



# FXW CURRICULUM GUIDEBOOK

## PRESCHOOL through EIGHTH GRADE

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The Frances Xavier Warde School (FXW) is a Catholic school, located in downtown Chicago, serving 890 students in preschool-Grade 8. FXW was founded in 1989 by Maggie Daley and Jack Wall. The late Mrs. Daley wanted to start a school that would develop a tradition of academic excellence, attract a well-regarded faculty and staff, and create an impressive history of educating young people to be leaders in their community.

The Frances Xavier Warde School, a two-campus school, teaches students from all walks of life to:

- Become an active, engaged member of a community
- Acquire the academic skills that ensure a love of learning and a lifelong commitment to helping others
- Think, discuss, and analyze everything in order to be a leader in a global community
- Become resilient, joyful and eager to share their talents

# PRESCHOOL

GUIDING PRINCIPLES

RESILIENCE

EARLY LEARNING STANDARDS

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RELIGION: FAITH EXPERIENCE



# GUIDING PRINCIPLES

PHILOSOPHY	WE BELIEVE IN:	TEACHING PRACTICES
<p>The FXW Preschool philosophy is to facilitate learning in developmentally appropriate ways. With teacher guidance, our youngest students delve into a wide range of experiential topics that they then investigate through long-term projects and themes, such as visiting the doctor's office, going to the grocery store, friendship building and practicing mindfulness.</p> <p>FXW teachers know that the best learning happens when a lesson sparks children's interest and strengthens their curiosity and self-motivation. Together, we work to provide an environment that fosters a love of learning that lasts a lifetime.</p>	<ul style="list-style-type: none"> <li>• Play as the foundation for all learning</li> <li>• The importance of social and emotional development with an emphasis on relationships, self-regulation, and initiative</li> <li>• Nurturing growth mindset and sense of belonging in the community of the classroom</li> <li>• Modeling and fostering the development of empathy and compassion to enhance relationships</li> <li>• Teaching critical thinking skills through discussing, questioning and exploring</li> <li>• Providing choices to foster motivation to learn and to experience the joy of learning</li> <li>• Building body awareness by strengthening gross motor and fine motor muscles</li> <li>• Supporting the religious and spiritual faith of all children through prayer and music</li> <li>• Encouraging self-help skills to build independence and pride</li> <li>• Child readiness for learning with sensitivity to individual differences and needs</li> <li>• Partnering with parents to establish goals in order to support and nurture children's development</li> </ul>	<p>Teaching Practices are grounded in how young children develop and learn supported by research around what is educationally effective practices. Practices include:</p> <ul style="list-style-type: none"> <li>• Authentic Play</li> <li>• Project Based Learning</li> <li>• Sensory Experiences</li> </ul> <p>There are five key areas that comprise effective teaching practices that promote inner strengths of children:</p> <ul style="list-style-type: none"> <li>• Daily Routines</li> <li>• Environment</li> <li>• Caring Connections</li> <li>• Activities and Experiences</li> <li>• Partnership between teachers and families</li> </ul> <p><a href="#">Learning standards and development resources</a></p>



# RESILIENCE

An additional goal of our FXW Preschool Program is to strengthen children's protective factors which builds a child's resilience. Children who develop strong protective factors will be better prepared to face challenges. There is strong evidence that solid social and emotional development impacts future academic success.

Protective Factors include:

ATTACHMENT	INITIATIVE	SELF-REGULATION
Long lasting caring relationships between a child and the important people in their life. Secure attachment leads to trust and the belief that the world is a safe place, filled with caring people.	The ability to use independent thoughts and actions to get needs met. Initiative allows children to be in charge of their learning and activities.	The ability to tell right from wrong and behave in prosocial ways. Children who have self-regulation experience emotions and impulse, and then think before speaking or acting.

# EARLY LEARNING - [PHILOSOPHY](#)

ORAL LANGUAGE STANDARDS	LITERACY STANDARDS	NUMERACY STANDARDS
<ul style="list-style-type: none"><li>• Listens with interest to stories</li><li>• Retells stories using main ideas</li><li>• Expresses needs and wants verbally</li><li>• Uses words to solve problems</li><li>• Uses age-appropriate vocabulary</li><li>• Follows two-part oral directions</li></ul>	<ul style="list-style-type: none"><li>• Shows an interest in books and print</li><li>• Understands basic concepts of print</li><li>• Identifies if sounds are the same or different</li><li>• Recognizes basic rhyming words</li><li>• Identifies basic shapes</li><li>• Recognizes and prints first name</li><li>• Identifies uppercase letters in first name</li><li>• Identifies some letters and the sounds they make</li></ul>	<ul style="list-style-type: none"><li>• Counts by rote to 20</li><li>• Recognizes numerals 0 to 10</li><li>• Counts using 1 to 1 correspondence for numbers (to 10)</li><li>• Models gross motor and fine motor patterns</li><li>• Understands concepts of add-on and take-away (to 10)</li></ul>

[Learning Progression Preschool to Kindergarten](#)

# MOTOR SKILLS

## GROSS MOTOR SKILLS

- Throws and catches a large ball
- Throws and catches a small ball
- Stands on one foot with eyes open. Stands steadily on one foot for 10 seconds
- Hops on two feet
- Hops on one foot
- Demonstrates ability to cross midline.
- Models gross motor patterns such as galloping, shuffling and skipping

## VISUAL MOTOR SKILLS

- Gives sustained effort to visual-motor tasks such as scanning a book or task, completing a puzzle and coloring with growing precision
- Recognizes basic patterns and shapes

## FINE MOTOR SKILLS

- Demonstrates appropriate cutting skills
- Uses proper pencil grip
- Uses coloring and writing tools with skill
- Can draw a picture to express an idea
- Prints name in own style, in a recognizable form

# SPECIAL CLASSES

ART, DANCE, DRAMA & MUSIC	SPANISH	LIBRARY
<p>FXW uses creative arts as an avenue for self-expression.</p> <ul style="list-style-type: none"><li>• Art: Investigate and participate in activities using visual arts materials</li><li>• <a href="#">Dance: Build awareness of, explore, and participate in creative movement activities</a></li><li>• Drama: Begin to appreciate and participate in dramatic activities</li><li>• Music: Begin to appreciate and participate in music activities</li></ul>	<p>FXW values the acquisition of a second language through:</p> <ul style="list-style-type: none"><li>• Comprehensible Input and Teaching Proficiency through Reading and Storytelling</li><li>• Offering opportunities for sophisticated language use</li><li>• Raising the level of student attention through a communicative language approach that is personalized and fosters classroom culture</li><li>• Checking for comprehension</li><li>• Engaging actively students in the lesson</li><li>• Tailoring tasks to individual student ability</li><li>• Promoting grammatical accuracy</li><li>• Promoting higher-level thinking</li></ul>	<p>FXW incorporates library to enhance a love of books through</p> <ul style="list-style-type: none"><li>• Teaching library routines, expectations, and partnership with community organizations and libraries</li><li>• <i>The Sit Together and Read</i> curriculum-interactive and innovative read-aloud practices</li><li>• Self-selection of library books</li></ul> <p><a href="#">Philosophy of Library and Media</a></p>



# RELIGION- FAITH EXPERIENCE

PRESCHOOL RELIGION CURRICULUM	UNITS OF STUDY	SERVICE
<p>Theme: God made me and God is Love</p> <p>Essential Questions:</p> <p>What did God create?</p> <p>How do we celebrate God?</p> <p>How should we treat each other?</p> <p>How do we pray?</p> <p>What are our faith communities?</p> <p>How do we serve God?</p>	<p><b>Units:</b></p> <p>Unit 1: <a href="#">Welcoming Community</a></p> <p>Unit 2: <a href="#">Seasons of Light</a></p> <p>Unit 3: <a href="#">Peace and Love</a></p> <p>Unit 4: <a href="#">Renewal and Gratefulness</a></p>	<ul style="list-style-type: none"> <li><i>Living the Legacy Service</i> <a href="#">BLESSINGS IN A BACKPACK</a></li> </ul>

# PRIMARY SCHOOL: Kindergarten-Second Grades

ENGLISH LANGUAGE ARTS

MATHEMATICS

RELIGION: FAITH EXPERIENCE

SCIENCE

SOCIAL STUDIES

ART & [DRAMA](#)

LIBRARY & MEDIA

MUSIC

PHYSICAL EDUCATION

SPANISH



# ENGLISH LANGUAGE ARTS

## PHILOSOPHY



Kindergarten-5<sup>th</sup> grades use Lexia Core 5, a technology based literacy program as part of a blended learning model.

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>Reading Units: Need updates</b></p> <ul style="list-style-type: none"> <li>• Oral Language and Vocabulary</li> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• Decoding and Comprehension Strategies</li> <li>• Text Reading and Comprehension</li> </ul> <p><a href="#">Pacing Guide for Reading, Writing and Foundations</a></p>	<p><b>Reading Units: <a href="#">Workshop Model</a></b></p> <ul style="list-style-type: none"> <li>• Building Good Reading Habits</li> <li>• Word Detectives</li> <li>• Readers Have Big Jobs to Do</li> <li>• Meeting Characters and Learning Lessons: Story Elements</li> <li>• Learning About the World: Reading Nonfiction</li> </ul> <p><a href="#">Pacing Guide</a>, <a href="#">Reading Behavior Rubric</a>,</p>	<p><b>Reading Units:</b></p> <ul style="list-style-type: none"> <li>• Building Good Reading Habits</li> <li>• Becoming Experts: Reading Nonfiction</li> <li>• Reading Power: Increasing Reading Stamina and Fluency</li> <li>• Series Book Clubs</li> </ul>
<p><b>Writing Units:</b></p> <ul style="list-style-type: none"> <li>• Oral Storytelling</li> <li>• Drawing to Tell a Story</li> <li>• Adding Labels to Drawings</li> <li>• Narrative Writing</li> <li>• Informational Writing</li> <li>• Persuasive Writing</li> </ul>	<p><b>Writing Units:</b></p> <ul style="list-style-type: none"> <li>• Sentence Builders</li> <li>• Personal Narrative: Writing Small Moments Stories</li> <li>• Nonfiction Writing: “How-To” Books</li> <li>• Nonfiction Chapter Books</li> <li>• Opinion Writing: Persuasive Reviews</li> <li>• Fiction Writing: From Scene to Series</li> </ul>	<p><b>Writing Units:</b></p> <ul style="list-style-type: none"> <li>• Grammar Unit</li> <li>• Learning from Mentor Texts: Improving Narrative Writing</li> <li>• Grammar Unit</li> <li>• Writing Like a Scientist</li> <li>• Letter Writing</li> <li>• Writing About Reading</li> <li>• Poetry: Big Thoughts in Small Packages</li> </ul> <p><a href="#">Scope and Sequence</a></p>
<p><b>Learning Standards:</b></p> <p><a href="#">1<sup>st</sup> Assessment Period</a>  <a href="#">2<sup>nd</sup> Assessment Period</a>  <a href="#">3<sup>rd</sup> Assessment Period</a></p>	<p><b>Learning Standards:</b></p> <p><a href="#">Reading 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Assessment Period</a></p>	<p><b>Learning Standards:</b></p> <p><a href="#">Writing</a></p>

# MATHEMATICS

## PHILOSOPHY



Kindergarten-5<sup>th</sup> grades use ST Math, a technology based math program as part of a blended learning model.

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Units of Study:</p> <ul style="list-style-type: none"> <li>Numbers</li> <li>Measurement</li> <li>Geometry</li> <li>Operations</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>Numbers to 10</li> <li>Number Bonds</li> <li>Addition within 10</li> <li>Subtraction within 10</li> <li>Ordinal Numbers</li> <li>Numbers to 20</li> <li>Addition/Subtraction within 20</li> <li>Shapes</li> <li>Numbers to 40</li> <li>Addition/Subtraction Word Problems</li> <li>Numbers to 120</li> <li>Addition/Subtraction within 100</li> <li>Length &amp; Height</li> <li>Time</li> <li>Money</li> <li>Data</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>Numbers to 1,000</li> <li>Addition within 1,000</li> <li>Subtraction within 1,000</li> <li>Multiplication</li> <li>Division</li> <li>Addition/Subtraction Word Problems</li> <li>2D shapes</li> <li>3D shapes</li> <li>Fractions</li> <li>Length and Height</li> <li>Length and Height Customary</li> <li>Time</li> <li>Money</li> <li>Data</li> <li>Numbers to 1,200</li> </ul>
<p><a href="#">Pacing Guide</a> <a href="#">Learning Standards by assessment period</a></p>	<p><a href="#">Learning Standards and Exposures</a> <a href="#">Think! Mathematics</a>  <a href="#">Math Journaling</a></p>	<p><a href="#">Learning Standards and Exposures</a> <a href="#">Think! Mathematics</a></p>

# RELIGION: FAITH EXPERIENCE

## KINDERGARTEN

We are God's Family

Four Units:

- [Belonging and Praise](#)
- [Light and Thanksgiving](#)
- [Peace](#)
- [Forgiving and Renewal](#)

[Pacing Guide](#)

*Living the Legacy Service*

[Blessings in a Backpack](#)

## FIRST THROUGH EIGHTH GRADES

In 1st-8th Grade, students participate in a Catholic religion class (Moonbeams) or interfaith religion class (Shooting Stars) in which the curriculum mirrors one another. Throughout the year, children participate in prayer services and masses as an expression of their faith experience. As a community of inclusion, FXW School values the opportunity for interfaith dialogue which involves listening, learning and asking questions to deepen understanding of world religions. The celebration of Catholic Holy Days and sacramental preparation are part of the Catholic religion program.

[1<sup>st</sup> Grade  
Religion  
Overview](#)

[2<sup>nd</sup> Grade  
Religion  
Overview](#)

[3<sup>rd</sup> Grade  
Religion  
Overview](#)



# SCIENCE

FXW uses the [eight practices](#) of science and engineering throughout our units and in an integrated manner with other curricular areas such as reading, writing and math:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## KINDERGARTEN

- Weather
- Living Things
- Force and Motion
- [Kindergarten Open Classrooms](#)

[Pacing Guide](#)

## FIRST GRADE

- Scientific Practices and Engineering Design
- Structure, Function, and Information Processing
- Waves: Light and Sound
- Space Systems: Patterns and Cycles

## SECOND GRADE

- Scientific Practices and Engineering Design
- Interdependent Relationships in Ecosystems
- Structure and Properties of Matter
- Earth's Systems: Processes That Shape the Earth

# SOCIAL STUDIES

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<ul style="list-style-type: none"> <li>• Growth Mindset and Paying Attention</li> <li>• Identity and Family</li> <li>• Gratitude</li> <li>• Family Traditions</li> <li>• Empathy and Kindness</li> <li>• Peace-Fair and Equal</li> <li>• Geography</li> <li>• Community Helpers</li> <li>• Problem Solving</li> <li>• Community, Government and Action</li> <li>• Science Living Things</li> <li>• Economics</li> </ul> <p><a href="#">Pacing Chart</a> <a href="#">K-2 Units</a></p>	<ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Emotions Management</li> <li>• Identity and Family</li> <li>• Community Helpers</li> <li>• Traditions and Holidays</li> <li>• Empathy and Kindness</li> <li>• Peace and Action</li> <li>• Timeline and History</li> <li>• Problem Solving</li> <li>• Geography</li> <li>• Goods and Services</li> </ul> <p><a href="#">Pacing Chart</a> <a href="#">K-2 Units</a></p>	<ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Emotions Management</li> <li>• Accessibility</li> <li>• Identity and Family</li> <li>• Empathy and Kindness</li> <li>• Peace</li> <li>• Government</li> <li>• Timeline and Civil Rights</li> <li>• Geography</li> <li>• Economics</li> </ul> <p><a href="#">Pacing Chart</a> <a href="#">K-2 Units</a></p>
<ol style="list-style-type: none"> <li>1. Campus and Church Tour</li> <li>2. Farm Field Trip</li> <li>3. Beach Clean Up</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety Town Field Trip</li> <li>2. Me on the Map Project</li> <li>3. Patriotic Assembly</li> </ol>	<ol style="list-style-type: none"> <li>1. Post Office Experience</li> <li>2. Integrated Literacy Units incorporating Black History and Women's History</li> <li>3. Producer and Consumer Project</li> <li>4. Saving and Spending Exit Slip</li> </ol>

## ART

Through a combination of exploration and guided lessons, students are encouraged to engage in the process and practice of art-making. The lessons aim to teach the whole child by providing opportunities to strengthen the development of visual motor and fine motor skills as well as foster a growth mindset. Additionally, students are encouraged to engage in conversation about famous works and their own pieces to grow capacity for perspective-taking and honoring diverse cultures.

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<ul style="list-style-type: none"> <li>• Creative Expression</li> <li>• Color Relationships</li> <li>• Experimental Mark-making</li> <li>• Process and Practice vs. Product</li> <li>• Observational Drawing</li> <li>• Wet and Dry Media: oil pastel, chalk, graphite, watercolor, paper (collage), scissors, glue and clay</li> <li>• Strengthen students' fine motor muscles through instruction of proper tool usage (grip, control, pressure, etc.)</li> <li>• Growth mindset by creating a safe place to create and make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Creative expression</li> <li>• Color relationships</li> <li>• Guided lessons in Mark-making</li> <li>• Wet and Dry Media: oil pastel, chalk, graphite, watercolor, paper (collage), scissors, glue and clay</li> <li>• New tools and practices to strengthen students' visual motor and fine motor skills</li> <li>• Observational Drawing</li> <li>• Discussion platform and new vocabulary to describe the choices they made when creating art</li> <li>• Concept of symmetry, specifically lateral symmetry, and how to use this when both evaluating and creating pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the role of art in different cultures</li> <li>• Build knowledge of artistic mediums</li> <li>• Observational Drawing</li> <li>• Reinforce the skills of grip, control, and pressure when working with brush, dry media, and scissors</li> <li>• Students allowed more choice in selecting mediums to express their creative ideas</li> <li>• Evaluating, adding and editing pieces to create a final product</li> <li>• Students are given time and encouragement to reflect on their drawings and to make choices on areas they would like to work toward improving</li> </ul>
Art Events: 1. Cross-Curricular Kindergarten Art Show (combined effort with Science and Music) 2. Young Artist Gala Project	Art Events: 1. First and Second Grade Art Expo 2. Young Artist Gala Project	Art Events: 1. First and Second Grade Art Expo 2. Young Artist Gala Project

# DRAMA

## KINDERGARTEN

They work to strengthen and build their theatre and storytelling skills with the actor's toolbox of the Body Voice and Imagination. Students will learn to rely on intuition, curiosity, and critical inquiry as they create, explore, imagine, develop, rehearse, prepare, perform, and assess story drama, creative drama, and process drama. With support students will learn to transition between imagination and reality through guided imaginary experiences in class. Students will work to discover different ways of communicating and collaborating on unified drama/theatre works using storybooks and songs as they learn to identify character and setting. They will explore the creation of a character through mind/body/voice. They will integrate design elements such as puppets, props, costume pieces, or setting to help convey meaning or emotional impact. The skills they have learned in both music and in drama this year will Culminate into a kindergarten musical performance.

- Actors' toolbox: build the Voice, Body, Imagination
- Dramatic Play and Guided Imaginary Experiences
- Story Drama, Creative Drama, Process Drama
- Discover new ways to Communicate thru gestures and words
- Collaborate with peers on creating and evolving a unified drama/theatre work
- Identify character and setting and Character creation through mind body and voice
- Select, analyze, and interpret artistic work for presentation
- Establish an active relationship between audience and performer
- Build self-awareness and awareness of others through physical theatre and theatrical games

# LIBRARY & MEDIA PHILOSOPHY

The goal of the Library-Media curriculum and lessons are to create lifelong readers, who read inside and outside of school. The Library-Media lessons encompass and reflect the following standards: ISTE, AASL, ISAIL, and CCSS. The OSP Library has an ongoing relationship with libraries and other organizations. Students are exposed to a variety of authors, illustrators, formats, and genres through annual participation in the Global Read Aloud, the Illinois Monarch Award, author and illustrator studies reflecting diverse titles, and a rigorous media literacy curriculum. The National Education Association's Read Across America annual calendar is used to celebrate heritage months and implement teaching resources in the OSP Library that represent an array of experiences and cultures.

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
<ul style="list-style-type: none"><li>• Global Read Aloud unit</li><li>• Monarch Illinois Book Award Unit</li><li>• Week of Code</li><li>• Author Study</li></ul>	<ul style="list-style-type: none"><li>• Pause and Think Online</li><li>• Global Read Aloud</li><li>• Internet Safety</li><li>• Monarch Illinois Book Award Unit</li><li>• How Technology Makes You Feel</li><li>• Tumblebooks and Brain Pop Jr.</li><li>• Author Study</li></ul>	<ul style="list-style-type: none"><li>• We the Digital Citizens</li><li>• Global Read Aloud</li><li>• Media Literacy-Device-Free Moments</li><li>• Celebrate authors and chapter book series</li><li>• Monarch Illinois Book Award Unit</li><li>• Internet Safety</li><li>• Online databases and Research</li><li>• Author Study</li></ul>	<ul style="list-style-type: none"><li>• Digital Citizens-Rings of Responsibility</li><li>• Global Read Aloud</li><li>• Media Literacy-The Power of Words</li><li>• Monarch Illinois Book Award Unit</li><li>• Poetry Unit</li></ul>



# MUSIC

For grades K-3, music class is all about exploring, defining, creating, and performing. Two times a week, students engage in music-making for thirty minutes, which includes various activities such as listening and moving to music, writing rhythms and melodies, performing songs alone or with a group, or discovering instruments and rhythms. Performance is a large part of our curriculum, starting with a kindergarten musical and ending with a choir spring concert. By the end of 3rd grade, students have a basic understanding of music literacy, experience performing and creating music, and an appreciation of various genres and styles of music.

## KINDERGARTEN

- Tools of a performer
- Vocal Exploration, Pitch/ear training, Singing
- Rhythm and Steady beat
- Percussion instruments
- Expression through music and movement
- Listening, Describing, and Analyzing Music
- Classical, Folk, Blues, Ragtime, Jazz, Country, and Jugband Music
- Introduction to Orchestra

## FIRST GRADE

- Tools of a performer
- Singing
- Rhythm
- Expression
- Listening, Describing, and Analyzing Music
- Patriotic Songs
- The Orchestra
- Music Notation-solfege & rhythms
- Composing & Improvising using music technology

## SECOND GRADE

- Tools of a performer
- Singing
- Rhythm
- Expression
- Listening, Describing, and Analyzing Music
- Patriotic Songs
- Jazz and Blues
- Music Notation-solfege & rhythms
- Composing & Improvising using music technology

# PHYSICAL EDUCATION

At The Frances Xavier Warde School, the Physical Education program plays a vital role today by helping students gain an appreciation for wellness, fitness, participation in life-long physical activity, and teambuilding skills. Physical education is the one subject area that provides learning in all three domains: cognitive, affective, and psychomotor. Physical education helps every child develop movement and sport skills, a positive self-image, positive social interactions, and problem-solving techniques.

What makes our physical education program unique is allowing each child to explore and develop their motor skills through a variety of activities and sport skills while continuing to encourage in positive teamwork and sportsmanship. Our goal in physical education is for students to acquire the means to lead a healthy, active lifestyle. To facilitate these optimal levels of wellness, the Physical Education Department is committed to delivering a comprehensive, sequential curriculum K-8. Our curriculum is designed to ensure that all students can be successful in class and in life by creating a safe learning environment that fosters, growth, enjoyment, and success during physical education for all students.

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<ul style="list-style-type: none"><li>• Manipulation of objects-catching and throwing</li><li>• Basketball</li><li>• Jump Roping and Hula Hooping</li><li>• Tumbling/Gymnastics</li><li>• Nutrition</li><li>• Soccer</li><li>• Tee-ball</li></ul>	<ul style="list-style-type: none"><li>• Manipulation of objects-catching and throwing overhand</li><li>• Basketball</li><li>• Jump Roping and Hula Hooping</li><li>• Tumbling/Gymnastics</li><li>• Nutrition</li><li>• Soccer</li><li>• T-Ball</li></ul>	<ul style="list-style-type: none"><li>• Basketball</li><li>• Nutrition</li><li>• Soccer</li><li>• Jumping Rope</li><li>• Tennis</li><li>• Kickball</li><li>• Floor Hockey</li></ul>

# SPANISH

## [ACTFL'S WORLD READINESS STANDARDS FOR LEARNING LANGUAGES](#)

Learning a second language helps students reflect on their own unique life experiences, which in turn leads to being able to compare and connect these experiences with those of other people around the world. At the elementary level, FXW's World Language program is focused on acquisition-driven instruction. The goal is to provide instruction that is delivered 90% in the target language, all of which is [comprehensible](#) and engaging, within a low-stress environment that builds self-confidence with the language. For every student in grades K-3, FXW provides two Spanish classes a week totaling one hour of instruction. In total, our students will receive approximately [35 hours](#) of Spanish class time each year. Mindful of this, we set language goals that are both developmentally appropriate and realistic. At the conclusion of third grade, we expect our students to be advancing through ACTFL's Novice proficiency levels.

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<ul style="list-style-type: none"><li>• Self-Image</li><li>• Personal Interests</li><li>• Family Structures</li><li>• National Identity</li><li>• Social Customs and Values</li><li>• Science</li></ul>	<ul style="list-style-type: none"><li>• Personal Interests</li><li>• Social Customs and Values</li><li>• Visual Arts</li><li>• Families</li><li>• Literature</li></ul>	<ul style="list-style-type: none"><li>• Personal Interests</li><li>• Science</li><li>• Religion</li><li>• Social Customs and Values</li><li>• Entertainment</li><li>• Historical Figures</li><li>• Public Identities</li></ul>

# LOWER SCHOOL: Third through Fifth Grades

ENGLISH LANGUAGE ARTS

MATHEMATICS

RELIGION: FAITH EXPERIENCE

SCIENCE

SOCIAL STUDIES

ART

MUSIC

PHYSICAL EDUCATION



WORLD LANGUAGE



# ENGLISH LANGUAGE ARTS PHILOSOPHY



Kindergarten-5<sup>th</sup> grades use Lexia Core 5, a technology-based literacy program as part of a blended learning model.

THIRD GRADE	FOURTH GRADE	FIFTH GRADE
<b>Reading Units</b> <ul style="list-style-type: none"> <li>Building a Reading Life</li> <li>Reading to Learn: Main Ideas in Nonfiction Text</li> <li>Character Studies</li> <li>Research Clubs: Elephants, Penguins, and Frogs Oh my!</li> <li>Word Study and Vocabulary</li> </ul> <a href="#">Pacing Guide</a> , <a href="#">Word Study Topics</a>	<b>Reading Units</b> <ul style="list-style-type: none"> <li>Comprehension (Fiction)</li> <li>Interpreting Character (Fiction)</li> <li>Reading the Weather (Nonfiction)</li> <li>Reading History (Nonfiction)</li> <li>Historical Fiction Clubs</li> <li>Free Verse (Fiction)</li> </ul>	<b>Reading Units</b> <ul style="list-style-type: none"> <li>Comprehension Skills</li> <li>Theme in Realistic Fiction</li> <li>Non-fiction and Persuasive Texts</li> <li>Fantasy Novels</li> <li>Poetry</li> <li>Social Issue Book Clubs</li> </ul> <div> <p><u>Texts Include:</u></p>  </div>
<b>Writing Units</b> <ul style="list-style-type: none"> <li>Personal Narrative: Crafting True Stories</li> <li>Change the World: Persuasive Speeches, Political and Editorials</li> <li>Once Upon A time: Adapting and Writing Fairy Tales</li> <li>The Art of Information Writing</li> </ul> <a href="#">Pacing Guide</a>	<b>Writing Units</b> <ul style="list-style-type: none"> <li>Grammar Skills</li> <li>Realistic Fiction</li> <li>Personal Essay</li> <li>Information Writing</li> <li>Literary Essay</li> <li>Poetry</li> </ul>	<b>Writing Units</b> <ul style="list-style-type: none"> <li>Information Writing</li> <li>Personal Narrative</li> <li>History Research Reports</li> <li>Memoir/Fiction</li> <li>Argument Essay</li> <li>Poetry</li> </ul> <div> <p><u>Resources</u></p>  </div>
<a href="#">Reading 1<sup>st</sup> Assessment Period</a>		

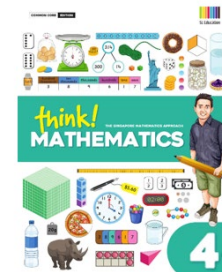
**Library and Media Philosophy** Third grade readers are empowered to self-select literature using age appropriate tools and guidance by the Library & Media Specialist. The goal of the Library-Media curriculum and lessons are to create lifelong readers, who read inside and outside of school. The Library-Media lessons encompass and reflect the following standards: ISTE, AASL, ISAIL, and CCSS. The OSP Library has an ongoing relationship with the Chicago Public Library, hosting CPL visits on a monthly basis for our PreK and Kindergarten Library classes. Students are exposed to a variety of authors, illustrators, formats, and genres through annual participation in the Global Read Aloud, the Illinois Monarch Award, author and illustrator studies reflecting diverse titles, and a rigorous media literacy curriculum. The National Education Association's Read Across America annual calendar is used to celebrate heritage months and implement teaching resources in the OSP Library that represent an array of experiences and cultures.



# MATHEMATICS PHILOSOPHY



Kindergarten-5<sup>th</sup> grades use ST Math, a technology based math program as part of a blended learning model.



THIRD GRADE	FOURTH GRADE	FIFTH GRADE
<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Numbers to 10,000</li> <li>• Addition and Subtraction within 1000</li> <li>• Multiplication and Division</li> <li>• More Multiplication and Division</li> <li>• Word Problems with Mixed Operations</li> <li>• Fractions</li> <li>• Length and Height</li> <li>• Time</li> <li>• Money</li> <li>• Mass</li> <li>• Volume</li> <li>• Geometry</li> <li>• Perimeter</li> <li>• Area</li> <li>• Data</li> <li>• Numbers to 100,000</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Numbers and Place Value to 1,000,000</li> <li>• Addition and Subtraction to 1,000,000</li> <li>• Multiplication and Division</li> <li>• Word Problems and Mixed Operations</li> <li>• Fractions</li> <li>• Addition and Subtraction of Fractions</li> <li>• Multiplication of Fractions</li> <li>• Decimals</li> <li>• Money and Time</li> <li>• Length, Volume, and Mass</li> <li>• Geometry</li> <li>• Area and Perimeter</li> <li>• Data</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Place value (whole/decimal)</li> <li>• Powers of ten</li> <li>• Whole number operations</li> <li>• Fraction operations</li> <li>• Decimal operations</li> <li>• Measurement conversation</li> <li>• Data Analysis</li> <li>• Coordinate graphing</li> <li>• Geometry concepts (2D shapes)</li> <li>• Area/Volume</li> <li>• Algebra concepts</li> </ul>
<a href="#">Learning Standards and Exposures</a>	<a href="#">Learning Standards and Exposures</a>	<a href="#">Learning Standards and Exposures</a>

# RELIGION: FAITH EXPERIENCE

## FIRST THROUGH EIGHTH GRADES

In 1st-8th Grade, students participate in a Catholic religion class (Moonbeams) or interfaith religion class (Shooting Stars) in which the curriculum mirrors one another. Throughout the year, children participate in prayer services and masses as an expression of their faith experience. As a community of inclusion, FXW School values the opportunity for interfaith dialogue which involves listening, learning and asking questions to deepen understanding of world religions. The celebration of Catholic Holy Days and sacramental preparation are part of the Catholic religion program.

[3<sup>rd</sup> Grade](#)  
[Religion](#)  
[Overview](#)

[4<sup>th</sup> Grade](#)  
[Religion](#)  
[Overview](#)

[5<sup>th</sup> Grade](#)  
[Religion](#)  
[Overview](#)

# SCIENCE

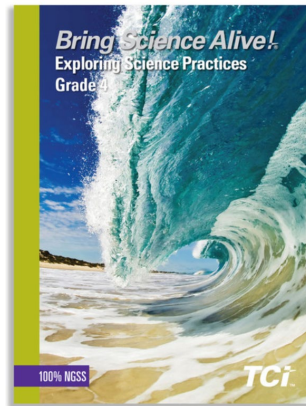
FXW science teachers use the [eight practices](#) of science and engineering throughout our units and in an integrated manner with other curricular areas such as reading, writing and math:

## THIRD GRADE

- *Scientific Practices and Engineering Design*
- *Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms*
- *Forces and Interactions*
- *Weather and Climate*
- *Inheritance and Variation of Traits: Lifecycles and Traits*

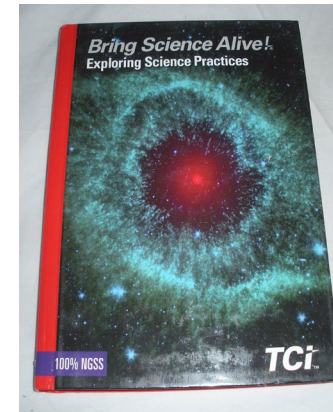
## FOURTH GRADE

- Unit 1- Plant and Animal Structures**
- Unit 2- Energy**
- Unit 3- Earth's Changing Surface**
- Unit 4- Waves and Information**



## FIFTH GRADE

- Unit 1- Living Things and Ecosystems**
- Unit 2- Earth Systems**
- Unit 3- Change in Matter**
- Unit 4- Earth, the Moon and Stars**



# SOCIAL STUDIES

## THIRD GRADE

- Civic Ideals & Practices
  - Jobs and responsibilities
  - City rules
  - Improving the community
- Geography - Continents and Oceans
- Goods and Services
  - Chicago activity
  - Goods and services within the community

[Content, Skills, Standards and Assessment](#)

## FOURTH GRADE

- The regions, states, and capitals
  - Northeast
  - Southeast
  - Midwest
  - Southwest
  - West
- American Revolution and Civil War
- Springfield Field Trip in May

## FIFTH GRADE

- North American Civilizations Before Colonialism
- Colonialism/Global Connections
- American Revolution/New Republic
- Westward Expansion
- Civil War/ Reconstruction
- Gilded Age/ Progressives
- Imperialism/WWI
- 1920's and Great Depression
- WWII Homefront

## ART

## THIRD GRADE

- Artistic Process- initial idea from sketch to a final iteration
- Art Vocabulary- describe personal choices when creating art
- Proper Tool Usage- grip and control
- Color Relationships- blending combinations in watercolors.
- Observational Drawing- identifying parts of the whole, lines, and patterns; using more advanced tools and practices, both natural and architectural sources
- Perspective- creating architectural drawings
- Art Culture- contemporary and historical
- Ceramic Process
- Art History
- Selection, Improvement and Exhibition of a Personal Piece- 3<sup>rd</sup> Grade Art Show

4<sup>th</sup> and 5<sup>th</sup> GRADE VISUAL ARTGrade Level Emphasis**Fourth Grade**

Drawing and Painting

**Fifth Grade**

Printmaking and Sculpture

Curricular Highlights

Self-selected project themes

Materials handling and application techniques with various media

Introduction to historical and contemporary artists and movements

Introduction to various local artists and art viewing opportunities

Guided and independent reflection

to enhance artistic capacity and confidence

Instructional Philosophy

A bright and welcoming studio environment is the foundation to creative discovery and artistic risk taking. Purposeful introductions to a variety of artists, movements, and media allow for self-discovery and individual expression while strengthening our school culture and community.





# MUSIC

## THIRD GRADE

### General Music:

- Tools of the Performer: Face, Body, Mind, Voice
- Singing: Pitch, Enunciation, Breathing, Part Singing, sight-reading, and composing using solfege
- Rhythm: Rhythmic Notation, Rhythm Performance
- Listening, Describing, Analyzing Music: Dynamics, Tempo, Form
- Expression
- American Songs
- Types of Performances: Ballet, Opera, Musicals, Plays, Orchestra
- Composer of the Month" study
- Composing & Improvising using music technology at the bottom

## FOURTH AND FIFTH GRADE

### Units of Study

- Unit 1 –**  
Rhythmic Duration
  - Unit 2 –** Music Literacy
  - Unit 3 –** Composition and Production
  - Unit 4 –** Instrumental Performance
  - Unit 5 –** Connecting to Culture
- (All units vary depending upon grade, skill level and interest)



### Curricular Highlights

- **Rigorous traditional music education based off of students' interest and musical tastes as well as modern approach to newer styles of music (ex: guitar and production)**
- **Hands-on instrumental performance based instruction as well as traditional choir approach.**
- **Live Performances:**
  - 4<sup>th</sup> – December 14<sup>th</sup> Concert
  - 5<sup>th</sup> -- January 26<sup>th</sup> Musical
  - 6<sup>th</sup> -- November 2<sup>nd</sup> Concert
  - 7<sup>th</sup> – February 15<sup>th</sup> Musical Celebration
  - 8<sup>th</sup> – March 30<sup>th</sup> Musical



### Resources

#### Websites:

Musication, Music K-8, Teach Rock, Tidal (recorded music), Musescore

#### Physical:

Various instruments (boom whackers, recorders, keyboards, iPads, surfaces, drums)

#### Sheet Music:

Musical scripts, liturgical music, classical music, pop lead sheets)




### Instructional Strategies

***FXW's music curriculum is based from the Illinois State Board of Education Musical Standards with a more modern and tailored approach. Our Music Education includes traditional approaches as well as differentiation based off skill level and interest. Key elements include:***

- Rigorous musical performance and composition.
- Explorations of various styles and approaches to creating and enjoying music
- Connecting how music is influenced by the greater culture and vice versa.

# PHYSICAL EDUCATION

THIRD GRADE	FOURTH GRADE & FIFTH GRADE
<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Nutrition</li> <li>• Baseball</li> <li>• Kickball</li> <li>• Flag Football</li> <li>• Jumping Rope</li> <li>• Fitness Testing</li> </ul> <p><a href="#">Progression of skills through these units</a></p>	<div> <p><u>Units of Study</u></p> <p><b>Based on National and State PE Standards</b></p> <p>Will focus on having all students develop physical literacies and skills across a variety of activities and movements.</p> </div> <div> <p><u>Activities</u></p> <p><b>Some Activities this year include:</b></p> <p>Daily Stretching            Throwing, Catching, and Kicking of balls            Footwork            Yoga            Volleyball            Soccer            Basketball            Floor Hockey            Racquet Sports            Lacrosse            Baseball            Softball            Kickball</p>  </div>

# WORLD LANGUAGE-SPANISH

## THIRD GRADE

- Personal Interests
- Architecture
- Personal Beliefs
- Leisure
- Self-Image
- Global Challenges
- Science
- Fashion

## FOURTH GRADE

### Units of Study

- Unit 1** – Me and My friends  
**Unit 2** – My Tastes  
 (Likes and Dislikes)  
**Unit 3** – My family

### Resources

- ACTFL Can-Do Statements
- *Real Spanish Ahora Mismo*
- Short clips and multimedia
- *Brandon Brown quiere un perro* by Carol Gaab



### Curricular Highlights

- Reading of the book *Brandon Brown quiere un perro* by Carol Gaab
- Researching the origins of Spanish festivities such as “Día de los Muertos”, “Día de Reyes”, and “Cinco de Mayo”
- Collaborative work with Art Class
- Unit Projects

### Instructional Strategies

- 50 minutes language classes two times per week
- Conversational approach in different authentic situations
- Teach Proficiency by Reading Stories (TPRS) and Phonetics
- Task-based Instruction

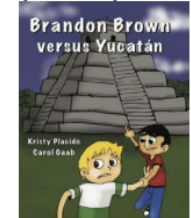
## FIFTH GRADE

### Units of Study

- Unit 1** – Me and My Friends  
 (4<sup>th</sup> grade Review)  
**Unit 2** – My Week  
**Unit 3** – My Neighborhood

### Resources

- ACTFL Can-Do Statements
- *Real Spanish Ahora Mismo*
- Short clips and multimedia
- *Brandon Brown versus Yucatán* by Kristy Placido y Carol Gaab



### Curricular Highlights

- Reading the book *Brandon Brown versus Yucatán* by Kristy Placido y Carol Gaab
- Researching the origins of Spanish Celebrations such as “Día de todos los Santos”, “Día de los Muertos”, “Día de Reyes”, and “Cinco de mayo”
- Collaborative work with Art Class
- Unit Projects

### Instructional Strategies

- 50 minutes language classes two times per week
- Conversational approach in different authentic situations
- Teach Proficiency by Reading Stories (TPRS) and Phonetics
- Task-based Instruction

# MIDDLE SCHOOL: Sixth through Eighth Grades

ENGLISH LANGUAGE ARTS

MATHEMATICS

RELIGION- FAITH EXPERIENCE

SCIENCE

SOCIAL STUDIES

ART

MUSIC

PHYSICAL EDUCATION

WORLD LANGUAGE



# ENGLISH LANGUAGE ARTS PHILOSOPHY

## SIXTH GRADE

### Reading Units

- Comprehension Review
- Fiction Signposts
- Deep Study of Character
- Social Issues Book Clubs
- Nonfiction Signposts
- Afrofuturism

### Writing Units

- Personal Narrative
- Literary Essay
- Argument-Based Literary Essay
- Afrofuturism Short Stories

## SEVENTH GRADE

### Reading and Writing Units

- Reading Strategies & Realistic Fiction Short Story
- *The Outsiders* & Screenwriting
- Historical Fiction Book Clubs & Literary Analysis Essay
- *The Pearl* & Companion Book
- Representation Investigation Project
- Nonfiction & Argument Writing Essay
- Mystery

## EIGHTH GRADE

### Reading Units

- Dystopian Fiction
- Literary Non-fiction
- Comparative Literature – historical and contemporary fiction
- Poetry
- Memoir and Autobiographical Fiction



### Informational Writing

- How-to Manual
- Resume and Interview
- Investigative Reporting



### Argument Writing

- Activist project on an important issue of choice

### Narrative Writing

- Identity Film Project
- Variety Show (Script Writing)
- Creative Writing



# MATHEMATICS

## PHILOSOPHY


**ALEKS**

6<sup>th</sup>-8<sup>th</sup> grades use ALEKS, a technology-based math program as part of a blended learning model.

### SIXTH GRADE

#### Units of Study

**Unit 1- Area and Surface Area**

**Unit 2- Ratios, Rates, and Percentages**

**Unit 3- Operations with Fractions and Decimals**

**Unit 4- Expressions and Equations**

**Unit 5- Rational Numbers**

**Unit 6- Statistics**

#### Resources

We use a variety of resources including Open Up Resources' Illustrative Math, Singapore Math, and other supplemental online resources, including ALEKS and Khan Academy. Additional online resources are posted on the Canvas homepage. Students will receive a new workbook for each unit of study and will complete the majority of their practice in their workbook.

Students can access class notes, examples, and additional practice on One Note.



#### ALEKS

FXW provides each 6th grader with an account for the online math program ALEKS. This supplemental resource provides adaptive, self-paced, differentiated practice in which each student can work through topics they are ready to learn, both from school or from home.

Students are required to complete a weekly assignment of practicing on ALEKS for 60 minutes AND learning a minimum of 5 topics (both criteria must be met). As the year progresses, students will be empowered to set and meet their own goals in ALEKS. I will provide time for students to analyze their data, reflect on their progress, and conference with me around their new goals.

### SEVENTH GRADE

#### Units of Study

**Unit 1 – Scale Drawings and Proportional Relationships**

**Unit 2 – Ratios, Rates, and Percentages**

**Unit 3 – Rational Numbers**

**Unit 4 – Expressions, Equations, and Inequalities**

**Unit 5 – Linear Algebra**

**Unit 6 – Geometry and Angle Relationships**

**Unit 7 – Data Analysis and Probability**

#### Curricular Highlights

- Exploring integers and becoming comfortable with all integer operations
- Devising relevant statistical questions and conducting surveys to answer those questions
- Appreciating art through the lens of mathematics
- Introduction to two-variable equations, graphing, and relationships between independent and dependent variables
- Real world application of percentages with the Taco Truck Project



### EIGHTH GRADE

#### Units of Study

- Foundations of Algebra
- Linear Equations
- Linear Functions
- Systems of Linear Equations
- Linear Inequalities
- Absolute Value Equations and Inequalities
- Exponent Properties
- Polynomial Computation
- Factoring Polynomials
- Quadratic Equations and Functions
- Rational Expressions, Equations, and Inequalities
- Radical Expressions, Equations, and Inequalities

#### Curricular Highlights

- Deep, consistent connections to high school math within the Algebra 1 curriculum
- Daily morning Math Lab
- Evening online Math Lab
- Mathematicians of the Past Project
- Making Math Moments activities
- Games to increase number sense / review concepts
  - The Absolute Value Game
  - Jaguar Jenga
  - Sink or Swim?
- Twelve Days of Christmas Mathematical Analysis
- Domain and Range Bonus Project
- Poster / Anchor Chart group creation
- DESMOS Art Project
- Trigonometry, Algebra 2, Calculus offerings afterschool



# RELIGION- FAITH EXPERIENCE

In 1st-8th Grade, students participate in a Catholic religion class (Moonbeams) or interfaith religion class (Shooting Stars) in which the curriculum mirrors one another. Throughout the year, children participate in prayer services and masses as an expression of their faith experience. As a community of inclusion, FXW School values the opportunity for interfaith dialogue which involves listening, learning and asking questions to deepen understanding of world religions. The celebration of Catholic Holy Days and sacramental preparation are part of the Catholic religion program.

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Personal Relationship to Faith Jewish High Holy Days Introduction to the Old Testament Genesis and Creation Stories God forms a Family of Faith	<a href="#">Moonbeams</a>  Shooting Stars <ul style="list-style-type: none"> <li>• What is Religion</li> <li>• Ethics-Transformation</li> <li>• Origin Stories</li> <li>• Eco-spirituality</li> <li>• Holidays and Festivals</li> </ul>	Shooting Stars and <a href="#">Moonbeams</a> <ul style="list-style-type: none"> <li>• Social Justice</li> <li>• Spiritual Teaching and World Religions</li> <li>• Prayer and Meditation</li> <li>• Rite of Passage</li> <li>• Seven Spiritual Gifts</li> <li>• History of Christianity</li> <li>• Islam and Christianity</li> </ul>

[1<sup>st</sup>-8<sup>th</sup> Grade Moonbeams Catholic Studies Scope and Sequence](#)

[1<sup>st</sup>-8<sup>th</sup> Grade Shooting Stars Interfaith Studies Scope and Sequence](#)

# SCIENCE

FXW science teachers use the [eight practices](#) of science and engineering throughout our units and in an integrated manner with other curricular areas such as reading, writing and math:

## SIXTH GRADE

- Earth's Structure
- Plate Tectonics
- Natural Hazards
- Atmospheric Circulation
- Weather
- Humans Impact on Earth
- Earth – Moon - Sun
- The Solar System

## SEVENTH GRADE

- Science Introduction
- The Cell and Cell Structure
- Cell Cycle and Reproduction
- Genetics
- The Environment and Change Over Time
- Microorganisms
- Plants
- Animals

## EIGHTH GRADE

- Thermal Energy
- Foundations of Chemistry
- Atoms
- The Periodic Table
- Waves
- Electricity
- Motion
- Laws of Motion

# SOCIAL STUDIES

## SIXTH GRADE

### Units of Study

**Unit 1** - Prehistory

**Unit 2** - Mesopotamia

**Unit 3** - Egypt

**Unit 4** - India

**Unit 5** - China

**Unit 6** - Greece

**Unit 7** - Rome

**Unit 8** - Middle Ages

## SEVENTH GRADE

### Units of Study

**Unit 1** – Introduction to World Studies

**Unit 2** – The Americas: Revisited

**Unit 3** – Europe: War & Power in the 20<sup>th</sup> Century

**Unit 4** –Africa: Empires and Independence

**Unit 5** – Middle East: Cradles of Faith and Innovation

**Unit 6** – Asia: Roads to Globalization  
Special Topics: Russia & Oceania

## EIGHTH GRADE

### Units of Study

**Unit 1** – Before 1492 & Early Globalization

**Unit 2** – Colonial Societies

**Unit 3** – American Revolution

**Unit 4** – U.S. Constitution

**Unit 5** – Civil War

**Unit 6** - Reconstruction

**Unit 7** – Gilded Age & Progressivism

**Unit 8** – World Wars

**Unit 9** – Civil Rights Movement

# ART

## SIXTH GRADE, SEVENTH GRADE AND EIGHTH GRADE

### Grade Level Emphasis

#### **Sixth Grade**

Moving Masterpieces

#### **Seventh Grade**

Sculpture and Mixed Media

#### **Eighth Grade**

Independent Studio



### Common Media

Acrylic  
Art Stix  
Charcoal  
Collage Papers  
Colored Pencil  
Fibers  
Graphite  
Ink & Marker  
Model Magic  
Oil Pastel  
Watercolor

### Curricular Highlights

- Self-selected project themes
- Materials handling and application techniques with various media
- Introduction to historical and contemporary artists and movements
- Introduction to various local artists and art viewing opportunities
- Guided and independent reflection to enhance artistic capacity and confidence

### Instructional Philosophy

*A bright and welcoming studio environment is the foundation to creative discovery and artistic risk taking. Purposeful introductions to a variety of artists, movements, and media allow for self-discovery and individual expression while strengthening our school culture and community.*

# MUSIC

## SIXTH, SEVENTH and EIGHTH GRADE

### Units of Study

#### **Unit 1 –**

Rhythmic Duration

#### **Unit 2 – Music Literacy**

#### **Unit 3 – Composition and Production**

#### **Unit 4 – Instrumental Performance**

#### **Unit 5 – Connecting to Culture**

(All units vary depending upon grade, skill level and interest)



### Resources

Websites:

Musication, Music K-8, Teach Rock, Tidal  
(recorded music), Musescore

Physical:

Various instruments (boom whackers, recorders,  
keyboards, iPads, surfaces, drums)

Sheet Music:

Musical scripts, liturgical music, classical music,  
pop lead sheets)



### Curricular Highlights

- Rigorous traditional music education based off of students' interest and musical tastes as well as modern approach to newer styles of music (ex: guitar and production)
- Hands-on instrumental performance based instruction as well as traditional choir approach.
- Live Performances:
  - 4<sup>th</sup> – December 14<sup>th</sup> Concert
  - 5<sup>th</sup> – January 26<sup>th</sup> Musical
  - 6<sup>th</sup> – November 2<sup>nd</sup> Concert
  - 7<sup>th</sup> – February 15<sup>th</sup> Musical Celebration
  - 8<sup>th</sup> – March 30<sup>th</sup> Musical



### Instructional Strategies

***FXW's music curriculum is based from the Illinois State Board of Education Musical Standards with a more modern and tailored approach. Our Music Education includes traditional approaches as well as differentiation based off skill level and interest. Key elements include:***

- Rigorous musical performance and composition.
- Explorations of various styles and approaches to creating and enjoying music
- Connecting how music is influenced by the greater culture and vice versa.

# PHYSICAL EDUCATION

## SIXTH GRADE

- Fitness Testing
- Speed, Agility, Coordination
- Jump Rope
- Invasion Games: Capture the Flag. Team Handball,
- Ultimate Frisbee, Flag Football, Basketball
- Net/Wall Games: Volleyball, Nuke'Em, Badminton, Kickball, Pickleball
- Station Interval Exercises
- Striking and Fielding- Cricket, Floor Hockey, Bags and KanJam

## SEVENTH GRADE

- Fitness Testing
- Speed, Agility, Coordination
- Jump Rope
- Invasion Games: Capture the Flag. Team Handball,
- Ultimate Frisbee, Flag Football, Basketball
- Net/Wall Games: Volleyball, Nuke'Em, Badminton, Kickball, Pickleball
- Station Interval Exercises
- Striking and Fielding- Cricket, Floor Hockey, Bags and KanJam

## EIGHTH GRADE

- Fitness Testing
- Speed, Agility, Coordination
- Jump Rope
- Invasion Games: Capture the Flag. Team Handball,
- Ultimate Frisbee, Flag Football, Basketball
- Net/Wall Games: Volleyball, Nuke'Em, Badminton, Kickball, Pickleball
- Station Interval Exercises
- Striking and Fielding- Cricket, Floor Hockey, Bags and KanJam



# WORLD LANGUAGE

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
<p><b><u>SPANISH</u></b></p> <p><b><u>Cultural Studies: Perú</u></b></p> <ul style="list-style-type: none"> <li>• Cultura del Perú</li> <li>• Las costumbres de Perú</li> <li>• Machu Picchu</li> <li>• Las Líneas de Nazca</li> </ul> <p><b><u>Language learning units: interpretive, interpersonal, and presentational communication</u></b></p> <ul style="list-style-type: none"> <li>• Mi Familia</li> <li>• Mi comunidad escolar</li> </ul>	<p><b><u>SPANISH</u></b></p> <p><b><u>Cultural Studies: Bolivia</u></b></p> <ul style="list-style-type: none"> <li>• Cultura de lustrabotas</li> <li>• El Arte del Aguayo</li> <li>• Las Cholitas</li> <li>• Festival Alasitas</li> <li>• El Mercado de las Brujas</li> </ul> <p><b><u>Language learning units: interpretive, interpersonal, and presentational communication</u></b></p> <ul style="list-style-type: none"> <li>• ¿Quién soy yo?</li> <li>• Conciendo a personas diferentes a mi</li> <li>• Transformación personal</li> </ul>	<p><b><u>SPANISH</u></b></p> <p><b><u>Cultural Studies: Spain</u></b></p> <ul style="list-style-type: none"> <li>• Cultura de Andalucía</li> <li>• Las costumbres de España</li> <li>• La Lotería Nacional de España</li> <li>• El Sacromonte y La Alhambra</li> <li>• Las leyendas de España</li> </ul> <p><b><u>Language learning units: interpretive, interpersonal, and presentational communication</u></b></p> <ul style="list-style-type: none"> <li>• De viaje a destinos hispanohablantes</li> <li>• En el restaruante y otras experiencias publicas</li> <li>• Las redes sociales y otras interacciones</li> </ul>
<p><b><u>FRENCH</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 – I live in Switzerland! Let’s discover Geneva and create video presenting diversity in your class</li> <li>• Unit 2 – My family! Let’s discover Montreal and create a superhero</li> <li>• Unit 3 – Let’s sing! Let’s discover French speaking countries in the Caribbean and create a song.</li> </ul>	<p><b><u>FRENCH</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 – My family! Let’s discover Montreal and create a celebrity fashion shoe</li> <li>• Unit 2 – My middle school! Let’s discover the French Indian Ocean Island and reinvent the perfect school</li> <li>• Unit 3 – My week! Let’s discover provincial French towns and create a program for a weekend</li> </ul>	<p><b><u>FRENCH</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 – I feel well! Let’s discover the South of France and create video with advises for a healthy life</li> <li>• Unit 2 – Bon Appetit! Let’s discover the African French speaking countries and make a French recipe to defend for a French tasting contest.</li> <li>• Unit 3 – On the road! Let’s discover French speaking countries in Europe and create a trip under budget</li> </ul>

## Advisory

### Grades 4-8

#### Advisory Curriculum Overview

##### Units of Study

4th and 5<sup>th</sup> Grades

- Growth Mindset and Goal Setting
- Emotion Management
- Empathy and Kindness
- Problem Solving
- We all have mental health

6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

- Mindsets and Goals
- Recognizing Bullying and Harassment
- Thoughts, Emotions and Decisions
- Managing Relationships and Social Conflict
- Depression Awareness

##### Resources

**second  
step**



##### Curricular Highlights

- *Establishing classroom culture and community*
- *Developing a sense of belonging in the advisory group*
- *Developing social and emotional skills*
- *Increasing understanding of mental health and coping tools*

##### Instructional Strategies

*Students will participate in weekly, 50-minute advisory sessions and will learn through teacher directed activities, group work and games. Students will participate in discussions, activities, and ask questions to engage appropriately during this time.*

## Global & Digital Citizenship

### Grades 4-8

#### G&DC Curriculum Overview

##### Units of Study by Grade

**Unit 1 –**

Becoming a De- 'Tech'-Tive

**Unit 2 –** Citizenship

**Unit 3 –** Digital Reputation

**Unit 4 –** Ethical Thinking

**Unit 5 –** Cyberbullying

**Unit 6- Identity & Privacy**

**Unit 7- Digital Detox**

(All units vary depending upon grade, skill level and interest)

##### Resources

Websites:

Common Sense Media



Brain Pop

Cyber Civics

##### Curricular Highlights

- Individual and Group Projects
- In-class projects
- Quizzes and puzzles
- Role-play
- Participatory Culture

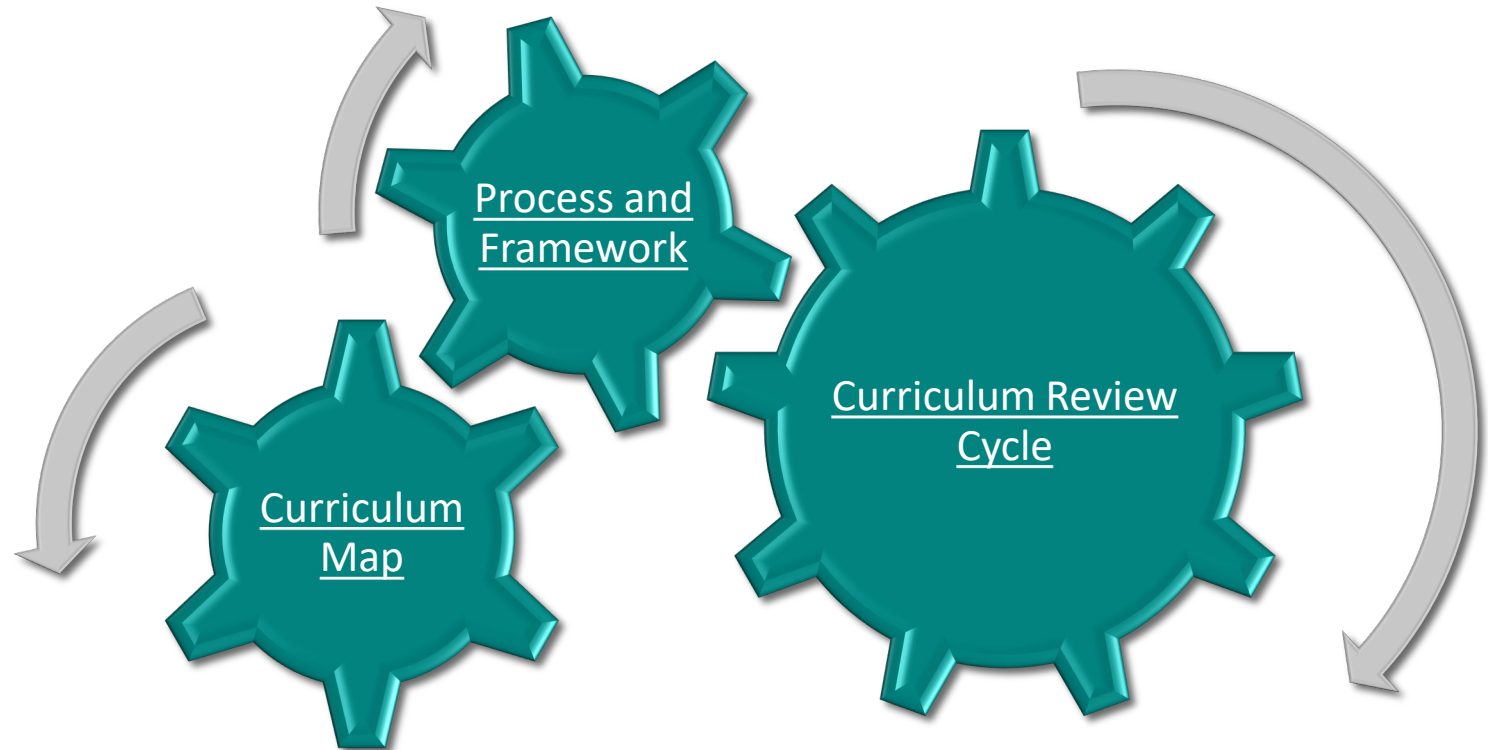


##### Instructional Strategies

*Students' class participation will be assessed with the help of assignment rubrics, hands on projects, discussions, decision making, role-play, and individual and group activities.*

# FXW CURRICULUM PLANNING

FXW's definition of curriculum: a living, breathing and ever-changing guide on *what and how to teach*.



# SCHOOL TO HOME CONNECTION

