630) 213-5603
Fax: (630) 213-5588
Principal: Paul A. Flatley



HORIZON ELEMENTARY
1701 Greenbrook Blvd.
Hanover Park, IL 60133
8 a.m. to 2 p.m.
Phone: (630) 213-5570
Fax: (630) 213-5564
Principal: Dr. Jennifer Schwardt



ONTARIOVILLE ELEMENTARY
2100 Elm St.
Hanover Park, IL 60133
8:30 a.m. to 2:30 p.m.
Phone: (630) 213-5590
Fax: (630) 213-5574
Principal: Dr. Elizabeth Ma



LAUREL HILL ELEMENTARY
1750 Laurel Ave.
Hanover Park, IL 60133
8 a.m. to 2 p.m.
Phone: (630) 213-5580
Fax: (630) 213-5569
Principal: Maria A. Lopez



SPRING TRAIL ELEMENTARY
1384 Spring Valley Dr.
Carol Stream, IL 60188
8:30 a.m. to 2:30 p.m.
Phone: (630) 213-6230
Fax: (630) 213-6236
Principal: Noelle Dupuis



MORE AT 4 – EXPANSION PRESCHOOL
799 S. McLean Blvd.
Elgin, IL 60123
Phone: (847) 888-5000, ext. 6130
Fax: (847) 628-6294
Principal: Angela Gallegos



SYCAMORE TRAILS ELEMENTARY
1025 Sycamore Ln.
Bartlett, IL 60103
8 a.m. to 2 p.m.
Phone: (630) 213-5641
Fax: (630) 213-5599
Principal: Lisa Cardenas

ELGIN NETWORK

Executive Director: Yvette Gonzalez-Collins



CHANNING ELEMENTARY
63 S. Channing St.
Elgin, IL 60120
8 a.m. to 2 p.m.
Phone: (847) 888-5185
Fax: (847) 888-7016
Principal: Rebecca Lunak



LORDS PARK ELEMENTARY
323 Waverly Dr.
Elgin, IL 60120
8 a.m. to 2 p.m.
Phone: (847) 888-5360
Fax: (847) 608-2750
Principal: Noe Velazquez



COLEMAN ELEMENTARY
1220 Dundee Ave.
Elgin, IL 60120
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5190
Fax: (847) 608-2743
Principal: Kelly Marotz



MCKINLEY ELEMENTARY
258 Lovell St.
Elgin, IL 60120
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5262
Fax: (847) 608-2752
Principal: Jeron Shelton



HUFF ELEMENTARY
801 Hastings St.
Elgin, IL 60120
8 a.m. to 2 p.m.
Phone: (847) 888-5285
Fax: (847) 608-2747
Principal: Paula Ek



RONALD D. O'NEAL ELEMENTARY
510 Franklin Blvd.
Elgin, IL 60120
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5266
Fax: (847) 608-2753
Principal: Deanna Micaletti



LINCOLN ELEMENTARY
1650 Maureen Dr.
Hoffman Estates, IL 60192
8:30 a.m. to 2:30 p.m.
Phone: (847) 289-6639
Fax: (847) 888-7195
Principal: Abbie Eklund



TIMBER TRAILS ELEMENTARY
1675 McDonough Rd.
Hoffman Estates, IL 60192
8:30 a.m. to 2:30 p.m.
Phone: (847) 289-6640
Fax: (847) 888-7011
Principal: Dr. Elisa Biancalana

LARKIN NETWORK

Executive Director: Sarah Rabe



CENTURY OAKS ELEMENTARY
1235 Braeburn Dr.
Elgin, IL 60123
8 a.m. to 2 p.m.
Phone: (847) 888-5181
Fax: (847) 608-2741
Principal: Cheryl Frederickson

Hillcrest Elementary



HILLCREST ELEMENTARY
80 N. Airlite St.
Elgin, IL 60123
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5282
Fax: (847) 742-3297
Principal: Dr. Glenda Rosado



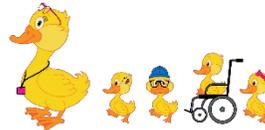
CREEKSIDE ELEMENTARY
655 N. Airlite St.
Elgin, IL 60123
8:30 a.m. to 2:30 p.m.
Phone: (847) 289-6270
Fax: (847) 289-6040
Principal: Joel Pollack



ILLINOIS PARK CENTER for
EARLY LEARNING
1350 Wing St.
Elgin, IL 60123
Phone: (847/289-6041
Fax: (847/888-5332
Principal: Apryl Lowe



HARRIET GIFFORD ELEMENTARY
240 S. Clifton Ave.
Elgin, IL 60123
8 a.m. to 2 p.m.
Phone: (847) 888-5195
Fax: (847) 608-2763
Principal: Joe Corcoran



INDEPENDENCE CENTER for
EARLY LEARNING
200 Taylor Ave.
Bartlett, IL 60103
Phone: (630) 213-5629
Fax: (630) 213-5584
Principal: Lisa Bergbreiter



HIGHLAND ELEMENTARY
190 N. Melrose Ave.
Elgin, IL 60123
8 a.m. to 2 p.m.
Phone: (847) 888-5280
Fax: (847) 608-2746
Principal: Steve Johnson
Co-Principal: Anisa Upshaw



LOWRIE ELEMENTARY
264 Oak St.
Elgin, IL 60123
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5260
Fax: (847) 608-2751
Principal: Tiffany Robinson



WASHINGTON ELEMENTARY
819 W. Chicago St.
Elgin, IL 60123
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5270
Fax: (847) 608-2754
Principal: Lori Brandes
Co-Principal: Ryan Corcoran

SOUTH ELGIN NETWORK

Executive Director: Mary Sturgill



BARTLETT ELEMENTARY
111 North Ave.
Bartlett, IL 60103
8:30 a.m. to 2:30 p.m.
Phone: (630) 213-5545
Fax: (630) 213-5544
Principal: John Signatur



NATURE RIDGE ELEMENTARY
1899 Westridge Blvd.
Bartlett, IL 60103
8 a.m. to 2 p.m.
Phone: (630) 372-4647
Fax: (630) 497-0574
Principal: Cyndi Aleman



CLINTON ELEMENTARY
770 E. Mill St.
South Elgin, IL 60177
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-7045
Fax: (847) 608-2742
Principal: Jonathon Miquelon



OTTER CREEK ELEMENTARY
2701 Hopps Rd.
Elgin, IL 60124
8 a.m. to 2 p.m.
Phone: (847) 888-6995
Fax: (847) 888-7607
Principal: David Aleman



FOX MEADOW ELEMENTARY
1275 Jenna Dr.
South Elgin, IL 60177
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-7182
Fax: (847) 888-7194
Principal: Dr. Jason H. Gold



WAYNE ELEMENTARY
5N443 School St.
Wayne, IL 60184
8 a.m. to 2 p.m.
Phone: (630) 736-7100
Fax: (630) 213-5619
Principal: Adam Zurko



LIBERTY ELEMENTARY
1375 W. Bartlett Rd.
Bartlett, IL 60103
8 a.m. to 2 p.m.
Phone: (630) 540-7680
Fax: (630) 540-7666
Principal: Stephanie Sylvester



WILLARD ELEMENTARY
370 W. Spring St.
South Elgin, IL 60177
8:30 a.m. to 2:30 p.m.
Phone: (847) 888-5275
Fax: (847) 608-2755
Principal: Dustin Covarrubias

STREAMWOOD NETWORK

Executive Director: Teresa Winters



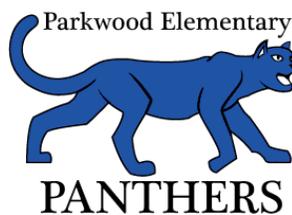
GLENBROOK ELEMENTARY
 315 Garden Circle
 Streamwood, IL 60107
 8 a.m. to 2 p.m.
 Phone: (630) 213-5555
 Fax: (630) 213-5548
 Principal: Rajan Sharma



OAKHILL ELEMENTARY
 502 S. Oltendorf Rd.
 Streamwood, IL 60107
 8 a.m. to 2 p.m.
 Phone: (630) 213-5585
 Fax: (630) 213-5573
 Principal: Laura Alegria



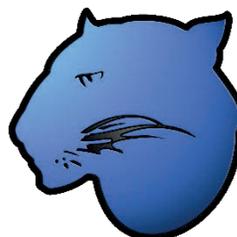
**HANOVER COUNTRYSIDE
 ELEMENTARY**
 6 S. Bartlett Rd.
 Streamwood, IL 60107
 8:30 a.m. to 2:30 p.m.
 Phone: (630) 213-5560
 Fax: (630) 213-6133
 Principal: Harold (Jack) Shepherd



PARKWOOD ELEMENTARY
 2150 Laurel St.
 Hanover Park, IL 60133
 8:30 a.m. to 2:30 p.m.
 Phone: (630) 213-5595
 Fax: (630) 213-5579
 Principal: Ana (Lizza) Arroyo



HERITAGE ELEMENTARY
 507 Arnold Ave.
 Streamwood, IL 60107
 8 a.m. to 2 p.m.
 Phone: (630) 213-5565
 Fax: (630) 213-5549
 Principal: Catherine Fletcher



RIDGE CIRCLE ELEMENTARY
 420 Ridge Circle
 Streamwood, IL 60107
 8:30 a.m. to 2:30 p.m.
 Phone: (630) 213-5600
 Fax: (630) 213-9407
 Principal: Janelle Raine



HILLTOP ELEMENTARY
 1855 Rohrsen Rd.
 Elgin, IL 60120
 8 a.m. to 2 p.m.
 Phone: (847) 289-6655
 Fax: (847) 888-7199
 Principal: Dr. Kyle VonSchnase



SUNNYDALE ELEMENTARY
 716 Sunnydale Blvd.
 Streamwood, IL 60107
 8:30 a.m. to 2:30 p.m.
 Phone: (630) 213-5610
 Fax: (630) 213-5594
 Principal: Andrea Gaitan

THE CURRICULUM

School District U-46 offers a standards-based education for all students. A standards-based curriculum:

1. Clearly articulates expectations for student learning.
2. Ensures that curriculum, instruction, and assessments are aligned so that students will meet or exceed expectations on the Illinois Learning Standards.
3. Offers supplemental support systems to assist students with their academic progress.

COMMITMENT TO “ACADEMIC SUCCESS FOR ALL”

The administration, faculty, and staff members are committed to “**academic success for all**” of our students. As such, through our U-46 Rising work, we aim to ensure that all students have access to rigorous standards-based core instruction that develops student agency, fosters equity, and allows for student-led academic teaming. The programs of study available in U-46 are designed to encourage each student to select the most rigorous and appropriate courses that will nurture their individual strengths, talents, and interests.

CANVAS

Canvas is the district’s learning management system. The District curriculum and course resources can be accessed through Canvas. Teachers can post course information for their students.

INFINITE CAMPUS

Infinite Campus is the district’s student information system. It includes all official grades, attendance, health, transportation, emergency contacts, etc. Student official transcripts are reported from Infinite Campus.

ELEMENTARY SCHOOL ASSESSMENTS

ACCESS

[ACCESS](#) is a standards-based, English language proficiency test. It assesses social and academic English language as well as the language associated with language arts, mathematics, science and social studies within the school context across the four language domains: listening, speaking, reading and writing. This assessment is administered to all

English Learners (EL). Teachers will use results to identify English language proficiency and the language profile of students in order to differentiate instruction. Results of this assessment are also used for placement in the ESL level system for the following school year. ACCESS is typically administered during January and February of each school year.

ILLINOIS ASSESSMENT FOR READINESS (IAR)

Illinois Assessment of Readiness measures how well students are mastering language arts and math aligned to Illinois' Learning Standards that are tied to college and career readiness. This is a required assessment from the State of Illinois for all students in grades 3 through 8 and is typically administered in the spring of each school year. Data from this assessment provides information to students and their families regarding higher order skills such as critical thinking, communications and problem solving. Scores are reported to families in the fall and remain in the student's academic record.

ILLINOIS SCIENCE ASSESSMENT (ISA)

This assessment for 5th and 8th graders is required by the state and is typically administered in the spring of each school year. It provides information on the full range of knowledge and skills needed to be career and college-ready or on track toward that goal.

KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY (KIDS)

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children in kindergarten. Click on this link [KIDS](#) for more information.

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

The Desired Results Developmental Profile (DRDP) assessment instrument is designed for teachers to observe, document, and reflect on the learning, development, and progress of preschool-aged children. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement. The DRDP (2015) is made up of eight domains (approaches to learning–self regulation, social and emotional development, language and literacy development, cognition: math, cognition: science, physical development–health, history and social science, and visual and performing arts). The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. It aligns with the Illinois Early Learning and Development Standards and with the KIDS assessment for Kindergarten

SPANISH LANGUAGE PROFICIENCY ASSESSMENT LAS LINKS

This assessment is given to all students in the Dual Language Program and assesses each student's proficiency in the Spanish language for listening, speaking, reading, and writing skills. This assessment is typically given in the fall of the 5th and 8th grade school year.

SUBJECT AREA LOCAL ASSESSMENTS

Most core subject classes will assess student learning through district-created local assessments. Scores from these assessments are included in the overall student grade and used to support instructional delivery.

LEARNING GENIE

Learning Genie is a digital assessment and family engagement tool that will be utilized for all preschool and kindergarten reporting. Teachers will use the application to record all of their observational assessments and generate progress reports (report cards) three times a year to be shared with families. In addition, the application connects families to their child's teacher for individual and group communication to strengthen parent and school collaboration.

GIFTED PROGRAM

The purpose of gifted education is to recognize and provide for the unique social and emotional needs of high ability learners, allowing them to become innovative, creative producers in the global society as well as achieve their personal pursuits. Gifted learners are represented in all populations.

The District defines gifted students as those who perform, or who show the potential to perform at significantly advanced levels of accomplishment when compared with students of their comparable age and background. These students exhibit high performance capacity in intellectual ability and/or a specific academic field. They require specialized instruction, services and/or activities not ordinarily provided by the general education program.

Gifted programming is offered at elementary and middle school, IGNITE (Inquiry and Gifted Network for Ingenuity, Talent and Exploration). IGNITE programming is from 4th- 6th grades. Students automatically continue in Middle School Gifted. All 3rd and 6th grade students in School District U-46 have the opportunity to be screened for gifted education.

IGNITE sites are Clinton, Creekside, Glenbrook, Horizon, Sunnysdale, and Sycamore Trails. Dual Language IGNITE schools are Lincoln, O'Neal and Ridge Circle. Families seeking additional information regarding Gifted Education programming and services available in the District should contact the Gifted Coordinator. For more information, please visit [Gifted Education](#) on the District U-46 website.

MULTILINGUAL AND MULTICULTURAL EDUCATION (MME) PROGRAM

Mission

Provide our students with culturally and linguistically responsive learning experiences that are grounded in equity and rigor.

Vision

Our students will demonstrate cultural competence and develop high levels of academic and language proficiency.

Core Values

- Academic achievement
- Cross-cultural competence
- Multilingualism
- Biliteracy
- Socio-emotional awareness
- Global citizenship and life-long learning

Goals

The instructional core for students participating in the Multilingual and Multicultural Programs **reflects the same instructional core, district adopted resources, and high expectations of the general education program within the language proficiency and academic components for Multilingual Learners (MLs)**. The comprehensive instructional program must support MLs achievement and intentionally recognize the use of the students' home language and cultural background to develop a school culture in which all feel included.

The Dual Language Program stands on the pillars of bilingualism and biliteracy, high academic achievement in both English and Spanish, and socio-cultural competence.

- Develop high levels of proficiency in English and Spanish Language
- Be at or above grade level
- Demonstrate positive cross-cultural attitudes and behaviors
- Be on the path towards becoming bilingual and biliterate global citizens

Research

The Dual Language program in U-46 is based and supported by research findings in the field of second language acquisition, cognitive, academic development and cultural diversity pedagogy in the United States.

- Students achieved high levels of academic competence and motivation. (**Collier, V. 1995; Thomas and Collier, 2012**)

- Closes the academic achievement gap in English and Spanish (e.g., **Bialystaok & Hakuta, 1994; Collier & Thomas, 1989, 1995; 2004; Garcia, 1994**)
- Develops strong social skills with multicultural values, affirm their identities, and resiliency. (**Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2013; Nieto, 2010**).
- Highly effective for ALL students of all backgrounds. (**Ladson-Billings, 1994; and Au & Kawakami, 1994**)
- Students learn another language with no negative consequences for their academic, linguistic, or intellectual development. (**Wang & Aamodt, 2011**)
- Additional cognitive benefits of being bilingual, including delayed onset of Alzheimer's. (**Cerebrum, Dana Foundation, October 31, 2012**)

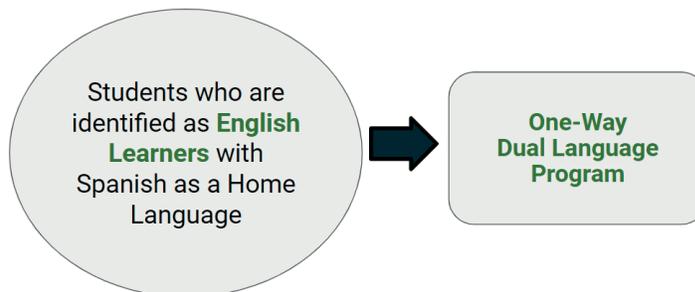
Who participates in the Dual Language Program?

- Students who are identified as **English Learners** with Spanish as a Home Language
- All other students who are **not** identified as English Learners are welcome to take part in the dual language program.
- In dual language programs, unlike other types of language instruction educational programs for English Learners, students remain in the program -with parents' consent - after they are reclassified as English proficient.

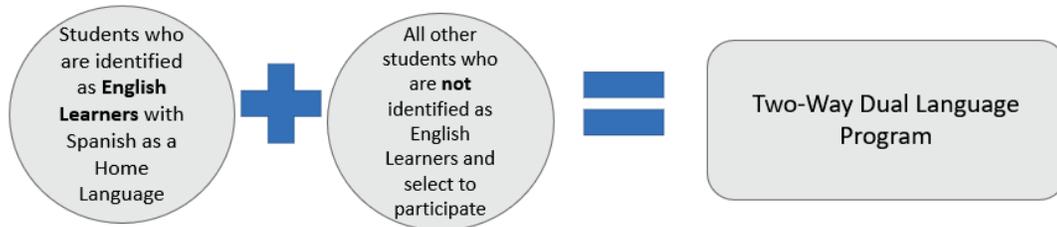
U-46 offers One-Way and Two-Way Dual Language (DL) program models

The One-Way and Two-Way DL program models have the same basic principles but vary in the make-up of the linguistic groups of students. Both models follow the same curriculum, having the same resources and having teachers trained on best practices to serve in both models.

- **In U-46, the One-Way Dual Language Program is composed of only one linguistic group of students:**



- In U-46, the Two-Way Dual Language Program is composed of two linguistic groups of students:



What schools provide One-Way and Two-Way Dual Language Programs?

Our district offers One-Way and Two-Way Dual Language Programs, please see this [link](#) to learn more about where they are housed.

Language Allocation:

One key element of a DL program is the strategic use of languages

In U-46 we follow an 80:20 Dual Language program model. In this model, students begin Pre-K and Kindergarten with 80% of instruction in Spanish and 20% of instruction in English. The percentages gradually change in subsequent years. The specific language allocation per grade level is strategically established to ensure the development of academic language across the different subject areas in both English and Spanish.

Kindergarten 80/20

Language Allocation

80% Instruction in Spanish				20% Instruction in English	
Language Block	Reading Block	Writing Block	Math	Content-based ESL Science & Social Studies	PE & Library *(Art/Music, Digital Literacy)

**Only in Schools for Rigor and Equity*

First Grade 70/30

Language Allocation

70% Instruction in Spanish				30% Instruction in English	
Language Block	Reading Block	Writing Block	Math	Content-based ESL Science & Social Studies	PE, Art, Music, Library *(Health, Digital Literacy)

**Only in Schools for Rigor and Equity*

**Second Grade 60/40
Language Allocation**

60% Instruction in Spanish			Language of Instruction Alternates	40% Instruction in English		
Language Block	Writing Block	Math	Reading Block	Content-based ESL Science & Social Studies	PE, Art, Music, Library, *(Health, Digital Literacy)	Literacy-based ESL

**Only in Schools for Rigor and Equity*

**Third Grade 50/50
Language Allocation**

50% Instruction in Spanish			Language of Instruction Alternates	50% Instruction in English			
Language Block	Social Studies	Science	Reading Block	Writing Block	Content-Based ESL Math	PE, Art, Music, Library, *(Health, Digital Literacy)	Literacy-based ESL

**Only in Schools for Rigor and Equity*

**Fourth Grade 50/50
Language Allocation**

50% Instruction in Spanish			Language of Instruction Alternates	50% Instruction in English			
Language Block	Social Studies	Science	Reading Block	Writing Block	Content-Based ESL Math	PE, Art, Music, Library, *(Health, Digital Literacy)	Literacy-based ESL

**Only in Schools for Rigor and Equity*

Fifth Grade 50/50

Language Allocation

50% Instruction in Spanish		Language of Instruction Alternates		50% Instruction in English		
Language Block	Math	Reading Block	Writing Block	Content-based ESL Science & Social Studies	PE, Art, Music, Library, *(Health, Digital Literacy)	Literacy-based ESL

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Six Grade 50/50 Language Allocation

50% Instruction in Spanish		Language of Instruction Alternates		50% Instruction in English		
Language Block	Math	Reading Block	Writing Block	Content-based ESL Science & Social Studies	PE, Art, Music, Library, *(Health, Digital Literacy)	Literacy-based ESL

**Only in Schools for Rigor and Equity*

Transitional Program of Instruction (TPI)

Transitional Program of Instruction (TPI) is for students identified as English learners based on the language screening criteria. The school that provides this program is Liberty Elementary School.

Transitional Program of Instruction (TPI/ESL) Goal

The program provides support to help students succeed in academic subjects and learn English using *Sheltered English Instruction* to make connections to the home language to the greatest extent possible and focuses on language development through meaningful experiences within content areas.

Sheltered English Instruction

Sheltered English instruction delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to the learners. Sheltered English instruction calls for the explicit teaching of language, often utilizing sensory cues to make learning concrete. It

incorporates opportunities for students to develop general academic competencies, such as study skills, learner strategies, and critical thinking skills.

Standards-based ESL Progress Report for English Learners

School District U-46 MME Department is using a standards-based progress report to indicate English language progress for all EL students. The ESL report indicates the student's progress based on classroom performance, in attaining English language proficiency in the areas of *listening, speaking, reading, and writing*. The language performance definitions describe what an EL student should know and be able to do at each level.

Report Cards and ESL Progress Reports are available in ENGLISH, SPANISH, POLISH, TAGALOG, GUJARATI, URDU, VIETNAMESE, LAO, and HINDI.

SPECIALIZED STUDENT SERVICES

Special education students' programs are based on unique needs and recommendations as specified in their Individualized Education Plans (IEPs). The offerings provide students with disabilities the opportunities to learn and receive specialized support they are eligible for based on individualized evaluations. These courses are aligned to the Illinois Learning Standards and parallel the U-46 general education curriculum.

District U-46 offers a full continuum of educational programs to meet the needs of students with disabilities. Such programs for Pre-Kindergarten and elementary students range from general education options with various levels of support to instructional self-contained classes designed to meet the needs of students. These programs also include special education bilingual options for eligible students.

IEP team's recommendations are governed by Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment, and Individual with Disabilities Education (IDEA) Act provisions based on the unique needs and circumstances of each student.

Families seeking additional information regarding Special Education programs and services available in the district should contact the school's Special Education administrator. For more information, please visit [Specialized Student Services](#) on the district U-46 website.

PRE-K CURRICULUM

The preschool classroom creates a predictable and active learning environment for young children. Teachers use HighScope, a research-based curriculum, aligned to the Illinois Early Learning and Development Standards, where students are guided to explore, interact and exercise their creative imagination through purposeful play. The environment encourages them to explore learning materials and interact with adults and peers. Students engage in individual and social play, participate in small- and large-group activities, develop self-care skills and exercise their small and large muscles. Teachers use the Second Step social and emotional learning curriculum to teach students listening skills, build focused attention, control their behavior and get along with others.

PLAY-BASED LEARNING ENVIRONMENTS

- Play is the priority in the classroom.
- Play-based learning is intentionally and thoughtfully planned by the teacher
- Teacher directed activities are alternated with child directed activities.
- Teacher directed activities are no longer than 20 minutes in length.
- Activities alternate between active and passive to promote engagement.
- Classroom visuals help support student self-regulation and independent functioning.

CENTERS OF LEARNING

Free play is important for healthy brain development. It allows young children to develop across all domains in an engaging and supported environment. At a minimum, the following centers of learning are available as a student choice for a majority of the day. In the half day preschool program, students have free choice centers for 65 minutes and 30 minutes of gross motor activity. In the full day program, students have free choice centers for 65 minutes in the morning and again in the afternoon as well as two 30 minute blocks of gross motor activity.

- Blocks
- Art
- Dramatic Play
- Science
- Library
- Fine Motor
- Math

AREAS OF DEVELOPMENT

The preschool curriculum supports the whole child. The following areas of development are integrated into the curriculum and assessed.

- Approaches to Learning - Self Regulation
- Social and Emotional Development
- Language and Literacy Development
- Cognition: Math
- Cognition: Science
- Physical Development - Health
- History and Social Science
- Visual and Performing Arts

2024-2025 Elementary School Curriculum Guide

ERIN'S LAW

Erin's law requires that schools provide an age appropriate curriculum to all students relating to sexual abuse prevention. The purpose of these lessons is to help students develop knowledge, decision-making skills, and behaviors that promote safe living in the home, school, and the community.

PRESCHOOL SECOND STEP

The Second Step curriculum is a social-emotional learning program that helps students develop executive-function skills such as attention, memory, and self-control by teaching various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting.

HIGHSCOPE

HighScope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of HighScope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions. HighScope teachers carefully observe children so they know when and how to enter this zone. Children must be secure and confident in what they already know before they are ready to move to the next level.

One unique feature of HighScope is the daily plan-do-review sequence. Research shows that planning and reviewing are the two components of the program most positively and significantly associated with children's scores on measures of developmental progress. Content areas are organized in eight main categories that correspond to state and national learning standards; the categories are (1) Approaches to Learning; (2) Social and Emotional Development; (3) Physical Development and Health; (4) Language, Literacy, and Communication; (5) Mathematics; (6) Creative Arts; (7) Science and Technology; and (8) Social Studies.

KINDERGARTEN CURRICULUM

The kindergarten curriculum is a play-based learning model where teachers are intentional about planning learning goals for children that enhance their growth and development. The curriculum is aligned to the Illinois Early Learning Standards for Kindergarten. There is a balance between teacher-led and child-led playful activities. Play-based learning offers children the space to make meaningful choices, engage in reciprocal conversations and develop positive prosocial behaviors. The classroom provides opportunities for experimentation, exploration, discovery, challenge and interaction by using an environment set up with play-focused learning centers. These learning centers support hands-on practice in each of the content areas. There are blocks of time for children to participate in language and literacy, math, science, and social studies. Teachers use the Second Step social and emotional learning curriculum to teach students to control impulses, stay focused, and follow classroom rules.

KINDERGARTEN LITERACY

In kindergarten, students are beginning to learn to read and write. We use a balanced literacy program that is rich in language oriented activities, phonemic awareness, phonics, and emergent literacy opportunities which includes writing. Students build on their prior knowledge of home language. Kindergarten students are given the opportunities for problem solving and experimenting. Literacy activities are differentiated to move children to higher levels of thinking and understanding. We use an Integrated Curriculum that includes Literacy, Social Emotional Learning and

alternates between Social Studies and Science Units every 6 weeks.

- Creating a Caring Community of Learners
- Needs and Interactions of Living Things
- Celebrating People and Events in Our Past
- Planning and Development with Force and Motion
- People and Environment
- Earth's Systems

Reading:

- Ask and answer questions about a variety of texts
- Identify main ideas and details
- Begin to make connections between texts
- Identify the parts of the book (front cover, title page, back cover)
- Know the differences between the author and illustrator of a text
- Recognize common types of texts such as: storybooks, poems
- Compare two types of texts
- Retell stories using details
- Identify the main character, setting and events of a story
- Provide opportunities for conversation with peers and adults
- Understand that words are made up of sounds (phonemic awareness)
- Make connections between language and print (phonics)

Writing:

- Use drawing and dictating to share ideas for narrative pieces, opinion pieces, and informational pieces
- Differentiate between letters, words and sentences

2024-2025 Elementary School Curriculum Guide

- Learn to read and write phonetically spelled words (phonics)
- Respond to suggestions from peers and adults to strengthen writing

KINDERGARTEN MATHEMATICS

In kindergarten, students focus on representing and comparing whole numbers. They will use numbers to solve problems, count objects in a set, and compare sets of numbers. They begin to model addition and subtraction to 10. They recognize and write numbers to 20 and can count to 100. Kindergarten students also learn to identify and describe two and three dimensional shapes. Activities include:

- Use one to one correspondence to tell the number of objects in a set
- Count and represent numerals to 20
- Put sets of objects together or take them apart to represent addition and subtraction problems
- Classify sets of objects by attributes
- Describe and compare shapes within their environment
- Use measurement to describe and compare

KINDERGARTEN SECOND STEP

Second Step is a social emotional program that supports students to succeed in the classroom and throughout their lives. It focuses on:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

KINDERGARTEN PE

Kindergarten physical education will focus on demonstrating the knowledge of rules,

safety, and strategies during physical education. Students will also begin to practice locomotor skills.

- Safe space
- Moving, fast, medium and slow
- Introduction to hopping, skipping, jumping, running, walking, galloping
- Using equipment safely
- Working independently to accomplish a task
- Working with a group to accomplish a task

KINDERGARTEN HEALTH (only piloted in some schools)

Kindergarten students will learn about communication skills, how to show consideration for others, what are the basic body parts, what are the different emotions and what those look and sound like. Students will learn how germs are spread, what good hygiene is and practice how to reduce the spread of germs at home, school, and in the community. The below topics are examples of specific content discussed during the kindergarten health experience.

- What are positive and negative choices when interacting with peers
- What are examples of trusted adults
- The “always ask first” rule
- Good communication skills
- The components of a good listener
- Appropriate communication/social behaviors at school, home, and in the community
- Problems that need adult attention
- Where on the human body the basic body parts are located
- Characteristics of a good friend
- The 5 basic emotions
- Examples of non-verbal gestures associated with feelings

2024-2025 Elementary School Curriculum Guide

- The importance of including others
- Positive qualities about self
- What germs are and how they are spread
- How to describe when you don't feel well
- Why and when you should wash your hands
- What good hygiene is
- How to appropriately cover your mouth and nose when coughing or sneezing

KINDERGARTEN MUSIC (only piloted in some schools)

In kindergarten music, students will begin to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience:

- Keeping a steady beat
- Long versus short sounds
- High versus low sounds
- Same versus different sounds
- Different voices (sing, speak, call, and whisper)
- Loud versus soft
- Fast versus slow
- Creating and performing rhythms and melodies
- Listening and singing different kinds of songs
- Relating music to life

KINDERGARTEN ART (only piloted in some schools)

In kindergarten art, students will begin to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate what art is, why it matters, what can be used to

create art, and what steps artists take to create their artwork. Over the course of the school year, students will learn and experience:

- The Elements of Art and Principles of Design, including color, line, shape, pattern, form, space, texture, and value
- Primary colors
- Identifying and creating basic shapes and forms
- How to draw and paint
- Using different artmaking media and techniques, including scissors, crayons, markers, liquid and solid glue, paint, collage, drawing, sculpture, and clay

1ST GRADE CURRICULUM

1ST GRADE LITERACY

In first grade, students will continue to develop phonemic awareness, phonics, reading, writing, language, speaking and listening skills. Students will be able to isolate sounds and identify the letters that make those sounds. Students will learn to read and understand fiction and non-fiction texts, identifying the main idea or topic and retelling what they have read or heard including key details. They will learn to write narrative, informational (including shared research) and opinion pieces. Students will practice communicating effectively through both speaking and writing.

Reading:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Reading Foundations/Language:

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Language Conventions
- Vocabulary Acquisition and Use

Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

1ST GRADE MATHEMATICS

In grade one, students will work with whole numbers and place value, including

grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will also use charts, tables, and diagrams to solve problems. Activities in these areas will include:

- Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10
- Understanding the rules of addition and subtraction (for example, $5+2=2+5$)
- Solving word problems that involve adding or subtracting numbers up through 20
- Understanding what the different digits mean in two-digit numbers (place value)
- Comparing two-digit numbers using the symbols $>$ (more than), $=$ (equal to), and $<$ (less than)
- Understanding the meaning of the equal sign ($=$) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true? $3+3=6$, $4+1=5+2$)
- Adding one- and two-digit numbers together

1ST GRADE SOCIAL STUDIES

Students will address a number of Social Studies concepts in a holistic approach where learning from social emotional and literacy (both reading and writing components) can be integrated into the skills and concepts they are mastering. Students will examine:

2024-2025 Elementary School Curriculum Guide

- Address the concepts of government and geography through the lens of community.
- Examine what a community is, how people within communities live and work together, how communities change over time, the role of individuals (citizens) within a community
- Address the concepts of government and geography through the lens of community.
- Examine what a community is, how people within communities live and work together, how communities change over time, and the role of individuals (citizens) within a community.
- Build on economic concepts from kindergarten

Students will have opportunities to demonstrate [grade-level knowledge](#) of civics, history, economics and geography.

These concepts are integrated with literacy and social emotional learning over the course of 3 Integrated Curriculum 6-week units in the beginning, middle, and end of the year.

1ST GRADE SCIENCE

U-46 Science is based on the three dimensions of the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

Students will be able to:

- Plan & conduct an investigation/

experiment

- Make & record observations
- Design solutions to problems
- Provide evidence
- Materials vibrate & vibrating materials make sounds
- Determine the effect of placing objects made of different materials in the path of light
- Use tools to design a device that solves a communication problem using light or sound
- Design a solution to a human problem mimicking an external characteristic of a plant or animal
- Observe evidence to account for young being similar to parents but not exact
- Use text to determine patterns in behavior of parents that help offspring survive
- Determine patterns/make predictions in sun, moon and stars
- Make observation that relates amount of daylight to time of year

1ST GRADE ART

In first grade art, students will begin to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate what art is, why it matters, and what steps artists take to create their artwork. Over the course of the school year, students will learn and experience:

- The Elements of Art and Principles of Design, including color, line, shape, pattern, form, space, texture, and value
- Primary and secondary colors
- Warm and cool colors
- Different types and directions of lines

2024-2025 Elementary School Curriculum Guide

- Identifying and creating basic shapes and 3D forms
- Landscapes (including near, far, and horizon line)
- Portraits and self-portraits
- artists such as Mondrian, Matisse, and Klee
- Using different artmaking media, including crayons, markers, liquid and solid glue, paint, and clay

1ST GRADE MUSIC

In first grade music, students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience:

- Keeping a steady beat
- Beat versus rhythm
- Long versus short sounds
- High versus low sounds
- Same versus different sounds
- Different voices (sing, speak, call, and whisper)
- Loud versus soft
- Fast versus slow
- Creating and performing rhythms and melodies
- Listening and singing different kinds of songs
- Singing melodies on two pitches (matching pitch on *sol* and *mi*)
- Performing quarter notes and rests and pairs of eighth notes
- Identifying AB form
- Relating music to life

1ST GRADE PE

In first grade PE, students will begin to learn about various movement concepts and applications, continue to practice a variety

of motor skills and movement patterns, apply movement patterns to various equipment, how to be responsible and work cooperatively with others during group activities. Over the course of the school year, students will learn and experience:

- Knowledge of rules, safety, and strategies during physical activity
- Focus on safe movement
- Analyze various movement concepts (over, under, between, on, through)
- Demonstrate competency of the motor skills of hopping, jumping, skipping, galloping
- Apply movement concepts using various equipment through the execution of an obstacle course
- Demonstrating responsibility during group physical activities
- Demonstrating cooperative behaviors during structured group physical activities

1ST GRADE HEALTH (only piloted in some of the schools)

In first grade health, students will begin to learn about communication and conflict resolution skills, healthy vs unhealthy choices, general safety, when to call 911, and how to prevent illnesses. In the course of the school year, students will learn and experience:

- The definition and examples of bullying
- Communication skills to keep oneself safe
- What is Erin's Law
- How their emotions affect their behavior and other's
- Identify positive qualities in peers.
- Characteristics that make students similar and different

2024-2025 Elementary School Curriculum Guide

- Positive and negative choices regarding hygiene, nutrition, and exercise
- Walking and bicycling traffic safety.
- Safety rules for the playground.
- Medical emergencies that require calling 9-1-1
- The signs and symptoms of sickness.
- The proper technique to brush their teeth

2ND GRADE CURRICULUM

2ND GRADE LITERACY

In second grade, students will continue to develop phonemic awareness, phonics, reading, writing, language, speaking and listening skills. Students will learn patterns in words and how to decode words using multiple strategies. Students will read and understand fiction and non-fiction texts, identifying the main idea/topic/lesson learned and retelling what they have read or heard including key details and how characters change over time or the connections between ideas/events. They will write narrative, informational (including shared research) and opinion pieces adding more details to support their main ideas. Students will practice communicating effectively through both speaking and writing.

Reading:

- Key Ideas and Details
- Craft and Structure]
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Reading Foundations/Language:

- Phonics and Word Recognition
- Fluency
- Language Conventions
- Knowledge of Language
- Vocabulary Acquisition and Use

Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

2ND GRADE MATHEMATICS

In grade two, students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. Activities in these areas will include:

- Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- Solving one- or two-step word problems by adding or subtracting numbers up through 100
- Understanding what the different digits mean in a three-digit number
- Adding and subtracting three-digit numbers
- Measuring lengths of objects in standard units such as inches and centimeters
- Solving addition and subtraction word problems involving length
- Solving problems involving money
- Solving addition, subtraction, and comparison word problems using information presented in a bar graph
- Writing equations to represent addition of equal numbers

2ND GRADE SOCIAL STUDIES

Students will address a number of Social Studies concepts in a holistic approach where learning from SEL and ELA (both reading and writing components) can be

2024-2025 Elementary School Curriculum Guide

integrated into the skills and concepts they are mastering.

Students will:

- Investigate the roles and functions of local government, how they can become an active participant in these systems
- Develop an understanding of the concepts that promote civic responsibility
- Learn about the varied roles and responsibilities of citizens in local government
- Deepen their understanding of the importance of a government's role within their lives as they explore different ways in which they can affect change in their own communities
- Learn that history has had an impact on our current community, state, nation, and world
- Develop an understanding of a variety of sources such as timelines, artifacts, and genres that provide us with information from the past
- Explore historical figures who have made contributions to our society in a variety of ways
- Learn about economics and financial literacy and will gain a set of skills that allows them to make informed and effective decisions
- Explore ways that money can be earned and spent and why people save money
- Understand the difference between producers and consumers, goods and services, needs and wants.
- Explain how money affects our decisions

Students will have opportunities to demonstrate [grade-level knowledge](#) of civics, history, economics and geography.

These concepts are integrated with literacy and social emotional learning over the course of 3 Integrated Curriculum 6-week units each trimester.

2ND GRADE SCIENCE

U-46 Science is based on the three dimensions of the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

Students will be able to:

- Plan & Conduct an experiment
- Construct an argument with evidence
- Analyze data
- Develop a model
- Use multiple sources for comparison
- Classify different kinds of materials based on observable patterns
- Materials change according to being exposed to heat/cold
- Is this change permanent
- Test materials for suitability to intended use
- Do Plants need sunlight & water to grow
- Diversity of life in different habitats
- Develop a model that mimics the function of an animal dispersing a seed or pollinating a plant
- Earth events occur both quickly and slowly
- Compare multiple solutions designed to slow/prevent water or

2024-2025 Elementary School Curriculum Guide

wind from changing the shape of the land

- Model different kinds of water formations/ collections
- Identify where water is located on Earth & is it solid or liquid

2ND GRADE ART

In second grade art, students will continue to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate how to make creative decisions, how to connect with the world using art, and how to work using a theme. Over the course of the school year, students will learn and experience:

- The Elements of Art and Principles of Design, including color, line, shape, pattern, repetition, balance, form, space, and texture
- 2-dimensional and 3-dimensional space and artwork
- Landscapes (including foreground and background)
- The color wheel
- Overlapping, blending, and experimenting
- Collage, recycling/recycled artmaking
- Expression
- Comparing and contrasting
- Artists such as Wolf Khan, Native American artists and styles, Picasso, Rousseau, and Monet
- Using different artmaking media, including scissors, crayons, pastels, markers, liquid and solid glue, paint, and clay

2ND GRADE MUSIC

In second grade music, students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience:

- Performing half notes and repeat signs
- Singing and reading three pitches using symbolic notation on a staff (*sol*, *la*, and *mi*)
- Identifying ABA form
- Identifying and performing using non-pitched percussion instruments
- Faster and slower
- Dynamics (*piano* and *forte*)
- Relating music to life

2ND GRADE PE

In second grade, PE students will begin to learn about individual fitness levels, what activities are cardiovascular, continue to practice a variety of motor skills, how to be responsible and work cooperatively with others during group activities. Over the course of the school year, students will learn and experience:

- Knowledge of rules, safety, and strategies during physical activity.
- Focus on safe movement.
- Analyze individual fitness levels.
- Assess activities that will increase and decrease heart rate.
- Demonstrate competency of the motor skills of paddle striking with an implement and underhand toss.
- Demonstrating responsibility during group physical activities.
- Demonstrating cooperative behaviors during structured group physical activities.

2024-2025 Elementary School Curriculum Guide

2ND GRADE HEALTH (only piloted in some of the schools)

In second grade health, students will begin to learn about communication and refusal skills, positive and negative outcomes of behavior choices, foods that contain sugar, how sleep/water/food impact learning, and how to prevent illnesses. In the course of the school year, students will learn and experience:

- Examples of nonverbal communication and how to identify them
- Communication and refusal skills to keep oneself safe
- What is Erin's Law
- Identify trusted adults in their lives
- It's okay to be different
- Positive and negative choices regarding hygiene, nutrition, and exercise
- Why sleep is important to growth and learning and identify how much is needed
- Identify different foods that have sugar in their diet and how much sugar
- Implications of improper medicine use
- How good hygiene can prevent illness
- The hygiene behaviors they should perform every day
- What to do if they are in a fire situation

3RD GRADE CURRICULUM

3RD GRADE LITERACY

In third grade, students will continue to develop phonics and word study, reading, writing, language, speaking and listening skills. Students will continue to learn about patterns in words and how to decode words using multiple strategies. They will develop and use academic vocabulary to demonstrate their knowledge in content areas. Students will read and understand fiction and non-fiction texts, identifying the main idea/topic/lesson learned, including key details with supporting information about the characters in stories or ideas in nonfiction texts. They will write narrative, informational (including shared research) and opinion pieces with increasing details and organization. Students will practice communicating effectively through both speaking and writing.

Reading:

- Key Ideas and Details
- Craft and Structure]
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Reading Foundations/Language:

- Phonics and Word Recognition
- Fluency
- Language Conventions
- Knowledge of Language
- Vocabulary Acquisition and Use

Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

3RD GRADE MATHEMATICS

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas will include:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that $\frac{3}{1}$ and 3 are the same number)

2024-2025 Elementary School Curriculum Guide

3RD GRADE SOCIAL STUDIES

Students will address a number of Social Studies concepts in a holistic approach where learning from SEL and ELA (both reading and writing components) can be integrated into the skills and concepts they are mastering. Students' understanding of basic civics concepts will continue to evolve from those taught in previous grades.

Students will:

- Extend their civic perspective beyond the family, neighborhood, and local community to the state.
- Distinguish the roles of state government from local government.
- Explore issues and topics designed to deepen their understanding around the reasons people form governments, including the need for laws, safety, and order
- Be introduced to the values of the common good, individual rights, and patriotism
- Learn about the roles and responsibilities of citizens in local, state, and national government as they prepare for their role as responsible and informed citizens of the state of Illinois
- Synthesize their learning by applying their understanding of government and their role as an active citizen by advocating for a change they want to see within their school
- Use historical thinking to explore their local community's past and how communities change over time. Acting as historians, students investigate various ways we learn about history and begin to gather information about the history of their local community
- Identify historical figures in the local community and explain their

contributions and significance in local history

- Consider how the people, events, and developments of the past have influenced and shaped their community and region
- Be introduced to the concept of historical perspective as they begin to understand why people may view the same historical event in different ways
- Explore the principles and concepts of economics
- Explore how natural, human and capital resources combine to influence the types of goods and services in local communities and the goods and services produced in other communities

Students will have opportunities to demonstrate [grade-level knowledge](#) of civics, history, economics and geography.

These concepts are integrated with literacy and social emotional learning over the course of 3 Integrated Curriculum 6-week units in the beginning, middle, and end of the year.

3RD GRADE SCIENCE

U-46 Science is based on the three dimensions of the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

Students will be able to:

- Make observations
- Cause-effect relationships

2024-2025 Elementary School Curriculum Guide

- Ask questions
- Plan & conduct investigations
- Use evidence to construct explanations
- Make a claim
- Obtain & combine information
- Make a claim
- Construct argument with evidence
- Develop models
- Represent data in graph or chart
- Provide evidence that a pattern can be used to predict future motion
- Determine cause & effect relationship of electric/ magnetic interactions between two objects not connected with each other
- Effects of balanced/ unbalanced forces on the motion of an object
- Variations in characteristics is among individuals of the same species provides advantages for surviving, finding mates, and reproducing
- In a particular habitat some organisms can survive well, some survive less well, some not at all
- Organisms have unique life cycles but common birth, growth, reproduction, and death
- Describe typical weather conditions to expect during a season
- Design a solution that reduces a weather-related hazard
- Climate patterns throughout the world

3RD GRADE ART

In third grade art, students will continue to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate how artists come up with ideas, how to identify and work through creative blocks, using

artmaking tools responsibly, and how to interpret and present art. Over the course of the school year, students will learn and experience:

- The Elements of Art and Principles of Design, including color, line, shape, form, space, texture, balance, and value.
- How to create tints and shades
- Landscapes (middle ground)
- Complementary colors
- Positive and negative space
- Realistic and abstract art
- Symmetry and balance
- Still life
- Creating sculptures
- Creating mood in artwork
- Writing artist statements
- Artists such as Wood, O'Keefe, and Van Gogh
- Using different artmaking media, including scissors, crayons, markers, liquid glue, paint, oil pastels, and clay

3RD GRADE MUSIC

In third grade music, students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience:

- Performing whole notes
- Identifying bar lines and final bar lines
- Singing and reading three pitches using symbolic notation on a staff (*do*, *re*, and *mi*)
- Identifying verse refrain form
- Performing an ostinato
- Identifying instrument families

2024-2025 Elementary School Curriculum Guide

- Performing with expression, including dynamics, *tempo*, *crescendo*, and *decrescendo*
- Performing in duple and triple meters
- Listening to and describing expressive qualities
- Relating music to life

3RD GRADE PE

In third grade PE, students will begin to learn about various movement concepts and applications, continue to practice a variety of motor skills and movement patterns, learn about flow and patterns, how to be responsible and work cooperatively with others during group activities. Over the course of the school year, students will learn and experience:

- Knowledge of rules, safety, and strategies during physical activity.
- Focus on safe movement.
- Demonstrate competency in motor skills of underhand roll and throwing.
- Demonstrate competency of flow, smooth transitions, and rhythmic movement (cardio drumming, dance, jump bands, basketball dribbling).
- Demonstrating responsibility during group physical activities.

Demonstrating cooperative behaviors during structured group physical activities

3RD GRADE HEALTH (only piloted in some of the schools)

In third grade health, students will begin to learn about communication skills, when to tell an adult or when to use “I Statements”. Healthy vs. unhealthy behavior choices, and how to prevent

illnesses. In the course of the school year, students will learn and experience:

- How to avoid conflict in nonviolent ways
- Communication and refusal skills to keep oneself safe
- What is Erin’s Law
- What causes conflict in the classroom
- How their decisions and behaviors are impacted by social norms
- What is identified as bullying
- Definitions of “prejudice” and “discrimination” and examples of each
- Verbal and nonverbal cues that might indicate how others are feeling
- Positive and negative choices regarding hygiene, nutrition, and exercise
- Peer impact and influencing peers to make health/unhealthy choices
- Health risks associated with sun exposure
- Symptoms of common childhood illnesses
- Ways a virus is transmitted

4TH GRADE CURRICULUM

4TH GRADE LITERACY

In fourth grade, students will continue to develop phonics and word study, reading, writing, language, speaking and listening skills. Students will continue to study words using multiple strategies. They will develop and use academic vocabulary to demonstrate their knowledge in content areas. Students will read and understand fiction and non-fiction texts, identifying the main idea/topic/lesson learned, including key details with supporting information about the characters in stories or ideas in nonfiction texts. They will write narrative, informational (including shared research) and opinion pieces with increasing details and organization. Students will practice communicating effectively through both speaking and writing.

Reading:

- Key Ideas and Details
- Craft and Structure]
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Reading Foundations/Language:

- Phonics and Word Recognition
- Fluency
- Language Conventions
- Knowledge of Language
- Vocabulary Acquisition and Use

Writing:

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

4TH GRADE MATHEMATICS

In grade four, your child will use addition, subtraction, multiplication, and division to solve word problems. Students will continue to build their understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals. Activities in these areas will include:

- Adding and subtracting whole numbers up to 1 million quickly and accurately
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers)
- Creating equal fractions ($\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$)
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions ($\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$)
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals

2024-2025 Elementary School Curriculum Guide

4TH GRADE SOCIAL STUDIES

Students will address a number of Social Studies concepts in a holistic approach where learning from social emotional learning and literacy (both reading and writing components) can be integrated into the skills and concepts they are mastering.

Students will:

- Examine the purposes of governments and the way in which Illinois works to fulfill those purposes.
- Explore the concept of representative government
- Learn how the power of government resides with the people
- Build upon their knowledge of local government and community by distinguishing the roles of state government from local government and explore why state governments are needed
- Learn about the Illinois Constitution, so students are introduced to the concept of limited government and the history of Illinois' Constitution.
- Explore how the powers of government are separated among the branches in state government.
- Explore the judicial branch by examining ways courts function to resolve conflict.
- Consider important rights and responsibilities of citizenship including the responsibility to be informed about public issues.
- Use primary and secondary sources of information to explore the early history of Illinois.
- Apply historical thinking skills to a study of exploration and early settlement in Illinois.

- Analyze ways in which both American Indians and settlers used, adapted to, and modified the environment.
- Learn about Financial Literacy be introduced to what it means to make a living and the ways in which spending choices are influenced
- Consider the role human, natural, and capital resources play in the types of goods which are readily available in their area

Students will have opportunities to demonstrate [grade-level knowledge](#) of civics, history, economics and geography.

These concepts are integrated with literacy and social emotional learning over the course of 3 Integrated Curriculum 6-week units in the beginning, middle, and end of the year.

4TH GRADE SCIENCE

U-46 Science is based on the three dimensions of the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

Students will be able to:

- Make observations
- Develop a model
- Construct an argument
- Use a model
- Identify evidence
- Take measurements
- Analyze & interpret data from maps
- Energy is transferred from place to place by sound, light, heat and electric currents

2024-2025 Elementary School Curriculum Guide

- Devices that convert energy from one form to another
- Wave patterns amplitude & wave length that cause an object to move
- light reflected from objects/ entering the eye allows objects to be seen
- plants and animals have internal and external structures that function to support survival, growth behavior & reproduction
- animals receive different types of information through their senses, process information in brain & respond in different ways
- Pattern in rock formations & fossil in rock layers for changes in landscape over time to support an explanation for changes in a landscape over time
- Effect of weathering or rate of erosion by water, ice, wind or vegetation
- Earth's features (types of landforms)

4TH GRADE ART

In fourth grade art, students will begin to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate how to plan for creating artwork, how to use art to understand history and culture, and how to critique and respond to artwork. Over the course of the school year, students will learn and experience:

- The Elements of Art and Principles of Design, including balance, pattern, texture, unity, emphasis, contrast, and value
- Cultural representations through art
- Symmetry
- Contour
- Organic/natural shapes
- Silhouette
- Abstract art

- Art critiquing
- Artists and styles such as African art, Australian Aboriginal art, Kandinsky
- Using different artmaking media and techniques, including crayons, markers, liquid and solid glue, paint, collage, resist painting, and clay

4TH GRADE MUSIC

In fourth grade music, students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience:

- Performing in 2/4, 3/4, and 4/4-time signatures
- Performing dotted half notes, beamed sixteenth notes, and half and whole rests
- Reading and performing pentatonic scales using standard notation on a staff
- Performing a canon
- Identifying AB, ABA, and AABA form
- Identifying instrument families
- Performing with expression, including dynamics and tempo
- How to compose and improvise rhythmic and melodic ideas
- Relating music to life

4TH GRADE PE

In fourth grade PE, students will begin to learn about various movement concepts and applications, continue to practice a variety of motor skills and movement patterns, what are the different target heart rate zones and fitness levels, how to be responsible and work cooperatively with others during group activities. Over the

2024-2025 Elementary School Curriculum Guide

course of the school year, students will learn and experience:

- Knowledge of rules, safety, and strategies during physical activity.
- Focus on safe movement.
- Asses individual fitness levels while indicating target heart rate zones.
- Demonstrate competency of the motor skills of catching and striking (hockey, badminton pickleball, etc.).
- Demonstrating responsibility during group physical activities
- The impact lifestyle choices (exercise, nutrition, and sleep) have on growth and development.
- Basic First Aid for cuts/scrapes, poisoning, burns, bleeding
- The difference between basic First Aid and when to call for help
- E.D.I.T.H. plan for their home or place they spend a lot of time

Demonstrating cooperative behaviors during structured group physical activities.

4TH GRADE HEALTH (only piloted in some of the schools)

In fourth grade health, students will begin to learn about peer pressure and refusal skills, digestive/respiratory/circulatory systems, influences on self-image, how lifestyle choices impact growth and development, and basic First Aid. In the course of the school year, students will learn and experience:

- Examples of body language and the impact it can have on verbal communication
- Examples of peer pressure and how to refuse
- Passive, aggressive, and assertive ways to join a group of people.
- Classify situations as safe, cautionary, or dangerous.
- What is Erin's Law
- Parts and basic functions of the digestive, circulatory, and respiratory systems
- The basic function of a muscle
- The impact exercise has on the brain
- How the family, media, and peers influence self-esteem/body image.

5TH GRADE CURRICULUM

5TH GRADE LITERACY

In fifth grade, students will continue to develop phonics and word study, reading, writing, language, speaking and listening skills. Students will continue to learn about patterns in words and how to decode words using multiple strategies. They will develop and use academic vocabulary to demonstrate their knowledge in content areas. Students will read and understand fiction and non-fiction texts, identifying the main idea/topic/lesson learned, including key details with supporting information about the characters in stories or ideas in nonfiction texts. They will write narrative, informational (including shared research) and opinion pieces with increasing details and organization. Students will practice communicating effectively through both speaking and writing.

Reading:

- Key Ideas and Details
- Craft and Structure]
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Reading Foundations/Language:

- Phonics and Word Recognition
- Fluency
- Language Conventions
- Knowledge of Language
- Vocabulary Acquisition and Use

Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

5TH GRADE MATHEMATICS

In grade five, students will build their understanding of the place value system by working with decimals up to the hundredths place. Students will also add, subtract, and multiply fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure.

Activities in these areas will include:

- Quickly and accurately multiplying multi-digit whole numbers
- Dividing numbers with up to four digits by two-digit numbers
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as $2 \times (8 + 7)$.
- Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Measuring volume using multiplication and addition

2024-2025 Elementary School Curriculum Guide

5TH GRADE SOCIAL STUDIES

Students will address a number of Social Studies concepts in a holistic approach where learning from SEL and ELA (both reading and writing components) can be integrated into the skills and concepts they are mastering.

Students will:

- Analyze the Constitution and research the different viewpoints that contributed to the writing of the Constitution
- Analyze how colonial and British views on authority and the use of power without authority differed
- Review core democratic values and principles upon which our government is based and investigate how they are rooted in the organization of the federal government

Key concepts that will be studied are limited government, popular sovereignty, rule of law, and individual rights.

Students will:

- Explain how the Preamble to the Constitution reflects the purposes of government and explore other parts of the Constitution for evidence of federalism, limited government, and individual rights
- Compare the powers delegated to the federal government and those reserved to the states (or the people)
- Examine the causes and consequences of European settlement in North America
- Explore the reasons for the colonization of North America, the colonial period, and subsequent

American Revolution, including the purpose and principles of the Declaration of Independence

- Read and analyze a wide range of texts
- Deepen their understanding of economic principles and examine how an economic system works using the United States as an example
- Explore the characteristics of market economies and the types of questions economists ask
- Distinguish between taxing and spending, and consider how the purposes of government influence decisions to tax and spend
- Examine the causes and consequences of European settlement in North America

Students will have opportunities to demonstrate [grade-level knowledge](#) of civics, history, economics and geography.

These concepts are integrated with literacy and social emotional learning over the course of 3 Integrated Curriculum 6-week units in the beginning, middle, and end of the year.

5TH GRADE SCIENCE

U-46 Science is based on the three dimensions of the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

Students will be able to:

- Support an argument

2024-2025 Elementary School Curriculum Guide

- Develop and use a model
- Measure and graph quantities
- Make observations and measurements
- Represent data in graphical displays
- Plants get the materials they need from air and water
- Movement of matter through an environment
- All energy originates from sun
- Matter is made of particles too small to be seen
- Matter is conserved
- Properties of material
- Brightness of stars is relative to distance
- Seasonal appearance of stars
- How the Earth's spheres interact
- Water reservoirs across the Earth

5TH GRADE ART

In fifth grade art, students will continue to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate how artists collaborate to make art, how to make decisions about presenting artwork, how to use art as a way to impact views of society or culture, and how art can impact our view of the world. Over the course of the school year, students will learn and experience:

- The Elements of Art and Principles of Design, including texture, space, form, rhythm, unity, line, shape, pattern, balance, movement, color, value, emphasis, and contrast
- Tessellations (including object translation, reflection, and rotation)
- Perspective
- Proportion
- Monochromatic
- Shading, stippling, and crosshatching

- Artists and styles such as Native American art, pop art, and surrealism
- Using different artmaking media and techniques, including colored pencils, oil pastels, printmaking, clay, charcoal, watercolor, sculpture, collage, and fibers

5TH GRADE MUSIC

In fifth grade music, students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience:

- Performing syncopated rhythms with eighth notes and quarter notes
- Major versus minor
- Pentatonic scales in Major and minor
- Identifying rondo form
- Identifying instruments visually
- Different kinds of performing groups
- Performing with expression (dynamics and tempo)
- Roles in an ensemble (conductor, composer)
- *Pianissimo* and *fortissimo*
- *Mezzo-forte* and *mezzo-piano*
- Composing rhythm and melody using standard notation
- Relating music to life

5TH GRADE PE

In fifth grade PE, students will begin to learn about various movement concepts and their applications, continue to practice a variety of motor skills, how to be responsible and work cooperatively with others during group activities. Over the course of the school year, students will learn and experience:

2024-2025 Elementary School Curriculum Guide

- Knowledge of rules, safety, and strategies during physical activity.
- Focus on safe movement
- Demonstrate competency of the motor skills of kicking skills
- Demonstrate competency of the motor skill and create movement patterns using jump rope skills
- Demonstrating responsibility during group physical activities.
- Demonstrating cooperative behaviors during structured group physical activities.
- The difference between drug use, misuse, and abuse
- How to counteract negative risk factors
- Where one can go for physical, emotional, social support in the school, family, or community

5TH GRADE HEALTH (only piloted in some of the schools)

In fifth grade health, students will begin to learn a process for decision making, what is peer pressure, social norms and their impact. What is stress vs. stressors, changes that occur during puberty, and the effects drugs have on their physical, social and emotional health. In the course of the school year, students will learn and experience:

- Identify the steps in the DECIDE process
- How to use the DECIDE process to make health related decisions
- How social norms and peer pressure affect one's decision making process
- The difference between body image and self-esteem
- How social media and peers influence body image and self-esteem
- Recognize why self-talk is important.
- How hygiene practices change during puberty
- Alcohol/Drugs/Other Drugs (ATOD) and their effects on growth and development

6TH GRADE CURRICULUM

6TH GRADE LITERACY

In sixth grade, students will continue to develop word study, reading, writing, language, speaking and listening skills. Students will continue to study words using multiple strategies (including Greek and Latin roots). They will develop and use academic vocabulary to demonstrate their knowledge in content areas. Students will read and understand increasingly complex fiction and non-fiction texts, identifying the main idea/topic/lesson learned/theme, including key and supporting details, comparing and contrasting with other texts and media to analyze the author’s purpose and message. They will write narrative, informational (including shared research) and opinion pieces with increasing details and organization, using the revising and editing process to ensure writing is appropriate for the purpose, audience and task. Students will practice communicating effectively through both speaking and writing.

Reading:

- Key Ideas and Details
- Craft and Structure]
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Language:

- Language Conventions.
- Knowledge of Language
- Vocabulary Acquisition and Use

Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge

- Range of Writing

6TH GRADE MATHEMATICS

In grade six, your child will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers. Students will also learn how to write and solve equations (mathematical statements using symbols, such as $20+x = 35$) and apply these skills in solving multi-step word problems. Activities in these areas will include:

- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak)
- Building on knowledge of multiplication and division to divide fractions by fractions
- Understanding that positive and negative numbers are located on opposite sides of 0 on a number line
- Writing and determining the value of expressions with whole-number exponents (such as $15+3^2$)
- Identifying and writing equivalent mathematical expressions by applying the properties of operations. For example, recognizing that $2(3+x)$ is the same as $6+2x$

2024-2025 Elementary School Curriculum Guide

- Understanding that solving an equation such as $2+x = 12$ means answering the question, “What number does x have to be to make this statement true?”
- Solving problems involving area and volume

6TH GRADE SOCIAL STUDIES

Sixth Grade is essentially a World Civilizations course emphasizing different key standards in different units.

Students will:

- Study the important role that human/environment interaction played in shaping early human societies
- Explore the push/pull factors of early human migration.
- Explore the move from autocratic governments to representative governments.
- Understand the strengths and limitations to representative governments as well as the necessity of participation in representative governments.
- Connect these findings to the way the government and citizens operate in the United States today
- Learn about the cultural changes enacted in the West during and after the Middle Ages.

Students will have opportunities to demonstrate [grade-level knowledge](#) of civics, history, economics and geography.

These concepts are integrated with literacy and social emotional learning over the course of 3 Integrated Curriculum 6-week units in the beginning, middle, and end of the year.

6TH GRADE SCIENCE

U-46 Science is based on the three dimensions of the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

Students will be able to:

- Analyze and interpret data
- Construct an argument
- Develop and use a model
- Plan an investigation
- Construct and display graphical displays
- Design a solution
- Collect data
- Populations and ecosystems
- Cycling of Matter
- Flow of Energy
- Motion
- Kinetic Energy
- Newton’s Third Law
- Changes in weather conditions
- Patterns in atmospheric and oceanic circulation
- Regional climate
- Sun and the force of gravity

6TH GRADE ART

In sixth grade art, students will continue to learn about the four creative processes (creating, presenting, connecting, and responding to art) and investigate how learning about the past can help an artist be innovative and creative, how art and culture affect each other, how to use trial and error in the creating process, and how artists grow and improve in various artforms. Over the course of the school year, students will learn and experience:

2024-2025 Elementary School Curriculum Guide

- The Elements of Art and Principles of Design, including emphasis, rhythm, movement, unity, value, color, balance, variety, form, texture, proportion, scale, and pattern
- Contour
- Civilization, Architecture, and artifacts
- Radial balance
- Organization and composition
- Perspective
- Artists and styles such as Egyptian art, Greek and Roman art, Surrealism, Dali, Medieval art, and Renaissance art
- Using different artmaking media and techniques, including paints, markers, pencil, clay, scratchboard, tooling foil, collage, glue, scissors, and colored pencils

6TH GRADE MUSIC

In sixth grade music, students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music). Over the course of the school year, students will learn and experience.

- Performing syncopated rhythms with eighth notes and quarter notes
- Major versus minor
- Identifying theme and variations form
- Singing in canon
- Singing partner songs
- Aurally identifying specific instruments
- Performing with style and expression
- Creating rhythm and melody using standard notation within a structured form
- Relating music to life

6TH GRADE PE

In sixth grade PE, students will begin to learn about various movement concepts and applications, continue to practice a variety of motor skills, understanding fitness data, how to be responsible and work cooperatively with others during group activities. Over the course of the school year, students will learn and experience:

- Knowledge of rules, safety, and strategies during physical activity.
- Focus on safe movement
- Demonstrate competency of the motor skills of basketball passing and volleyball serving
- Collect knowledge on and use frequency, intensity, time, and type (FITT) to write a personalized fitness goal/plan
- Demonstrating responsibility during group physical activities

Demonstrating cooperative behaviors during structured group physical activities.

6TH GRADE HEALTH (only piloted in some of the schools)

In sixth grade health, students will begin to learn conflict resolution skills, conflicts amongst peers and parents, passive/aggressive/assertive communication, puberty, stressors, hygiene, and how media influences decision making. In the course of the school year, students will learn and experience:

- That communication is both verbal and nonverbal (i.e. body language)
- Various conflict resolution skills
- The definition and difference of passive, assertive, and aggressive communication
- How to create positive relationships with others and oneself and describe characteristics of each

2024-2025 Elementary School Curriculum Guide

- The basic anatomy and physiology of the human reproductive systems
- The physical, mental, and social changes that occur during puberty
- Examples of positive and negative stressors
- Identify positive ways to manage their physical, social, and emotional changes during puberty
- Define media and the influence it has on a person and social norms
- Laws related to social media use
- What is Cyberbullying and examples of it

LIBRARY/DIGITAL LITERACY

PRE-K - 6 LIBRARY/DIGITAL LITERACY

Students visit our school libraries weekly to check out books and support a love of reading. They learn 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity and innovation with our STEM materials.

- Students will understand that to be digital citizens they need to protect and respect the legal rights, intellectual freedoms and privacy rights of themselves and others
- Students will also understand how reading for personal interest promotes growth
- Students will understand the skills and strategies needed to gather information effectively, solve problems, and conduct research
- Students will understand how to use technology and collaboration to transform and share information creatively, safely, and ethically

2024-2025 Elementary School Curriculum Guide

BAND

Students enrolled in Band will receive one, pull-out lesson each week. They will also attend one after-school rehearsal at the network middle school each week.

LEVEL 1 BEGINNING BAND

In Level 1 Beginning Band, 5th or 6th grade students will begin to learn about the four creative processes (creating, performing, connecting, and responding to music) through learning an instrument and performing in an ensemble, and investigate how musicians generate creative ideas and make creative decisions, how to evaluate and improve the quality of a performance, and how to connect to the music they are learning. Over the course of the school year, students will learn and experience:

- Performing, identifying, and drawing half notes/rests, whole notes/rest, quarter notes/rests, and beamed eighth notes
- Performing and explaining 2/4 and 4/4 meter
- Identifying key signatures
- Identifying pitch symbols (accidentals, sharp, flat, natural)
- Identifying and drawing the parts of the staff (staff, clef, measure, bar line, final bar line, repeat sign)
- Identifying and explaining musical symbols (breath mark, fermata, dynamics, forte, piano, phrasing, tied notes)
- Composing and recording (audio) simple rhythmic and melodic ideas
- Improvising simple rhythmic ideas on my own and with accompaniment
- Performing concert Bb through concert F pitches with a steady airstream and tone
- Articulating notes correctly using tongue and air

- Performing expressively (forte and piano)
- Performing fermata and repeat signs
- Performing percussion rudiments as applicable (flam, flam tap, single paradiddle, double-strokes/diddles, multiple bounce strokes)
- Performing on various percussion instruments as appropriate (bells and drum pad)
- Performing percussion techniques as appropriate (right-hand lead, accents based on stick height)
- Performing for an audience, demonstrating appropriate performance etiquette
- Observing a performance, demonstrating appropriate audience etiquette
- Describing what my concert pieces are about based on contextual information
- Selecting repertoire when provided with choices
- Aurally identifying high and low sounds and loud and soft sounds
- Identifying and explaining the components of an effective practice session
- Using music vocabulary to express my opinion about music

LEVEL 2 INTERMEDIATE BAND

In Level 2 Intermediate Band, 6th grade students will continue to learn about the four creative processes (creating, performing, connecting, and responding to music) through continued learning on their

2024-2025 ELEMENTARY SCHOOL CURRICULUM GUIDE

instrument and performing in an ensemble, and investigate how musicians develop their artistic ideas and refine or complete their artistic work, how to develop and refine artistic work for performance, how to use knowledge and personal experiences to make music, and how to apply criteria to evaluate artistic work. Over the course of the school year, students will learn and experience:

- Performing, identifying, and drawing eighth notes/rests, dotted half notes/rests, dotted and quarter notes/rests
- Performing and explaining 3/4 meter
- Identifying note names of pitches within the staff
- Explaining the effect of pitch symbols (sharp, flat, and natural)
- Identifying and drawing the parts of the staff (staff, clef, measure, bar line, final bar line, repeat sign)
- Identifying, explaining, and drawing musical symbols (mezzo-piano, mezzo-forte, slurs, accents, staccato, tenuto, 1st and 2nd endings)
- Composing and recording (audio) simple rhythmic and melodic ideas
- Performing concert Bb through concert Bb pitches (the full octave) with a steady airstream and open, full tone
- Performing accidentals
- Articulating notes correctly using tongue and air (slur, accent, staccato, tenuto)
- Performing expressively (mezzo-forte and mezzo-piano)
- Performing, sustaining, and releasing musical phrases
- Performing 1st and 2nd endings
- Improvising simple rhythmic and melodic ideas
- Performing percussion rudiments as applicable (flam paradiddles, double paradiddles, 5-stroke rolls, flam accents, long rolls)
- Performing on various percussion instruments as appropriate (glockenspiel/concert bells, snare drum, bass drum)
- Performing for an audience, demonstrating appropriate performance etiquette
- Observing a performance, demonstrating appropriate audience etiquette
- Describing what my concert pieces are about based on contextual information
- Selecting and justifying repertoire when provided with choices
- Aurally identifying different types of instrument families
- Performing by humming or singing to repeat a simple melody (pitch matching)
- Identifying and explaining the components of an effective practice session
- Using music vocabulary to express my opinion about music

ORCHESTRA

Students enrolled in Orchestra will receive one, pull-out lesson each week. They will also attend one after-school rehearsal at the network middle school each week.

LEVEL 1 BEGINNING ORCHESTRA

In Level 1 Beginning Orchestra, 5th or 6th grade students will begin to learn about the four creative processes (creating, performing, connecting, and responding to music) through learning an instrument and performing in an ensemble, and investigate how musicians generate creative ideas and make creative decisions, how to evaluate and improve the quality of a performance, and how to connect to the music they are learning. Over the course of the school year, students will learn and experience:

- Performing, identifying, and drawing half notes/rests, whole notes/rest, quarter notes/rests, and beamed eighth notes
- Performing and explaining 2/4 and 4/4 meter and common time
- Identifying key signatures
- Identifying pitch symbols (accidentals, sharp, flat, natural)
- Identifying and drawing the parts of the staff (staff, clef, measure, bar line, final bar line, repeat sign, notes)
- Identifying and explaining musical symbols (bow lift/breath mark, fermata, down bow, up bow, dynamics, forte, piano, phrasing, tied notes)
- Composing and recording (audio) simple rhythmic and melodic ideas
- Improvising simple rhythmic ideas on my own and with accompaniment
- Performing concert D Major one-octave scale with pitch accuracy and correct fingerings

- Performing with correct posture and left-hand position
- Performing expressively (forte and piano)
- Performing fermata and repeat signs
- Performing percussion rudiments as applicable (flam, flam tap, single paradiddle, double-strokes/diddles, multiple bounce strokes)
- Performing on various percussion instruments as appropriate (bells and drum pad)
- Performing percussion techniques as appropriate (right-hand lead, accents based on stick height)
- Performing for an audience, demonstrating appropriate performance etiquette
- Observing a performance, demonstrating appropriate audience etiquette
- Describing what my concert pieces are about based on contextual information
- Selecting repertoire when provided with choices
- Aurally identifying high and low sounds and loud and soft sounds
- Identifying and explaining the components of an effective practice session
- Using music vocabulary to express my opinion about music

LEVEL 2 INTERMEDIATE ORCHESTRA

In Level 2 Intermediate Orchestra, 6th grade students will continue to learn about the four

2024-2025 Elementary School Curriculum Guide

creative processes (creating, performing, connecting, and responding to music) through continued learning on their instrument and performing in an ensemble, and investigate how musicians develop their artistic ideas and refine or complete their artistic work, how to develop and refine artistic work for performance, how to use knowledge and personal experiences to make music, and how to apply criteria to evaluate artistic work. Over the course of the school year, students will learn and experience:

- Performing, identifying, and drawing eighth notes/rests, dotted half notes/rests, dotted and quarter notes/rests
- Performing and explaining 3/4 meter
- Identifying note names of pitches within the staff
- Explaining the effect of pitch symbols (sharp, flat, and natural)
- Identifying and drawing the parts of the staff (staff, clef, measure, bar line, final bar line, repeat sign)
- Identifying, explaining, and drawing musical symbols (mezzo-piano, mezzo-forte, slurs, accents, staccato, tenuto, 1st and 2nd endings, hooked bow)
- Composing and recording (audio) simple rhythmic and melodic ideas
- Performing concert G Major and C Major one-octave scales with pitch accuracy and correct fingerings
- Performing with correct posture, left hand position, and bow hold
- Performing expressively (mezzo-forte and mezzo-piano)
- Performing, sustaining, and releasing pitches using the bow
- Performing slur, accent, staccato, tenuto, and hooked bowings
- Performing 1st and 2nd endings
- Improvising simple rhythmic and melodic ideas
- Performing percussion rudiments as applicable (flam paradiddles, double paradiddles, 5-stroke rolls, flam accents, long rolls)
- Performing on various percussion instruments as appropriate (glockenspiel/concert bells, snare drum, bass drum)
- Performing for an audience, demonstrating appropriate performance etiquette
- Observing a performance, demonstrating appropriate audience etiquette
- Describing what my concert pieces are about based on contextual information
- Selecting and justifying repertoire when provided with choices
- Aurally identifying different types of instrument families
- Performing by humming or singing to repeat a simple melody (pitch matching)
- Identifying and explaining the components of an effective practice session
- Using music vocabulary to express my opinion about music

Bartlett Network	Elgin Network	Larkin Network
Dr. Kyle Bunker	Ms. Yvette Gonzalez-Collins	Ms. Sarah Rabe
CENTENNIAL ELEMENTARY Principal: Matthew Palcer	CHANNING ELEMENTARY Principal: Rebecca Lunak	CENTURY OAKS ELEMENTARY Principal: Cheryl Frederickson
HORIZON ELEMENTARY Principal: Dr. Jennifer Schwardt	COLEMAN ELEMENTARY Principal: Kelly Marotz	CREEKSIDE ELEMENTARY Principal: Joel Pollack
LAUREL HILL ELEMENTARY Maria A. Lopez	HUFF ELEMENTARY Principal: Paula Ek	HARRIET GIFFORD ELEMENTARY Principal: Joe Corcoran
MORE AT 4 Administrator: Angela Gallegos	LINCOLN ELEMENTARY Principal: Abbie Eklund	HIGHLAND ELEMENTARY Principal: Steve Johnson Co-Principal: Anisa Upshaw
ONTARIOVILLE ELEMENTARY Principal: Dr. Elizabeth Ma	LORDS PARK ELEMENTARY Principal: Noe Velazquez	HILLCREST ELEMENTARY Principal: Dr. Glenda Rosado
PRAIRIEVIEW ELEMENTARY Principal: Paul A. Flatley	MCKINLEY ELEMENTARY Principal: Jeron Shelton	ILLINOIS PARK CENTER Principal: Apryl Lowe
SPRING TRAIL ELEMENTARY Principal: Noelle Dupuis	RONALD D. O'NEAL ELEMENTARY Principal: Deanna Micaletti	INDEPENDENCE CENTER Principal: Lisa Bergbreiter
SYCAMORE TRAILS ELEMENTARY Principal: Lisa Cardenas	TIMBER TRAILS ELEMENTARY Principal: Dr. Elisa Biancalana	LOWRIE ELEMENTARY Principal: Tiffany Robinson
		WASHINGTON ELEMENTARY Principal: Lori Brandes Co-Principal: Ryan Corcoran

South Elgin Network	Streamwood Network
Ms. Mary Sturgill	Ms. Teresa Winters
BARTLETT ELEMENTARY Principal: John Signatur	GLENBROOK ELEMENTARY Principal: Rajan Sharma
CLINTON ELEMENTARY Principal: Jonathon Miquelon	HANOVER COUNTRYSIDE ELEMENTARY Principal: Harold (Jack) Shepherd
FOX MEADOW ELEMENTARY Principal: Dr. Jason H. Gold	HERITAGE ELEMENTARY Principal: Catherine Fletcher
LIBERTY ELEMENTARY Principal: Stephanie Sylvester	HILLTOP ELEMENTARY Principal: Dr. Kyle VonSchnase
NATURE RIDGE ELEMENTARY Principal: Cyndi S. Aleman	OAKHILL ELEMENTARY Principal: Laura Alegria
OTTER CREEK ELEMENTARY Principal: David Aleman	PARKWOOD ELEMENTARY Principal: Ana (Lizza) Arroyo
WAYNE ELEMENTARY Principal: Adam Zurko	RIDGE CIRCLE ELEMENTARY Principal: Janelle Raine
WILLARD ELEMENTARY Principal: Dustin Covarrubias	SUNNYDALE ELEMENTARY Principal: Andrea Gaitan