

# Hoopeston Area Elementary School Curriculum Guide



**Dear Hoopeton Area Families,**

**This guidebook is meant to provide you with information about the curriculum taught at Hoopeton Area Elementary Schools. It is a tool for you to better understand the framework for instruction as well as the expectations in each subject area for your student(s).**

**We hope that this guidebook will answer basic questions that you may have as well as provide insight into what your child will be experiencing in the classroom on a daily basis.**

**Our entire curriculum in literacy and mathematics is aligned to the New Illinois Learning Standards. Our science curriculum is aligned to the Next Generation Science Standards which focus on engineering, physical science, life science, and Earth and space science.**

**The more that you know and understand about our curriculum, the better able we will be to work together for the learning success of your child. If you have further questions about any of our curriculum programs, feel free to contact me or talk to your child's teacher.**

**Sincerely,**

**Emily Brown**

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# Literacy

**Our literacy curriculum is aligned to the Common Core State Standards for English Language Arts. For a complete list of all of the standards please look online at <http://www.corestandards.org/ELA-Literacy>.**

## **Daily 5**

The Daily 5, written by Gail Boushey and Joan Moser, is a framework that sets the stage for our literacy instruction. The Daily 5 is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research-based tasks are ones that will have the biggest effect on student reading and writing achievement as well as help encourage children who love to read and write. Students receive explicit whole group instruction, and then are given independent practice time to read and write independently while the teacher provides focused and intense instruction to small groups and individual students. When the Daily 5 is up and running students will be engaged in:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

The Daily 5 allows teachers to truly differentiate instruction to meet each student's individual needs. A Daily 5 classroom will have 7-15 minute focus lessons, followed by student practice time. Each focus lesson and practice time serves as one round of The Daily 5. Our elementary classrooms will have between 2-5 rounds per day.

## **Café**

CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary. The Café menu is a set of strategies for building skills in comprehension, accuracy, fluency, and vocabulary. During the independent practice time in The Daily 5, students will have small group and individual conference time to learn and work on these strategies. The Café system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs and fine tuning one on one conferring. Look for newsletters, called "Parent Pipelines" to come home whenever your child

starts working on a new strategy. These newsletters will highlight ways that you can help your child when they are reading at home.

### **English Language Arts Common Core Aligned Units**

Our grade level teams have written units that focus on common core standards. These units are themed and filled with content that help students master skills in reading literature, reading informational text, reading foundational skills, speaking and listening, and language. These units are taught during the whole group focus lessons of the Daily 5. The standards in the units focus on what students should know, understand, and be able to do at their grade level. The units are centered by a “Big Idea” that get students actively thinking about what they will be learning. Essential questions are also big part of the units. They are open ended questions that stimulate higher order and deeper thinking. Teachers use “I Can” statements to help hold students accountable for their own learning. These statements are simply the common core standards written in language that students can understand and use to determine their own mastery.

### **Units of Study for Writer’s Workshop**

Writers Workshop is a new format that we will be using for writing instruction this year. Our teachers have been trained on Lucy Calkins Units of Study for Writer’s Workshop. These units of study are aligned to the Common Core Writing standards and will help students learn to write opinion, narrative, and informative pieces of writing. Students will start the year by writing a sample of each type of writing. Teachers will use these first samples to determine what students already know and what they still need to learn about the writing process. Through the workshop format, teachers will be able to tailor instruction to meet each student’s individual needs. Students will be taught writing lessons during focus lessons in the Daily 5 and then will be given independent practice time to plan, draft, revise, edit, and publish their samples. During this independent practice time, students will work with the teacher in small groups and will meet with the teacher individually to conference about their writing.

### **Phonics for grades K-2**

In Kindergarten, our teachers follow a scope and sequence to introduce students to letter names and sounds. First and second graders start using a phonics program published by National Geographic to learn phonics.

# Mathematics

**Our mathematics curriculum is aligned to Common Core State Standards for mathematics. For a complete list of these standards please visit: <http://www.corestandards.org/Math>**

## **Eureka math K-3**

*Eureka Math* connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year.

Teachers in grades K-3 are using Eureka Math along with Math Daily 3, and Zearn to provide a comprehensive, rigorous, and individualized approach to math instruction. Students learn a number of strategies to help them solve problems with Eureka Math. These strategies lead to a deep understanding of what mathematics truly is. Since starting Eureka Math, students are able to not only solve problems, but also explain the reasoning behind the strategies that they chose and the answers that they generated.

## **My Math Grades 4-5/ Glencoe Math Grade 6**

The My Math and Glencoe Math programs by McGraw Hill, are aligned to the Common Core State Standards in operations and algebraic thinking, number operations in base ten, measurement and data, and geometry. These programs also focus on the Standards of Mathematical Practice, helping to develop students who can reason, model, develop conceptual understandings, and become problem solvers. Our teachers were trained to use these highly engaging and interactive programs in their classrooms. My Math and Glencoe Math include write in workbooks that expose students to real world problems, math vocabulary, quick check assessments, and differentiated pathways. The highly engaging units have interactive white board lessons, apps for tablets, and online games and assessments that students can log in to in the computer lab. Much like our teacher created English Language Arts Common Core Units, the My Math and Glencoe Math series focus on essential questions to promote higher order and deeper thinking among our students. Teachers have the capability to assign tasks to students online for them to practice at home. There are also online tutors available for students to get extra help or reminders about a concept that they may be struggling with.

## Science

The Next Generation Science Standards have recently been released and are currently awaiting adoption by the state of Illinois. Please visit <http://www.nextgenscience.org/next-generation-science-standards> for a complete list of the standards.

### **Science Units K-6**

All students in grades K-6 are learning through a hands-on approach to science. Each unit of study calls for students to be able to use a variety of science concepts and core ideas in order to make sense of the content and relate it to the world that around them.

One underlying theme throughout our science units is engineering. Students learn the engineering process starting in kindergarten. Most every unit in science has a project with a problem for students to solve using the engineering process.

Our goal is for students to learn to work collaboratively to solve problems involving science. In a world where scientific and technological advances are happening at a very high rate, we can only guess what the future will look like for our students. By giving our students the tools to organize their thinking, plan their approach, and come up with creative and thoughtful ideas, we feel that we can prepare them for success.

## Art

**Students receive specific art instruction once per week for 40 minutes. The art curriculum is aligned to the State of Illinois Art Goals. For more information on these goals please visit:**

[http://www.isbe.state.il.us/ils/fine\\_arts/standards.htm](http://www.isbe.state.il.us/ils/fine_arts/standards.htm)

### **K-6 Art**

Lessons in art focus on the elements of art: line, color, shape, form, value, texture, and space. Students are taught to use these elements in their artwork. Students are exposed to and taught the differences between the types of artwork. They learn about art history; K-6 students study different famous artists and recreate some of their well-known works in class. Students also learn to communicate about art. They use art vocabulary to identify and defend their own masterpieces. Art students at Hoopston Area Elementary schools are taught to take pride in their work, encouraged to use their own creativity, and educated in the value that art has in their world.

# Music

In our school, general music is offered from K through 6 grade, band in 4 through 6 grade, and chorus in 5 through 6 grade. All music instruction covers the following Learning Standard Goals for Music:

- Goal 25:** Know the language of the arts
- Goal 26:** Through creating and performing, understand how works of art are produced.
- Goal 27:** Understand the role of the arts in civilizations, past and present.

## Pre-K-6 General Music

Students in PreK-2 grade have music 2 times per week for 30 minutes and an additional day every other week.

Students in grades 3 and 4 have music class twice per week for a total of 60 minutes per week.

Students in grades 5 and 6 have 70 minutes of instruction per week.

All general music students study the music of America, music history, notation, music in world cultures, composition and composer information. Students in general music sing various styles of repertoire throughout the year and also play bells and recorders and various percussion instruments as appropriate to the lesson.

4<sup>th</sup> grade students have the opportunity to lead the Star Spangled Banner during morning meeting at Honeywell in preparation for solo public performing.

K-4 students present two full music programs during the year and one additional optional program in the spring.

## 4-6 Band

Cadet Band is the beginning band and is offered to all interested fourth grade students. Students in grades 5 and 6 may also join this band if they are playing an instrument for the first time.

Cadet Band students have one 20-minute individual or small group lesson per week during the school day. Full band rehearsals occur Tuesday's after school from 3-4PM.

There are two concerts in which the cadet Band performs, and one optional performance for solos and small ensembles in the spring. *Sound Innovations*, book 1 is the method book used by Cadet Band

students.

The John Greer Concert Band consists of students who have played their instruments for one to two years.

Band rehearsals are held Monday, Wednesday, and Friday mornings from 7:30-8:15 and students also receive one 20-minute individual or small group lesson per week during the school day.

Performances include the Christmas Concert, Recitals, WHPO Business Expo, Spring Concert, and Spring Tour. Other performances throughout the year are held within the community and the school

Skills learned in the John Greer Concert Band build upon the knowledge and skills learned in Cadet Band and prepare students for participation in the middle school band. Second year band members use the *Accent on Achievement*, book 1 and third year band members use the *Standard of Excellence*, book 2.

### **5-6 Chorus**

Chorus is offered to students in grades 5 and 6 and meets Tuesday and Thursday mornings from 7:30-8:15. All students that choose to participate in Chorus are required to audition. All students that audition are accepted into the group.

Performances include but are not limited to the Christmas Concert, WHPO Expo, Spring Concert and Spring Tour. There are opportunities for students to participate in ensembles to prepare for community performances.

Skills learned in Chorus are beginning diction, vocal health, rhythmic accuracy, dynamics, music terminology, note reading, solfeggio, beginning sight-singing, ear training, creative movement and historical and biographical information about the music and the composers of the music.

All Choral and Band groups participate in Organizational contest

### **John Greer Strummers**

The Ukulele Program

Every student at John Greer has the opportunity to be a part of the John Greer Strummers. Members of the John Greer Strummers learn how to play the ukulele. The John Greer Strummers meet after school on Monday's from 3:00-3:45. Performances include the Christmas Concert, Spring Concert, and Spring Tour. Students also participate in community performances during the holiday season. This is an extra-curricular opportunity that is offered to expand the offerings of the music department.

# Physical Education

Our K-6 Physical Education Department has aligned each curricular objective with both ISBE State Standards 19-24 (<http://www.isbe.net/ils/pdh/standards.htm>) and NASPE National Standards 1-5 (<http://www.aahperd.org/naspe/standards/nationalstandards>).

Students in K-6 Physical Education at Hoopston Area Schools receive one period of P.E. each day. Our priority is to encourage today's youth to active and make healthy choices. There is no better time to start than now. To guide the students along their physical education journey and create a sense of continuity and repetition, each school follows the same curriculum guide, **The Tactical Game Model**.

By aligning all three elementary schools with the same teaching model, we aim to develop each student's sense of strategy as they apply them to different games with different skills. For instance, basketball and soccer are strategically the same game but require a different set of skills. Our goal is to help students develop strategies and skills at each grade level throughout their elementary years.

Several games are taught including target games (i.e. golf and frisbee golf), invasion games (i.e. football, and soccer), fielding and run scoring games (i.e. baseball and cricket), and net games (i.e. volleyball and badminton)

**Fitness Testing + Health** : Our health and fitness instruction is focused on progressing students through the knowledge , comprehension, application, analysis, evaluation, and synthesis of what their body is, and how it maintain it.

At the K-2 level, health principles are focused at the knowledge level. Teaching good sportsmanship and following the rules of the game are also a primary focus. Students are introduced to bone structures and muscle groups.

At the 3-4 level, twelve fundamental locomotor skills begin to be a part of the curriculum; the students complete the Test of Gross Motor Development both in 3<sup>rd</sup> and 4<sup>th</sup> grade, focusing primarily on improvement with the goal of mastery by 5<sup>th</sup> grade. Students are also using Fitnessgram Software.

At the 5-6 level, students begin to assess their fitness level using Fitnessgram Software. Each printout gives students their fitness level for each principle of health: cardio-respiratory endurance, flexibility, muscular strength-endurance and body mass index. It is also indicates on the printout if each student is above or below the "healthy fitness zone" and provides feedback on how to improve any low scores. The goal is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity