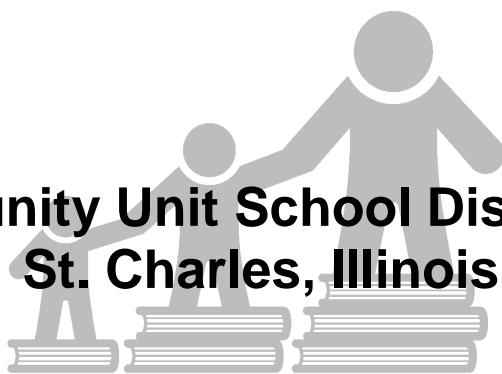


# **K-5** **ELEMENTARY** **CURRICULUM** **OVERVIEW**

**Community Unit School District 303**  
**St. Charles, Illinois**



# Introduction

**Welcome to CUSD 303!** The Elementary Schools are proud to present this booklet that gives parents a brief overview of our elementary programs. Detailed curriculum for each grade level is available at each elementary school.

Teachers actively participate in the review and revision of curriculum. They work continuously to improve the programs we offer to students, utilizing educational research, experiences with students and suggestions from parents. Teachers use many materials, activities and strategies to develop programs that provide rigorous, sound and effective educational opportunities for all students.

Our curriculum is guided by the following vision statement that was developed by the District 303 Community:

## Vision Statement

The District 303 School Community empowers and inspires  
**ALL** to:

- **Attain excellence**
- **Learn with passion, and**
- **Live with integrity**

in a changing world.

After reviewing the materials in this booklet, you may have questions or need additional assistance. Please feel free to contact your home school for more detailed information.

We look forward to working with you to improve student learning and well-being. We strive to provide the best possible environment for learning in District 303. Working in partnership with our parents and community is vital to our success.

Sincerely,

District 303 Elementary Principals

# Language Arts

**Purpose: *To help students develop listening, speaking, reading, writing and thinking skills that are essential for learning and interacting in our world, a world of language.***

Literacy develops in an interactive environment through involvement in purposeful actions. The process of enhancing literacy should center on the learner and reflect current knowledge about language development and learning theory.

We believe that children gain literacy through guided experience with text. The district's elementary literacy curriculum uses *Literacy by Design*, by Rigby (2008) to support standards-based literacy instruction. Children at all stages of growth have opportunities to develop appropriate skills, read, think, comprehend and develop fluency through rich experiences in reading, writing, speaking and listening. District 303's goal is for all students to become independent readers and writers.

In the beginning stages of reading, students must have instruction that helps them develop a successful way to recognize words as they read for meaning. This instruction includes recognizing, analyzing, manipulating letter-sound relationships such as phonics, phonemic awareness, spelling in addition to using context, structural analysis and syntax (the flow of language). Because most students leave the early literacy stages by the end of second grade, the instructional focus shifts to the development of fluency, enriched vocabulary, critical comprehension, refinement of writing skills and developing breadth and depth of reading and writing experiences. Children learn to love language, reading and writing.

We believe that all children can learn and that appropriate instruction leads to the development of literacy for learning and interacting in our world.

# Social Studies

**Purpose: To help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

The district's elementary social studies curriculum uses *Social Studies Alive!* and *History Alive!* by TCI (2003). Students explore politics, economics, government and sociology through meaningful classroom experiences.

## **Kindergarten through Second Grade Overview**

In the primary grades, students learn about getting along, why we need rules, making good choices, respecting property and solving problems. They learn about family systems, the interdependence of community, citizenship, civic responsibility and economic needs connected to the wants of families. They use geographical maps with physical features, explore how people use natural resources and care for the environment.

## **Third Grade Overview**

Map skills are deepened with calculating distances, locating places in the world and community comparisons. They study migration routes and the Native Americans settling along these routes in North America. In addition, they study the Native American cultural regions. They learn about immigration to the United States and the events and issues of the topic. Global trade and its affects on our local communities are studied. The final unit is a study of city, government and public services of the students' respective communities.

## **Fourth Grade Overview**

Using the perspective of geographers, historians, economists, political scientists and sociologists, students study the regions of the U.S. They learn research skills to compare/contrast farm life in the 1800s with today. They study key sites, early settlements, population density, climate, elevation and natural resources. They learn about water usage and how river water is shared and conserved. The year culminates with a study of Illinois which reinforces their analytical skills.

## **Fifth Grade Overview**

Fifth grade is an overview of American History including exploration, the early settlements, comparison of different colonies and the changing relationships with England. The study moves through the causes of the Revolutionary War, the Declaration of Independence and the formation of a new government. The Constitution and the Bill of Rights are introduced. The topic of Western Expansion and the peoples of the west are also taught. Students learn of the causes of the Civil War, combat conditions and the issues of slavery. They create timelines of key post-Civil War events and the industrialization of America.

# Math

**Purpose: To help students value mathematics, have confidence in their mathematical ability and communicate, problem solve and reason mathematically.**

Our mathematics curriculum is a conceptually-based, hands-on, interactive model. The core program for supporting the curriculum is *Everyday Mathematics* by Wright Group (2007).

*Everyday Mathematics* was developed at the University of Chicago. The program focuses on expanding the range of mathematical experiences and ideas and includes a broad range of mathematics content.

*Everyday Mathematics* helps students build on a computational skill base and develop problem solving strategies and mathematical concepts. Students establish links from past experience, and use concrete materials, pictures, verbal statements and symbolic arithmetic statements.

## **Kindergarten Overview**

- Read and write numbers 100 and less
- Understand equal sharing, functions of addition, subtraction, division
- Recognize non-computational uses of numbers
- Estimate
- Perform simple data collection and graphing
- Use basic geometry concepts

## **First Grade Overview**

- *Numbers*: say, read, write numbers; place value; odd, even; fractional parts, notation; dollar, coin recognition, exchanges
- *Operations*: recognize multiple ways to solve problems; properties
- *Data*: collect, order, display data, tables, charts, graphs
- *Geometry*: Explore 2-, 3-D shapes
- *Measurement*: tell and write time in hours, minutes; use ruler, tape measure; read thermometer; measure weights using scale
- *Patterns/Algebra*: visual; odd, even; number line, grid; domino dot

## **Second Grade Overview**

- *Numbers*: whole numbers through 10,000; write fractions to name parts of regions, collections; find equivalent fractions; compare fractions; know decimal, fraction names for pennies, dimes
- *Operations*: mastery of whole number addition, subtraction facts; introduction to multiplication, division facts; addition, subtraction with 2-digit numbers; multiples, "equal sharing" division, fractions
- *Data*: organize sets of data, find middle values
- *Geometry*: Identification, properties of 2-, 3-D shapes; symmetry
- *Measurement*: tell time, elapsed time; length, area, capacity, weight
- *Patterns/Algebra*: count in doubles, halves, multiples; number grids

### **Third Grade Overview**

- *Numbers*: read, write whole numbers through millions; 1-, 2-, 3-place decimals; use of fraction, decimal notation; number lines, express parts of a whole; equivalent fractions
- *Operations*: multiplication/division facts; addition/subtraction strategies; multiply, divide by 10, 100, 1000; estimate, solve 1-digit by 2-/3-digit multiplication; properties; positive/negative numbers; fractions
- *Data*: Collect, order, display; read, construct tables, charts, graphs
- *Geometry*: recognize, identify 3-dimensional shapes, polygons, points, line segments, rays, lines, angles; angle measure
- *Measurement*: clocks; calendars; time lines; thermometers; line segments; rectangle perimeter, area, rectangular prism volume
- *Patterns/Algebra*: patterns; sequences; attributes; relations; functions; ordered pairs in a rectangular coordinate system

### **Fourth Grade Overview**

- *Numbers*: Place value through millions; fractional parts of regions, collections; compare large numbers; fractions-decimals-percents
- *Operations*: Addition, subtraction of multi-digit numbers; multiplication, division; 2-place decimals; powers of 10; 3-digits; rates; pricing
- *Data*: Mode, median, mean; chance; probability
- *Measurement*: Metric units; measure, angles; mapping; area of shapes, geometric solids; volume in unit cubes
- *Geometry*: polygons, circles; symmetry; reflection; rotations
- *Patterns/Algebra*: Writing, solving number sentences, stories; letters, symbols for unknowns; creating, extending, describing patterns; translating among verbal, numerical, graphical representations

### **Fifth Grade Overview**

- *Numbers*: Primes; composites; factors; multiples; squares, roots; divisibility tests; prime factorization; fractions-decimals-percents
- *Operations*: Estimation; addition, subtraction of whole numbers, decimals; multiplication of multi-digit whole numbers; identify, compare, add fractions; division problems; scientific notation
- *Data*: Read, interpret bar, circle graphs and stem/leaf plots; analyze data, display bar, line, circle graphs, tables, charts
- *Measurement*: plot points on grid; area, perimeter of polygons; radius; diameter; circumference, area of circles
- *Geometry*: Properties; use of map scale, tools to draw, measure
- *Patterns/Algebra*: Addition, subtraction of positive, negative numbers; algebraic expressions, tables, graphs

# Science

**Purpose: To help students become scientifically literate and able to use science in their lives by engaging their natural curiosity and developing attitudes that are characteristic of scientists.**

The district's science curriculum uses an inquiry-centered approach to science learning. Students participate in rich hands-on experiences in order to develop a deeper understanding of scientific concepts and processes. The major units and learner outcomes are listed below in physical, earth, and life science for each grade level.

## Kindergarten Overview

**Earth Science:** In *Caretakers of Our Earth*, students identify ways to be responsible caretakers with the three R's: reduce, reuse, and recycle.

**Life Science:** In *Eggs to Chicks*, students experience new life by observing the incubation of chicken eggs.

**Physical Science:** In *I'm Sensible*, students naturally explore the world using their senses and learn their basic structures and functions.

## First Grade Overview

**Earth/Physical Science:** In *Forces Around Us*, students investigate air and water as natural forces around them.

**Life Science:** In *Animals*, students explore and discover characteristics of living and non-living things and learn about the basic needs of all animals and habitats that support these needs.

**Life Science:** In *Seed to Plants*, students classify seeds by properties, plant seeds, and care for plants as they observe and record their growth. The structure and function of basic plant parts are also studied.

## Second Grade Overview

**Earth Science:** In *Weather Watchers*, students increase their understanding of the elements of weather, become familiar with the use of weather instruments, collect data and make weather predictions.

**Life Science:** In *Mission Nutrition*, students understand the Food Pyramid as a symbol representing healthy eating. They learn about the food groups, recommended servings and how to make healthy food choices.

**Life Science:** In *Butterflies*, students observe the growth and development of butterflies through their life cycle, learn about their physical characteristics and feeding habits and study their response to stimuli.

**Physical Science:** In *Matter Matters*, students describe matter by its characteristics, identify the three states of matter, and infer that heating and cooling change the state of matter of a given substance.

### **Third Grade Overview**

**Earth Science:** In *Rocky Roads*, students come to a deeper understanding of the origin and location of different rocks and minerals and perform tests to identify and determine their properties.

**Life Science:** In *Mighty Mealworms*, students experience the scientific process by controlling conditions to investigate mealworm behavior.

**Physical Science:** In *Anchors Aweigh*, students investigate surface tension, density, buoyancy and liquid density. Students are able to explain why an object floats or sinks and that an object can be altered to change its ability to float.

### **Fourth Grade Overview**

**Earth Science/Life Science:** In *Natural Systems in Balance*, students observe the effects of acid rain on living and non-living things, understand its causes and identify ways to reduce it. Students also observe the interdependence of living organisms with one another and within their forest environment. They learn that energy flows through a food chain and the role of organisms in the chain.

**Physical Science:** In *Energy, Sound, and Light*, students study sound and light as separate phenomena as well as studying characteristics that connect them through observation and experimentation.

**Physical Science:** In *Mystery Powders*, students are introduced to chemical and physical properties of familiar substances and use problem solving techniques to investigate the presence or absence of powders in an unknown mixture.

### **Fifth Grade Overview**

**Earth Science:** In *Earthbound, but Sky Wise*, students are introduced to various aspects of astronomy focusing on the study of the universe. Topics include time and seasonal change, the eight planets and their relationships to each other, and the night sky.

**Life Science:** In *Crayfish Connection*, students observe, describe, and identify physical and biological components of a pond community. After observing and describing living crayfish, students design their own experiments to answer questions about crayfish or crayfish behavior.

**Physical Science:** In *Electricity and Electromagnetism*, students have hands-on experiences in learning about electrical circuits and the principles governing electromagnetism. They also study the relationships between magnets and circuits by experimenting with a variety of materials.

# Fine Arts

## Art, Music, Band, and Orchestra

***Purpose: To help students develop the knowledge and skills of production and performance, cultural and social awareness, and personal understanding and appreciation of the arts.***

The Fine Arts include art, music, drama and dance – all vital and fundamental ways of knowing and thinking. When students create in images, gestures, sounds and words, they discover ways to shape and share their ideas with others. They learn to deal with ambiguity, to look at problems from multiple perspectives and to engage in speculative inquiry. A diverse sequential fine arts program is basic to a balanced and complete education for all children.

### **Art**

The purpose of the elementary art curriculum is to develop visual literacy for all students. Children learn to observe, interpret, judge and appreciate visual information. The elementary art program supports and reinforces other academic areas while building knowledge and meaning beyond other subjects.

### **Music**

The purpose of the elementary music curriculum is to develop musicality and appreciation of music within each child. Students learn basic notation and vocabulary while developing ear training, listening and movement through performance of a variety of literature. Students are also exposed to periods in history and musical styles.

### **Band**

Students may join band in fifth grade. Band instruments include wind, brass and percussion. Students receive a small group lesson once a week at their schools and also attend a weekly full band rehearsal before or after school at selected sites. Band concerts and other performances take place during the year.

### **Orchestra**

Students may join orchestra in third, fourth or fifth grade. String instruments include violin, viola, cello and bass. Students receive a small group lesson once a week at their schools and also attend a weekly large group orchestra rehearsal before or after school at selected sites. Orchestra concerts and other performances take place during the year.

# Wellness

***Purpose: To help students learn, develop, and apply the skills needed for daily participation in health-related personal fitness and lifetime activities which contribute to habits and attitudes of a healthy lifestyle.***

The wellness curriculum includes health and physical education – essential components of a child’s education.

Students are encouraged to develop positive attitudes about themselves, about healthy habits and about physical activity so they will choose to adopt and maintain lifelong health-related fitness. Children also develop creativity, problem-solving, critical thinking and interpersonal communication skills through kinesthetic and personal wellness activities.

The District 303 Wellness curriculum promotes the whole child through health and physical education.

# Learning Resource Center

***Purpose: To provide students and staff members with quality print, electronic, and telecommunication resources, guided access and instruction in the use of these resources, support for all areas of the curriculum and a lifelong love of reading and learning.***

**When students complete their elementary education in District 303, they have:**

- been exposed to a wide variety of literature in many different formats
- become familiar with authors, illustrators and their works
- learned to use an electronic card catalog to locate materials
- used a variety of electronic information resources
- learned to select, evaluate, interpret, record and organize information
- learned to present and communicate information in various formats
- used word processing programs appropriate for their age
- learned to use appropriate technology skills

# Primary Thinking Skills Program

**Purpose:** *To help all students develop higher-order thinking skills and to help identify academically talented students.*

The Primary Thinking Skills program is an enrichment and diagnostic program of higher-order thinking skills in Grades 1-3. It is designed to serve a dual purpose of helping in the identification of academically talented students and instructing all students in higher level thinking skills. The higher order thinking skills addressed are convergent, divergent and evaluative thinking as well as visual/spatial perception. These provide an emphasis beyond the elementary core curriculum. Primary Thinking Skills addresses students who display proficiency in these higher order thinking strands while offering the entire class an opportunity to experience the challenge of a new way of thinking. The program format combines whole class instruction with small group sessions provided to the students who display an aptitude for each thinking skill as it is taught.

## Academically Gifted/Talented

**Purpose:** *To help students develop critical and creative thinking skills appropriate to their above-grade level abilities.*

### **AT Literacy:**

Students who are identified as academically talented in literacy at grades four and five are clustered into classrooms with teachers who have received specialized training in literacy instruction for high-end learners and use supplemental materials specifically designed to enhance the literacy experience for these talented learners. A strong emphasis is placed on persuasive writing and critical reading skills.

### **AT Math:**

Students identified as academically talented in math participate in the Academically Talented Math program. AT Math is both an acceleration and enrichment program in which students at fourth and fifth grade are working approximately two grade levels above their grade placement. Strands that are emphasized in an ongoing manner are critical thinking, patterns and relationships, mental math, number sense, computation, math vocabulary, real-world math connections and problem-based learning. Some of the important topics covered are whole number operations, number theory, fractions, decimals, percents, geometry, measurement, ratio and proportion, probability and statistics, data analysis and algebra.

# Overview of Student Services and Support Programs

District 303 elementary schools provide access to a comprehensive set of services to foster healthy physical, social, emotional and intellectual development for all students. Student services include: prevention, intervention and special education. These services are provided as appropriate through the general education classroom and support programs, social workers and Student Service Teams as described below:

- **English Language Learner Program (ELL):** This program is for students who have strengths in a language other than English. Students eligible for this program are bused to the nearest available school where such a program exists. These students continue academic learning while they acquire English language proficiency.
- **Reading Resource:** This program provides additional reading support to students who qualify based on specified criteria. The program is designed to increase reading skills and strategies that improve comprehension and performance.
- **Social Work:** Social workers are available for students who need additional assistance with regards to social, emotional or behavioral issues.
- **Special Education:** A continuum of services is available to meet the needs of eligible students. In addition, related services such as social work, speech and language therapy, occupational or physical therapy and transportation are offered.
- **Student Service Teams (SST):** Students who need additional support to succeed in school are referred to the Student Service Teams. Student Service Teams consist of an administrator, psychologist, special education teacher, social worker, nurse, general education teacher and other specialists.

# District 303 Elementary Schools

## **Anderson Elementary**

35W071 Villa Maria Road  
St. Charles, IL 60174-6636  
Jeff Hildreth, Principal  
Phone: 847-697-5040  
Fax: 847-697-5091

## **Bell-Graham Elementary**

4N505 Fox Mill Boulevard  
St. Charles, IL 60175-7934  
Ruth Ann Dunton, Principal  
Phone: 630-762-6670  
Fax: 630-762-6679

## **Corron Elementary**

455 Thornwood Way  
South Elgin, IL 60177-2222  
Denise Liechty, Principal  
Phone: 847-741-7998  
Fax: 847-741-5802

## **Davis Elementary**

1125 South 7<sup>th</sup> Street  
St. Charles, IL 60174-3852  
Mike Backer, Principal  
Phone: 630-377-4823  
Fax: 630-513-3016

## **Ferson Creek Elementary**

38W160 Bolcum Road  
St. Charles, IL 60175-6971  
Chris Adkins, Principal  
Phone: 630-513-4480  
Fax: 630-513-4844

## **Fox Ridge Elementary**

1905 Tyler Road  
St. Charles, IL 60174-3411  
Anne Van Zandt, Principal  
Phone: 630-513-4460  
Fax: 630-584-9660

## **Lincoln Elementary**

211 South 6<sup>th</sup> Avenue  
St. Charles, IL 60174-2900  
Adam Zbrozek, Principal  
Phone: 630-377-4838  
Fax: 630-513-2400

## **Munhall Elementary**

1400 South 13<sup>th</sup> Avenue  
St. Charles, IL 60174-4481  
Jan Geier, Principal  
Phone: 630-377-4860  
Fax: 630-377-4861

## **Norton Creek Elementary**

2033 Smith Road  
West Chicago, IL 60185-1039  
Rachel Overton, Principal  
Phone: 630-587-7200  
Fax: 630-587-7210

## **Richmond Elementary**


300 South 12<sup>th</sup> Street  
St. Charles, IL 60174-2660  
Guillermo Heredia, Principal  
Phone: 630-377-4866  
Fax: 630-584-2944

## **Wasco Elementary**

4N782 School Street  
Wasco, IL 60183-9999  
Barb Stokke, Principal  
Phone: 630-377-4888  
Fax: 630-513-2214

## **Wild Rose Elementary**

36W730 Red Haw Lane  
St. Charles, IL 60174-5013  
Donna Clavelli, Principal  
Phone: 630-377-4890  
Fax: 630-513-4473

A stylized logo featuring three human figures of increasing size from left to right, standing on a stack of books. The figures are simple grey shapes with white circular heads. The books are represented by horizontal lines with rounded ends.

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