

K – 5 Curriculum

On the following pages you will find brief descriptions of the curricula taught and special instructional and support services offered by Barrington Community Unit School District 220. A chart showing time allocations for each subject is included on page 18.

If you would like more information on any aspect of a particular subject or service, you are invited to discuss these topics in greater depth with the individual teachers or the principal.

Kindergarten

In kindergarten each child is viewed as a unique person with an individual pattern and timing of growth. Instruction focuses on the developmental abilities of children who are five and six years old. These young students learn best by doing and experiencing their world. The social-emotional, cognitive, and physical needs of each child are nurtured in the program.

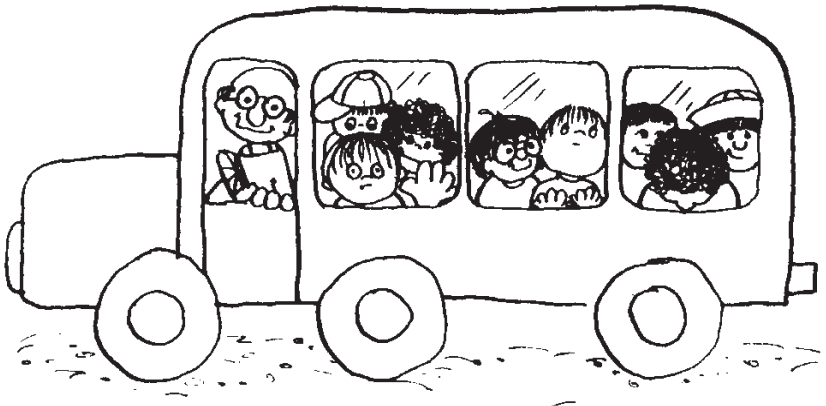
Language Arts

Recognizing that speaking and listening skills are essential to intellectual growth and to the development of language skills, the kindergarten program presents all students with numerous opportunities to expand and enrich these skills. Opportunities to use language provide the basis for phonemic awareness which is the foundation for the skills of reading and writing.

Students learn that written expression is another form of communication and are given opportunities for writing. Teachers allow for individual differences and try to provide meaningful language experiences for all students.

Mathematics

Mathematics offers a way of organizing and understanding observations of the world around us. Kindergarten students are encouraged to think, seek, and discover ideas; to form generalizations; and to look for patterns and relationships. Students learn to identify, write, and use numerals 0—12; to compare objects' volume, size, and shape; to understand concepts of more than and less than; and to do simple addition and subtraction.



Science

Students in kindergarten will begin the inquiry process by asking how we can sort and organize our world. Students classify objects and materials by observing and describing physical properties using their senses. Students communicate rules created for grouping and understand that objects can be grouped in more than one way. Students learn that when we change objects, sometimes we can observe new properties. Students extend their understanding of systems of sorting into classifying living things, specifically our animal kingdom, by observable characteristics and more than one way. In addition, students question how earth materials, such as pebbles, sand, and silt, have different properties and how they can be sorted and grouped. Students learn about and use tools that scientists use, conduct fair tests to answer questions, and inquire as to what materials can be reused and/or recycled.

Social Studies

Students gain awareness of themselves and their role in the family and community and learn about community helpers. They also study holidays at appropriate times throughout the year.

Fine Arts

Fine arts experiences are an integral part of the kindergarten program. Kindergarten teachers incorporate music and art into classroom instruction throughout the day. Many opportunities are offered to help students appreciate cultural events and to express themselves through art, movement, drama, and music. A major emphasis is on the spontaneous as well as the planned enhancement of the fine arts in the context of the overall curriculum.

Physical Education

The emphasis for kindergarten students is on large motor activities. Students practice locomotor skills such as crawling, walking, hopping, jumping, skipping, and galloping. The concept of left and right and an awareness of the body and what it is able to do also are a part of the kindergarten curriculum.

Art



The K–5 art curriculum includes lessons on the elements of design: line, shape, form, color, texture, and space. By using these elements to produce their own visual art works, students learn to see, to sense, to recall, and to become more aware of their surroundings.

The emphasis during the primary years is on the development of both observation and fine motor skills as well as on acquiring an art vocabulary. The art experiences are two- and three-dimensional. Media used include paint, clay, glaze, paper mache, fiber, glue, and crayon.

Intermediate students produce two- and three-dimensional art in a more detailed, controlled fashion. The curriculum continues to focus on observation skills, fine motor skills, and expansion of the student's art vocabulary with more emphasis on techniques, craftsmanship, and creativity of process.

Computer Education

The computer curriculum teaches students to use computers as tools. The goal is to make students more productive and more accurate and to expand the environment in which they learn.

In kindergarten through second grade, students become familiar with computers and learn how to use software programs. They are taught the vocabulary of computers, primary word processing skills, and a variety of software programs. The goal is to be able to use a computer independently by the end of second grade.

Third and fourth grade students use computer software as part of the instructional program. Classroom instruction is reinforced through tutorial, drill, and practice software programs.

Students in fourth and fifth grade receive instruction in keyboarding, word processing, and the use of software to demonstrate their knowledge of content after which they use computers as the primary tool for their writing activities. The district provides one computer for every four students in each of these classrooms.

Dual Language Program

District 220 operates a pilot Dual Language program for students interested in becoming fluent in English and Spanish.

Dual language classes are comprised of equal numbers of English-speaking and Spanish-speaking students. They are taught by specially trained bilingual teachers, and instruction in all content areas is delivered in both languages.

All students develop fluency in their native language. During kindergarten and first grade, instruction in all other subjects is delivered 90% in Spanish and 10% in English. Each subsequent year, the percentage of Spanish instruction decreases by 10% while English instruction increases by 10%. By fifth grade, delivery of instruction is 50% in each language.

Information about future cohort groups will be available at kindergarten registration.

Environmental Education



Experiences in environmental education occur at all grade levels. The units are designed to help students develop a personal and positive relationship with the environment and to instill a sense of responsibility for its protection. This relationship is built by firsthand experience in natural settings and by increasing the student's knowledge of the earth.

District naturalists work with K-2 students while students in grades 3-5 study environmental systems. Fifth grade students extend their studies through an overnight outdoor experience.

Extended Learning Programs

The Extended Learning program assists students who have a need for educational services distinct in nature and content from the existing, usual programs in district schools. A student's instructional level is appropriately identified through demonstrated aptitude and classroom achievement in one or any combination of the following: general intellectual ability and/or specific academic aptitude.

Students who need academically extended programs in mathematics and/or reading are served in each elementary school through the extended resource program. The upper two percent of intellectually extended students in third through fifth grade may participate in a self-contained class located at Hough Street School.

Health

The focus of health education is to promote healthy life styles and guide students toward optimal health as they mature.

The health curriculum goals are:

- to develop awareness of the role of health in the lives of individuals, families, and the community;
- to nurture the development of attitudes that place a high value on optimal health;
- to foster the development of self-awareness and self-esteem;
- to provide students with the knowledge and skills required to set goals, make informed decisions, and solve health problems; and
- to enable students to deal effectively with change and take increasing responsibility for their health.

Instruction in human growth and development, nutrition, safety, drug awareness and family living is provided at each grade level.

Literacy & Language Arts

Reading, writing, and oral language are the foundation subjects of the curriculum; they develop the competencies on which virtually all subsequent instruction and learning depends. Reading is a complex interactive process in which the reader simultaneously uses numerous knowledge systems at multiple levels to construct meaning from print. The knowledge, skills, and strategies needed include at least the following: decoding accuracy and fluency, language ability, vocabulary, and comprehension.

The elementary reading program follows the reading workshop model and is aligned with the district philosophy for reading instruction, as well as the state and national standards. This program includes texts from Developmental Studies Center's *Making Meaning*, Stephanie Harvey's *Comprehension Toolkits*, Fountas and Pinnell's *Phonics Lessons*, the *Jolly Phonics* program, and Kathy Ganske's *Word Study* program. Instruction is provided both as whole group and small group at students' instructional reading level.

Grade 1

Learning to read is a major focus of first grade. Students use their knowledge of phonemic awareness, learn phonics, and use strategies for word analysis. The ultimate goal, reading for meaning, is a result of the mastery of word analysis. Students write daily on self-selected topics and teacher directed topics and share their writing with others. Listening and speaking are an important part of the curriculum. Students receive instruction in printing and formal spelling.

Grade 2

Students are encouraged to become increasingly independent in their reading; silent reading periods are provided for this purpose. They consider prior knowledge of a topic and make predictions before reading, revise their predictions during reading, and retell the story after reading. The curriculum also focuses on independent and group writing as well as further development of listening and speaking skills. All students are taught formal spelling and cursive handwriting.

Grade 3

Students at this level have sufficient skill with reading to start using it as a tool for learning. Silent reading in self-selected materials is more extensive. In written expression, the emphasis is on the process: pre-writing, writing, revising, and publishing. Students continue developing narrative writing skills and are introduced to expository and persuasive writing. Instruction in vocabulary and spelling continues.

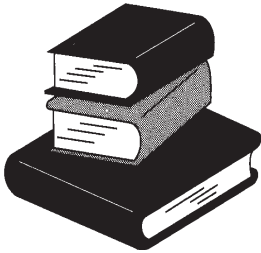
Language Arts - continued

Grade 4

Students expand their reading skills to include the content areas of social studies, health, and mathematics. They learn to adjust reading rates to accommodate different purposes and tasks. In writing, revision takes on a more central focus. Expository, persuasive, and narrative writing skills continue to be refined. There are many opportunities throughout the day to use language by listening and speaking. Instruction in vocabulary and spelling continues.

Grade 5

Students use critical reading/thinking skills to increase knowledge. Through the use of organizational tools such as graphic organizers, they organize text information. They generate topics and develop them in writing. They restate the content and recall the relevant details of an oral message and give oral presentations. Instruction in vocabulary and spelling continues.



Library-Media Center

Each school contains a comprehensive library-media center staffed by a full-time certified school library-media specialist and equipped with a wide variety of print and non-print materials. In order to maximize the district resources available to students and staff, a computerized card catalog has been developed. Each school can access information from the card catalogs of the other ten schools in the district.

A library-media curriculum serves as the basis for developing cooperative partnerships between the library-media specialist and the classroom teacher. This curriculum emphasizes information retrieval skills, critical thinking skills, and the selection of quality literature for independent reading.

Mathematics

Grade 1

Students use manipulatives to study various topics in mathematics. They are expected to master basic facts in addition and subtraction to two-digit computations. Basic geometric shapes, simple graphs and charts, story problems, and early topics related to measurement are introduced. The study of patterns serves as an introduction to algebraic concepts. Calculators are used for some computations.

Grade 2

Students develop their addition and subtraction skills to three-digit numbers. They continue to study measurement (time, length, weight), basic geometry, and story problems. Problem solving strategies are introduced, and some students are introduced to multiplication.

Grade 3

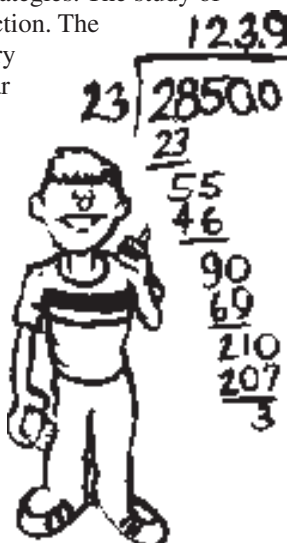
Number concepts are extended to six digits, and addition and subtraction to four digits. Multiplication and division are introduced. Students begin work with fractions. The study of geometry, measurement, pattern, and story problems continues. Application of problem-solving strategies continues.

Grade 4

Students continue with basic mathematical computations and more advanced story problems and problem-solving strategies. The study of fractions includes addition, subtraction, and reduction. The study of measurement includes capacity. Geometry in fourth grade includes parallel and perpendicular lines and perimeters. Estimation skills are addressed. Decimals are introduced.

Grade 5

The study of fractions is expanded to include multiplication and division. Students are expected to master basic addition and subtraction of decimals. Number theory is introduced, which involves the study of prime numbers and the skills of finding common factors and common multiples. Perimeters of polygons and areas of triangles are studied. Hands on experiences provide a foundation for later algebraic studies. Application of problem-solving strategies continues.



Music-Classroom

Classroom music is taught by music specialists for one 50 minute period or two 25 minute periods per week. Concepts studied are rhythm, melody/pitch, harmony, form, tone color, texture, style, and dynamics. The vocabulary of music and the relationship between music and allied arts such as drama and dance are included.

A substantial part of the music curriculum consists of singing and listening. Movement is used to reinforce some music elements. Classroom instruments extend the singing experience, reinforce note and rhythm reading, and encourage creativity. Recorders are used in the fourth grade to further reinforce note and rhythm reading and to introduce an instrumental approach to music.

Creativity is fostered throughout the program. Students are given opportunities to play, write, or sing music inventively.



Music-Instrumental

Stringed music instruction begins in fourth grade, leading to beginners' orchestra. Students in fifth grade have the opportunity to participate in beginners' band. Recruiting for band is done in the spring of fourth grade, and instruction begins in the fall of fifth grade.

Students participate in group lessons and rehearse with beginning band or orchestra students from all eight district elementary schools on a weekly basis. They are transported to the rehearsal location by school bus at the conclusion of the regular school day. Parents are responsible for providing transportation home following rehearsals.

Both ensembles perform in three concerts during the school year.

Physical Education

The physical education curriculum focuses on physical development as a lifetime process. It is an integral part of the students' total education. Specific objectives have been established at all grade levels in each of the following:

Basic Locomotor Skills: Students gain experience and skill in climbing, jumping, balancing, hopping, and other basic movements which are then incorporated into rhythmic, sport, and fitness activities.

Fitness: Exercise and physical activity are emphasized with the goal of developing muscle tone, strength, flexibility, cardiovascular endurance, and life fitness habits.

Ball Skills: Students gain confidence and skill with the equipment used in popular sports.

Social/Emotional Development: The focus is on the development of acceptable social and emotional behavior with emphasis on a healthy balance between cooperation and competition.

Opportunities and guidance are given in the development of leadership and sportsmanship.

Team and Individual Activity: These activities provide an interrelation of skills and knowledge as well as practice to improve coordination, agility, balance, strength, and flexibility. They are designed to promote creativity and self-expression.



Reading Services

First and second grade are crucial grades for learning to read, and research has documented the value of providing reading resource services at these grade levels. Specifically, research indicates that effective early intervention programs be based on the following criterion:

- more instruction for low readers
- individual or small-group instruction
- first grade intervention and later if needed
- appropriate level texts that encourage application of word attack skills
- emphasis on fluency and reading for meaning
- inclusion of phonetic awareness and decoding instruction in the context of real reading
- inclusion of a daily writing component
- on-going assessment that is utilized to inform instruction
- good home-school communications
- implementation by experienced reading teachers.



Barrington 220's reading resource program incorporates all of these criteria for eligible first and second grade students. Reading resource teachers work with students, teachers, and parents to provide effective small group or one-to-one instruction. This instruction supplements the classroom reading teacher's program.

Additionally, assessment and consultative services are available to students who are not eligible for direct instructional services. Each elementary school in the district has at least one reading resource teacher.

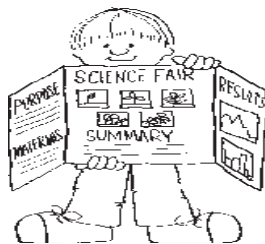
A reading intervention program for grades 3-5, which expands but does not replace effective classroom instruction, is also being implemented. Students identified for intervention will receive instruction and intervention from a Reading Specialist. Research-based strategies will be used to improve comprehension, decoding, and fluency. The Reading Specialists will monitor the student's classroom instruction and collaborate with the classroom teacher.

Science

The science program is a process inquiry-based program. Students have ample opportunities for hands-on learning preceding abstract lessons. The basic processes taught are observing, communicating, comparing, organizing, relating, measuring, predicting, and inferring. Integrated processes taught include controlling variables, interpreting data, formulating hypotheses, defining operations, and experimenting.

Grade 1

First grade students explore the idea of change over time, beginning the year with a study on weather and seasons. Collecting and analyzing weather data for changes and patterns ignites student thinking regarding the changes they observe around them. Students will use the processes of exploring, observing, measuring, describing, and classifying through a unit on the properties of solids and liquids. Students also look at how living things have basic needs, which can change over time, and how these needs are provided through habitats.



Grade 2

Second grade students study the over arching theme of inquiry as patterns of change. Students use the process skills of observing, describing, recording and communicating changes in structure, patterns, and behavior of insects. Students compare different insect structures and behaviors in order to reach generalizations related to structures and lifestyles of insects and animals. Students also look at the patterns in the sky by studying our earth, moon, and sun and identifying patterns through observations and analysis. Through inquiring about patterns of change, students are exposed to the concepts of light and sound and how these properties produce patterns. In all units of study, students identify observations that support an inference and describe and use methods for collecting, organizing, and displaying data.

Grade 3

Third grade students study the theme of systems and relationships, asking the over-riding question, “How do parts of a system work together?” Students start with an introduction to ecosystems, focusing on prairie ecosystems and the roles of organisms within that system. Students also study earth’s neighbors in space by observing planets and comparing them to our earth. Measurement concepts continue to be introduced and used. In addition, students analyze data and use inquiry to create investigations with pushes and pulls as an introduction to force and motion and simple machines.

Grade 4

Fourth grade students extend their understanding of systems and change by investigating change and consistency, and asking whether changes are predictable. Students use inquiry to analyze whether things change in steady, repetitive, or irregular ways – or sometimes in more than one way at the same time. Students conduct investigations to determine what factors change the earth’s features by looking at our land and water. Students also study changes and consistencies in life science through diverse ecosystems. In addition, students observe, measure force of attraction, test for conductivity and record observations in electrical interactions of matter. Measurement concepts are refined and in all units, students observe, organize, compare, and record data using measurements in both the metric and standard systems.

Grade 5

Fifth grade students continue to refine their understanding of the big ideas/themes by investigating systems and interactions. By observing microorganisms in our environment, students generate questions about the roles of microorganisms within ecosystems and how they are impacted, both positively and negatively, by the systems in which they live. Students study human body systems, how these systems work together influencing one another, and also investigate factors that may influence these systems. In addition, students investigate variables associated with force and motion and the relationship between them. Students will extend their knowledge gained from previous study of forces as pushes and pulls by describing/ demonstrating the causal relationship and variability of forces in terms of actions/reactions and relationships to systems..

Social Studies

The primary purpose of the social studies program is citizenship education. The curriculum places a major emphasis on geography, which includes map skills. Current events are studied in each grade.

Grade 1

Students explore what makes them unique and their place in the home and family. They learn about their school, their homes, national and state holidays, and community helpers.

Grade 2

Emphasis shifts from the students to the world immediately surrounding them. They find out about people living in their neighborhood and different kinds of neighborhoods.

Grade 3

The focus is on local and regional communities. Students study how communities provide rules, services, and room for growth and change for the people who live in them. The local communities, region of Chicago, and State of Illinois are examined in depth. A map skills program provides the basis for the study of Illinois.

Grade 4

The diversity of states and regions of North America is studied in fourth grade. Students investigate the American landscape—mountains, deserts, and plains. They delve into specific regions of the U.S.—Northeast, Southeast, Midwest, Southwest, and the West. U.S. History, focusing on the early years up to the Civil War, is introduced. Students learn how Americans depend on each other as well as how Americans make decisions together.

Grade 5

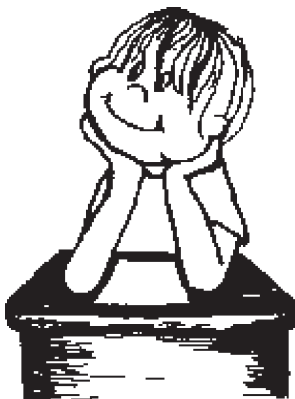
U.S. and World Geography are the focus of the fifth grade curriculum. The relationship between different regions of the world is studied. U.S. History from the Civil War to the present is studied.



Special Services

The Department of Special Services utilizes the regular education curriculum as a guide and adapts methodology and materials to achieve goals consistent with the student's developmental level.

Additional goals are developed for each student who is eligible for services through an individual education program (IEP). The IEP is developed before the student's placement is determined. It is reviewed and revised annually or sooner if indicated. The goal of special services is to return the student to the regular education program when possible.



Students who are enrolled in self-contained classes receive instruction in the basic skills, critical and creative thinking, communication skills, problem-solving, decision-making, self-help, social skills, art, physical and health education, music, and library skills. Related services available to help the student learn include occupational and physical therapy, speech and language services, counseling, and social work services.

Each student in a special services program is re-evaluated for continuing eligibility every three years or sooner if indicated.

Standardized Testing Program

The standardized testing program in District 220 is designed to gather information on the academic progress of each student and to evaluate the effectiveness of the instructional program. Testing assists staff members in planning educational programs to meet the needs of the individual student. To individualize instruction, it is necessary to determine a student's instructional levels and to assess annually the degree to which he/she has achieved mastery of the curricular objectives. The goal of the educational process is to help each student meet his/her maximum potential.

Placement and/or diagnostic tests in reading or math also may be administered. The information gained from such tests provides valuable assistance in the individualization of instruction. Parents are informed of all testing.

CogAT- Cognitive Abilities Test

The Cog-At measures students' learned reasoning abilities in three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. The CogAt is used as a screening measure for the extended programs. It provides local norms and is useful in making instructional decisions for all students. It is administered in late September - early October to grades 3, 4, and 5.

Measure of Academic Progress (M.A.P)

Students in grades three through five take the M.A.P. assessments in the fall, winter, and spring. The MAP evaluates student academic progress in reading and mathematics. Parents receive an annual report of the achievement assessment results.

AIMSweb Progress Monitoring System

AIMSweb measures the critical skills that underlie early reading success. The simple assessments predict how well children are likely to do in reading comprehension by the end of third grade and beyond. The AIMSweb assessments are administered three times during the school year to students in grades K-3.

The Illinois Standards Achievement Test

Each spring, tests are administered on a statewide basis through the Illinois Standards Achievement Test Program (ISAT). During the 2005-06 school year elementary students will be assessed as follows:

- Grade 3: Reading, Mathematics
- Grade 4: Reading, Mathematics, Science
- Grade 5: Reading, Mathematics

The results for schools, the district, and the state are included in the State school report cards, which are published the following October. Individual student results are reported to parents.

Weekly District 220 Time Allocations for Grades 1-5

Time allocations are approximate. The specific allocation of time will vary from teacher to teacher depending upon special circumstances within classrooms.

<i>Subject</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Language Arts Reading	750*	750*	750*		
Language Arts				300*	300*
Reading				350*	300*
Social Studies	100-150	100-150	100-150	150-200	200-250
Mathematics	200*	200*	200*	200*	200*
Science	100-150	100-150	100-150	150-200	150-200
Health	50-75	50-75	75-100	75-100	100-125
Physical Education	125	125	125	125	125
Art	50	50	50	50	50
Music	50	50	50	50	50
Media Center	50	50	50	50	50

*minimum number of minutes per week

Learner Outcomes

The Learner Outcomes listed below are a set of life skills that have been integrated into every academic area at all grade levels. Through the School Improvement Process, the Learner Outcomes become an integral part of the daily teaching/learning process.

Teachers design classroom experiences that promote the development of these skills. Staff development opportunities are available to help teachers devise strategies which relate these general learner outcomes to daily instruction.



A committee composed of teachers representing all disciplines and levels, administrators, and members of the community developed this list by envisioning what life skills students need to become fully functioning and contributing members of society.

As a result of their schooling, students will:

1. develop a positive attitude toward learning.
2. become self-directed, life-long, active learners.
3. be equipped to cope with change thoughtfully.
4. communicate effectively in a variety of modes.
5. develop strategies to collect and organize information.
6. solve problems effectively through critical and creative thinking.
7. feel capable to taking risks in order to challenge their potential.
9. acquire literacy in all disciplines and recognize that all learning is interrelated.
10. understand the moral and ethical dimensions of ideas and actions.
11. gain understanding that contributes to self-esteem and respect for others.

