



# Curriculum Guidebook



# The Faith Experience

*As an independent Catholic, faith-based School, FXW forges an innovative pathway for teaching religion. We are a community of faith that welcomes and embraces all faith traditions. Therefore, our programming is based on teaching students to seek to understand the faith-based perspective of all humans. Our inclusive, values-based, interfaith/multi-faith religion program is designed so students learn about Catholic values while simultaneously gaining an understanding of how these principles provide mirrors and windows into the teachings of religions and values in their communities and beyond.*



# Religion Curriculum: Preschool-Grade 8

<b>Preschool</b>	Welcoming Community	Seasons of Light	Peace and Love	Renewal and Gratitude
<b>Kindergarten</b>	Belonging and Praise	Light and Thanksgiving	Peace	Forgiving and Renewal

		Prayer and Meditation	Tenets of Faith	Liturgical Education	Life, Community, and History	Morals, Ethics, and Values	Living the Legacy: Service and Social Justice
<b>Grade 1</b>	MB	How to Pray: Places, Forms, and Styles	Creation and the Trinity	Baptism	What Is the Church?	Choices and Consequences	Helping those in poverty through Catholic Extension Society
	SS		Faith Foundation: Who Is God?	Initiation into Faith	A Community of Many Faiths	I Am Special	
<b>Grade 2</b>	MB	How to Pray: Places, Forms, and Styles	Biblical Studies	Sacramental Preparation	The Work of the Church	The Great Commandment	Serving adults and children with special needs through Misericordia
	SS		Judaism: Sacred Text and Holidays	Judaism: Symbols and Sanctuary	Judaism: Prophets	Virtues and Dignity	
<b>Grade 3</b>	MB	How to Pray: Places, Forms, and Styles	Bible Studies and Paschal Mystery	Sacramental Preparation	Work of the Church	The Ten Commandments and Examination of Conscience	Assisting veterans through Jesse Brown VA Hospital
	SS		Core Beliefs across Traditions	Rituals, Traditions and Worship across Traditions	Virtues: Examination of Conscience across Traditions	Virtues and Dignity across Traditions	

	Assessment Period 1	Assessment Period 2	Assessment Period 3
<b>Grade 4</b>	Compassion, Harmony, Humility Catholicism   Taoism	Conscience, Gratitude, Hope Catholicism   Protestantism	Truth, Wisdom, Empathy Catholicism   Hinduism
<b>Grade 5</b>	Perseverance, Loyalty, Knowledge Catholicism   Evangelical Christians	Justice, Faith, Service Catholicism   Islam	Nonviolence, Reverence, Simplicity Catholicism   Jainism
<b>Grade 6</b>	Respect, Tradition, Honesty Catholicism   Orthodox Christianity	Ethics, Peace, Community Catholicism   Judaism	Sustainability, Wisdom, Karma Catholicism   Buddhism
<b>Grade 7</b>	Nature, Ancestry, Heritage Catholicism   Shintoism	Conscience, Renewal, Responsibility Catholicism   Protestantism	Open-mindedness, Peace, Equality Catholicism   Ba'hai
<b>Grade 8</b>	Equality, Inclusivity, Life Catholicism   Sikhism	Sincerity, Steadfastness, Social Responsibility Catholicism   Protestantism	Faith, Responsibility, Moral Code of Conduct Catholicism   Jehovah's Witnesses

## A PORTRAIT OF AN FXW LEARNER

The FXW Mission and Charisms guide student learning and reflection. Students see their growth as learners in these ways during their years at FXW, and graduate with the knowledge that learning is a lifelong endeavor. FXW supports individual student growth in cognitive, personal, and interpersonal competencies. This is achieved through a focus on developing curious, engaged, inclusive, and tenacious learners.

### CURIOUS

I create, question  
and reflect on my learning.



creative • inquisitive • reflective

### TENACIOUS

I work through problems  
and stick with challenges.



determined • courageous • resourceful

### INCLUSIVE

I embrace all  
people and experiences.



respectful • empathetic • kind

### ENGAGED

I actively participate in learning,  
service, my relationships and my faith.



collaborative • motivated • intentional

## Digital Portfolios:

### Capturing Learning, Experience, and Reflection

In today's evolving educational landscape, the ability to capture and reflect on the learning journey has become more vital than ever. At The Frances Xavier Warde School (FXW), digital portfolios offer an innovative solution to achieve just that. These dynamic platforms allow students to document their learning experiences, showcase their skills, and reflect on their growth in ways that are both structured and creative. This approach not only aligns with modern technology integration but also supports FXW's commitment to developing well-rounded, reflective learners.

#### Goals of Digital Portfolios

Digital portfolios serve several critical purposes that enhance the educational experience for both students and teachers. They promote self-reflection, document progress over time, enhance communication, encourage goal setting, and showcase a wide range of skills.

#### Promotes Self-Reflection

One of the primary goals of digital portfolios is to foster self-reflection. By providing a structured space for students to document their learning journey through text, images, and multimedia, they are able to articulate what they've learned, how they've grown, and the challenges they've encountered. This practice encourages students to develop metacognitive skills as they become more aware of their thinking and learning strategies, enabling them to take ownership of their educational progress.

#### Documenting Progress Over Time

A unique feature of digital portfolios is their ability to continuously document student progress throughout the academic year. By compiling work samples, projects, and reflections, students—and their parents and teachers—can observe and celebrate the growth that takes place over time. This not only serves as a powerful tool for assessment but also reinforces a growth mindset by highlighting improvements and achievements.

#### Enhancing Communication and Collaboration

Digital portfolios create a bridge for improved communication between students, teachers, and parents. Teachers can provide real-time feedback on student work, while parents can stay actively involved in their child's learning journey. This collaborative approach fosters a supportive learning environment and encourages meaningful conversations about each student's progress and goals.

#### Encouraging Goal Setting

Reflecting on one's learning process often leads to setting new goals. Digital portfolios offer students the opportunity to articulate their aspirations for improvement. This promotes a sense of responsibility and ownership of their education, helping students to stay motivated and focused on their personal growth.

#### Showcasing a Range of Skills

Beyond academic success, digital portfolios provide a platform to highlight a wide array of skills and talents. Students can showcase extracurricular activities, creative projects, presentations, and other achievements. This holistic representation of student abilities is invaluable for comprehensive assessments, offering a fuller picture of their development.

#### Preparing for Future Learning and Career Readiness

By regularly documenting and reflecting on their learning, students at FXW are preparing themselves for future academic and professional challenges. The ability to effectively communicate one's learning process is an essential skill for college admissions, job interviews, and beyond. Aligning with Technology Integration In a digital age, the use of portfolios seamlessly integrates technology into the learning process. This familiarizes students with the digital tools and platforms they will encounter in higher education and the workforce. At FXW, the integration of digital portfolios complements the school's broader commitment to technology in the classroom.

#### Customization and Personalization

One of the most exciting aspects of digital portfolios is their flexibility. Students have the freedom to customize their portfolios to reflect their unique learning styles and preferences. Whether through creative design, multimedia elements, or personal reflections, each student's portfolio offers a personalized representation of their learning journey. As FXW continues to support the development of *The Portrait of an FXW Learner* (details on the next page) in 2022–2023, digital portfolios provide the perfect platform for students to capture their learning process in a meaningful and reflective way. This tool not only enhances academic growth but also nurtures the essential life skills of critical thinking, self-awareness, and communication—preparing students for lifelong learning. ■

# Social and Emotional Development

The primary and early elementary school years are where key foundational skills are built. Social-emotional competencies and skills are taught and naturally reinforced throughout the school year. Intentional lessons and instructional activities help to develop students' understanding of these concepts and provide the opportunity to practice them in an authentic setting to build social-emotional intelligence.



CASEL® Framework for SEL



## SEL Instruction (Second Step®) and Classroom Climate

- Growth Mindset and Goal Setting
- Emotion Management
- Empathy and Kindness
- Problem-Solving
- Morning Meeting
- Closing Circle
- Shared Agreements

## Schoolwide Culture, Practices, and Policies

- Campus-wide student assemblies
- Masses and prayer services
- Jaguar Leaders
- Restorative practices

## Authentic Partnerships

- Classroom newsletter
- Family-teacher conferences

# Preschool Overview

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>



# Building 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.

# Religion

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: Welcoming Community</p> <p>Unit 2: Seasons of Light</p> <p>Unit 3: Peace and Love</p> <p>Unit 4: Renewal and Gratefulness</p>	<ul style="list-style-type: none"><li>• <i>Living the Legacy Service</i> BLESSINGS IN A BACKPACK</li></ul>



# Preschool Standards (3 year old)

## Learner Readiness

Follows multi-step directions  
Shows responsibilities for belongings  
Demonstrates independence with self-help tasks  
Demonstrate engagement and sustained attention in activities  
Follows and manages transitions between activities

## Social Communication and Expression

Uses communication and social skills to interact effectively with others  
Recognize the feelings and perspectives of others  
Respond appropriately to questions and conversations with others by staying on topic  
Use sentences with multiple words when communicating

## Social and Emotional Skills

Engages in cooperative play  
Resolves simple conflicts with peers with independence, using gestures or words  
Uses materials with purpose, safety and respect  
Demonstrate persistence and creativity in seeking solutions to problems  
Show empathy, sympathy, and caring for others  
Identifies, expresses, and regulates emotions in an age-appropriate manner

## Fine Motor Skills

Uses writing and drawing tools with some control  
Developing muscle memory and coordination for fine motor tasks  
Can create scribble marks, lines, circles and crosses

## Large Motor Skills

Demonstrates body awareness when moving in different spaces  
Coordinates and combines large motor movements to complete tasks

## Early Literacy Skills

Engages with a story read aloud  
Shows interest in emergent reading skills and abilities

## Early Numeracy Skills

Shows interest in mathematical concepts

# Preschool Standards (4 year old)

## Learner Readiness

Follows multi-step directions  
Shows responsibilities for belongings  
Demonstrates independence with self-help tasks  
Demonstrate engagement and sustained attention in activities  
Follows and manages transitions between activities

## Social Communication and Expression

Uses communication and social skills to interact effectively with others  
Recognize the feelings and perspectives of others  
Respond appropriately to questions and conversations with others by staying on topic  
Use sentences with multiple words when communicating

## Social Emotional Skills

Engages in cooperative play  
Resolves simple conflicts with peers with independence, using gestures or words  
Uses materials with purpose, safety and respect  
Demonstrate persistence and creativity in seeking solutions to problems  
Show empathy, sympathy, and caring for others  
Identifies, expresses, and regulates emotions in an age-appropriate manner

## Fine Motor Skills

Uses writing and drawing tools with some control  
Developing muscle memory and coordination for fine motor tasks  
Can create scribble marks, lines, circles and crosses

## Large Motor Skills

Demonstrates body awareness when moving in different spaces  
Coordinates and combines large motor movements to complete tasks

## Early Literacy Skills

Demonstrate increasing competence in oral communication (speaking and listening)  
Demonstrate an understanding of and enjoyment of books  
Demonstrate increasing awareness of and competence in emergent reading skills and abilities  
Demonstrate increasing awareness of and competence in emergent writing skills

## Early Numeracy Skills

Demonstrate and apply a knowledge and sense of numbers, including numeration and operations  
Explore measurement of objects and quantities  
Identify and describe common attributes, patterns, and relationships in objects  
Explore concepts of geometry and spatial relations

# Grades K-3 Religion & Faith Experience Overview

In Grades 1 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.

## Kindergarten

### Units

Belonging and Praise  
Light and Thanksgiving  
Peace  
Forgiving and Renewal

### Service Project

Blessings in a Backpack

## 1<sup>st</sup> Grade

### Moonbeams

What has God made?  
How do we know God?  
Who is the Holy Spirit?  
Who is the Church?  
How do we love?  
Can we see God?  
How can we help God?

### Shooting Stars

What does faith mean to you?  
How do you worship?  
How do we love?  
How are you a part of a community of faith?  
What does prayer/meditation look like?  
How do you serve?

### Service Project

Catholic Extension Society

## 2<sup>nd</sup> Grade

### Moonbeams

What does God give you?  
What is God like?  
What does Jesus teach?  
Why did Jesus ask us to be Church?  
What is the work of the Church?  
What is a sacrament?  
What does God want?

### *Sacrament of First Holy Communion*

### Shooting Stars

Who is God?  
What is the Torah?  
Why are prophets important?  
What are the Jewish values?  
What is a Jewish High Holy Day?  
What are the roles of the people, land and dream of Israel?

### Service Project

Misericordia

## 3<sup>rd</sup> Grade

### Moonbeams

Why do we worship?  
What does the Trinity teach us?  
What is the body of Christ?  
Who leads the Church?  
Why do we have hope?  
Why do we celebrate?  
What did God promise?

### *Sacrament of Reconciliation*

### Shooting Stars

What does the word Buddha mean?  
Why is the Buddha special to Buddhists?  
How did the Buddha become enlightened?  
What is the Dharma? What are the Four Noble Truths?  
What is the Eightfold Path? Why is it important to Buddhists?  
What are the Five Precepts and how are they important for a Buddhist lifestyle?

### Service Project USA Veterans

# Grades K-3 Literacy Overview

The literacy curriculum *Wit & Wisdom* focuses on building a strong foundation in phonemic awareness, phonics, reading fluency, comprehension, and vocabulary. The curriculum builds the knowledge and skills students need to be successful readers, exceptional writers, and effective communicators. Core texts are wide-ranging, varied, and provide a careful balance of literary, informational, and fine arts texts. Lessons integrate knowledge from science, history, geography, and other topics while students develop their reading and writing skills and expand their vocabulary.

	Module 1	Module 2	Module 3	Module 4
K	<b>The Five Senses</b> How do our senses help us learn? Informative Writing	<b>Once Upon a Farm</b> What makes a good story? Narrative Writing	<b>America, Then and Now</b> How has life in America changed over time? Informative Writing–Research	<b>The Continents</b> What makes the world fascinating? Opinion Writing
1	<b>A World of Books</b> How do books change lives around the world? Narrative Writing	<b>Creature Features</b> What can we discover about animals' unique features? Informative Writing–Research	<b>Powerful Forces</b> How do people respond to the powerful force of the wind? Narrative Writing	<b>Cinderella Stories</b> Why do people around the world admire Cinderella? Opinion Writing
2	<b>A Season of Change</b> How does change impact people and nature? Informative Writing	<b>The American West</b> What was life like in the West for early Americans? Informative Writing	<b>Civil Rights Heroes</b> How can people respond to injustice? Narrative Writing	
3	<b>The Sea</b> Why do people explore the sea? Informative Writing	<b>Outer Space</b> How do people learn about space? Opinion Writing	<b>A New Home</b> How do stories help us understand immigrants' experiences? Narrative Writing	



# Grades K-3 Math Overview



At FXW, our math curriculum aims to build students' confidence and competence in mathematics, fostering a growth mindset and emphasizing perseverance. We challenge students to engage in flexible problem-solving and provide individualized support. Through active learning and real-world applications, we aim to instill a love for math and equip students for success in education and in life. Kindergarten-3<sup>rd</sup> grade students use ST Math, a technology-based math program that reinforces practice of foundational math skills.

Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Counting and Cardinality</b> Recognizing numbers, counting, and understanding number relationships.	<b>Operations and Algebraic Thinking</b> Understanding addition and subtraction and solving word problems within 100.	<b>Operations and Algebraic Thinking</b> Understanding addition and subtraction up to 1,000 as well as working with equal groups of objects.	<b>Numbers and Operations in Base Ten</b> Using place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Operations and Algebraic Thinking</b> Understanding simple patterns, addition, and subtraction within 10.	<b>Number and Operations in Base Ten</b> Extending the understanding of place value to represent and compare numbers.	<b>Number and Operations in Base Ten</b> Extending the understanding of place value up to 1,200 and using place value understanding to add and subtract.	<b>Operations and Algebraic Thinking</b> Solving problems involving the four operations, including multiplying and dividing within 100.
<b>Number and Operations in Base Ten</b> Understanding place value and two-digit numbers.	<b>Measurement and Data</b> Developing an understanding of measurement and data representation specifically time, money, length and height.	<b>Measurement and Data</b> Understanding concepts of length, time, money, and data.	<b>Numbers and Operations – Fractions</b> Understanding, comparing, and exploring equivalence with fractions.
<b>Measurement and Data</b> Exploring measurement and comparing objects.	<b>Geometry</b> Describing and analyzing 2D and 3D shapes.	<b>Geometry</b> Partitioning shapes into equal shares and describe these shares using fraction vocabulary.	<b>Measurement and Data</b> Understanding area and perimeter and solving problems involving time, liquid volume, and mass.
<b>Geometry</b> Identifying and describing shapes, as well as analyzing and comparing them.			<b>Geometry</b> Using attributes to classify shapes into different categories, and reasoning with partitioning of shapes to represent fractional amounts.

# Grades 1-3 Science Overview

FXW uses the eight practices of science and engineering throughout our units and in an integrated manner with other curricular areas:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information



[Read How FXW uses  
TinkRworks in Grades 1-3](#)

**Kindergarten**  
**1x/week/30 mins**

Sunlight & Weather  
Pushes and Pulls  
Needs of Plants and Animals

**1<sup>st</sup> Grade**  
**3x/week/30 mins**

Scientific Practices and Engineering  
Design  
Animal and Plant Defenses  
Spinning Earth  
Light & Sound with TinkRworks

**2<sup>nd</sup> Grade**  
**2x/week/45 mins**

Scientific Practices and Engineering  
Design  
Properties of Materials  
Plant and Animal Relationships with  
TinkRworks  
Changing Landforms

**3<sup>rd</sup> Grade**  
**2x/week/45 mins**

Scientific Practices and Engineering  
Design  
Balancing Forces with TinkRworks  
Inheritance and Traits  
Environments and Survival  
Weather & Climate

Amplify.

# Developing the Whole Child Specials Classes

	Library Media	PE	Spanish	Music	Art	Drama
Kindergarten	1/week	2/week	2/week	2/week	1/week	1/week
Grade 1	1/week	2/week	2/week	2/week	1/week	
Grade 2	1/week	2/week	2/week	2/week	1/week	
Grade 3	1/week	2/week	2/week	2/week	1/week	

Special classes play a vital role in educating the whole child. These subjects nurture creativity, critical thinking, collaboration, and emotional expression, complementing core academics by engaging different learning styles and intelligences. They provide students with opportunities to explore their passions, build confidence, and develop essential life skills such as perseverance, empathy, and communication. By supporting physical, social, and emotional development, special classes help create well-rounded students who are prepared not only for academic success but for meaningful, balanced lives.

# Grades 4-8 Overview

## Courses

- English Language Arts (Reading, Writing, Word Study/Vocabulary, Grammar)
- Math
- Science
- Social Studies
- Physical Education
- Religion
- Art
- Music
- World Language (Spanish/French) or Guided Study
- Drama
- Global & Digital Citizenship

## Mathematical Journey

- Students in grades 4 and 5 use the Think!Mathematics program.
- All FXW students are enrolled in an accelerated math program beginning in grade 6. This means that students in grades 6-8 complete four years of math instruction in three years.
- Students in grades 6 and 7 use the accelerated Illustrative Math series.
- All grade 8 students take Algebra 1 published by Open Up, which is a high-school level course.

## Technology

- Usage is purposeful and empowering.
- Teachers and students make intentional choices to use devices, programs, and applications that support workflows, provide access to information, facilitate cooperation and collaboration, demonstrate skill or content mastery, or support their creativity for original ideas or projects.
- In addition to the use of individual devices, the Learning Lab is a hub for digital media projects, 3D modeling and design, and purposeful tinkering and making.
- Additionally, all students participate in a course to build Global & Digital Citizenship. This course explores our obligation to society as advocates for change and as humans who have the responsibility to leave a positive legacy in the cyber-world and beyond.



# Grades 4-8 Overview

## Performances

Students highlight their talents with productions that are holistic, project-based experiences that allow students to learn everything that needs to be done on-stage and off-stage.

“Backstage” activities include student leadership with things like set design, sound, choreography, advertising, and costume creation.

**Grade 4** Winter Sing-Along

**Grade 5** Musical

**Grade 6** Dia De Los Muertos Celebration

**Grade 7** Black Excellence Celebration

**Grade 8** Musical

## Campus Community Capstone Experiences

The scope of the capstone trips was intentionally scaffolded to allow for increased levels of autonomy that is developmentally appropriate for adolescents over the years.

**Grade 4:** Springfield

**Grade 5:** Dozin with the Dinos

**Grade 6:** Milwaukee

**Grade 7:** St. Louis

**Grade 8:** Washington, D.C

# Grades 4-8 Overview

## Assessment

- The school year is divided into three assessment periods. At the end of each, students and families receive Standards-Based Reports. In lieu of letter grades, students are given a deconstructed assessment of their individual proficiency in specific learning outcomes.
- FXW administers MAP® Growth™ interim assessments three times annually to get an accurate view of how much each student has grown over time and what students are ready to learn. This data is used to analyze growth and attainment on many levels including the individual student.
- Assessment data, classroom-based and standardized, is used to regularly analyze middle school curricular materials and instructional moves. Data-driven decisions and changes are made to increase teacher efficacy and support student learning.
- The day-to-day assessment model places the individual student at the center of the process. An on-going cycle of feedback between teachers and students is an essential component in adolescent learning.

## Supporting and Nurturing our Adolescents

- Adolescents need a safe space where they can make mistakes to learn and grow.
- Service is a theme woven throughout the middle school experience using on-campus and off-campus experiences to serve specific populations in need.
- The campus social workers proactively raise awareness and implement preventative measures to ensure that students are emotionally safe.
- Emotional and physical safety are protected through an anonymous bullying reporting and fact-finding process.
- When bullying occurs, the mental health team creates a strategic plan to support victims and offenders.
- Restorative practices are an essential component in middle school at FXW. Restorative practices are a set of diverse ideas and approaches used to build healthy communities, increase social capital, repair harm, and restore relationships. Restorative practices emphasize addressing harm, the importance of community, and prioritizing healthy relationships.

# Grade 4 Religion Overview

## Faith Experience

As an independent Catholic, faith-based School, FXW forges an innovative pathway for teaching religion. We are a community of faith that welcomes and embraces all faith traditions. Therefore, our programming is based on teaching students to seek to understand the faith-based perspective of all humans. Our inclusive, values-based, interfaith/multi-faith religion program is designed so students learn about Catholic values while simultaneously gaining an understanding of how these principles provide mirrors and windows into the teachings of religions and values in their communities and beyond.

## Serving Others

We live out our faith by serving others. In grade 4 we take a deep dive into the unhoused population in our local community through a meaningful partnership with the House of Mary and Joseph.



## Values-Based

- 1<sup>st</sup> Assessment Period we will explore the values of compassion, harmony, and humility.
- 2<sup>nd</sup> Assessment Period we will explore the values of conscience, gratitude, and hope.
- 3<sup>rd</sup> Assessment Period we will explore the values of truth, wisdom, and empathy.

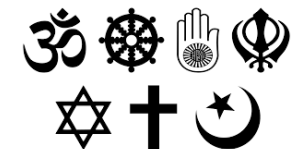
## Principles of Catholicism

We use *Finding God: Our Response to God's Gifts* which is a curriculum that integrates the fundamental themes of the *Catechism of the Catholic Church* with Scripture and Catholic social teachings. The program is based on Ignatian spirituality which respects our lived experiences as a flexible, adaptable way of interacting with the world and one another.



## Interfaith/Multi-faith Teachings

- 1<sup>st</sup> Assessment Period we will explore Taoism.
- 2<sup>nd</sup> Assessment Period we will explore Protestantism.
- 3<sup>rd</sup> Assessment Period we will explore Hinduism.



# Grade 4 Advisory Overview

## Units of Study

- Growth Mindset and Goal Setting
- Emotion Management
- Empathy and Kindness
- Problem Solving
- We all have mental health
- Navigating your digital world and current events

## Instructional Strategies

Students will participate in weekly, 30 to 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.

## 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





# Grade 4 Reading Overview

## Units of Study

- Unit 1** – Comprehension (Fiction)
- Unit 2** – Interpreting Character (Fiction)
- Unit 3** – Reading the Weather (Nonfiction)
- Unit 4** – Reading History (Nonfiction)
- Unit 5** – Historical Fiction Clubs
- Unit 6** – Free Verse (Fiction)

## Instructional Strategies

*Reading Workshop curriculum is built on the idea of balanced literacy. Grade 4 students study high interest texts to practice reading skills from defining new vocabulary to making inferences and connections. Key elements include:*

- Explicit teaching of skills*
- Time given for independent reading*
- Opportunities to practice skills in discussion and writing*
- Assessment with meaningful feedback*

## Curricular Highlights

- Choice of diverse collections of books
- Interactive read aloud
- Teacher-student reading conferences



# Grade 4 Literature Overview

## Comprehension Unit

*I Love You, Michael Collins* by Lauren Baratz-Logsted

## Realistic Fiction Unit

*The Tiger Rising* by Kate DiCamillo

## During the Nonfiction Unit

*Because of Mr. Terupt* by Rob Buyea (not part of unit but class read aloud at that time of the year)

## Free Verse Unit

*Home of the Brave* by Katherine Applegate

*Love That Dog* by Sharon Creech\*

*Hate That Cat* by Sharon Creech\*

*Heartbeat* by Sharon Creech\*

*Out of the Dust* by Karen Hesse\*

*Inside Out & Back Again* by Thanhhai Lai\*

*Serafina's Promise* by Ann E. Burg\*

*Garvey's Choice* by Nikki Grimes\*

*Before the Ever After* by Jacqueline Woodson\*

## Historical Fiction Unit

*Rose Blanche* by Roberto Innocenti

*Number the Stars* by Lois Lowry

*Toliver's Secret* by Esther Brady\*

*On the Blue Comet* by Rosemary Wells\*

*Jackie & Me* by Dan Gutman\*

*Glory Be* by Augusta Scattergood\*

*Finding Langston* by Lesa Cline-Ransome\*

*Leaving Lymon* by Lesa Cline-Ransome\*

*Riding Freedom* by Pam Munoz Ryan\*

*Dear Levi* by Elvira Woodruff\*

*The Storm in the Barn* by Matt Phelon\*

*Our Only May Amelia* by Jennifer L. Holm\*

*Bud, Not Buddy* by Christopher Paul Curtis\*

*The Mighty Miss Malone* by Christopher Paul Curtis\*

*Revolutionary War on Wednesday* by Mary Pope Osborne\*

*Secret Weapons* by Jessica Gunderson\*

*Buttons for General Washington* by Connie Roop and Peter Roop\*

*The Top Secret Adventure of John Darragh* by Connie Roop and Peter Roop\*

*In the Year of the Boar and Jackie Robinson* by Bette Bao Lord\*

*Sarah Plain and Tall* by Patricia MacLachlan\*

*Caleb's Story* by Patricia MacLachlan\*

*Skylark* by Patricia MacLachlan\*

*Rachel's Journal* by Marissa Moss\*

*Unspoken* by Henry Cole\*

*George Washington's Socks* by Elvira Woodruff\*

\*Reading selections are Book Club options.

# Grade 4 Word Study Overview

## First 6 Units of Study

**Unit 1:** Short Vowel Sounds

**Unit 2:** Vowel-Consonant-e

**Unit 3:** Long a: a, ai, ay

**Unit 4:** Long e: ea, ee, ie

**Unit 5:** Long i: i-C-e, y, igh, ey, uy

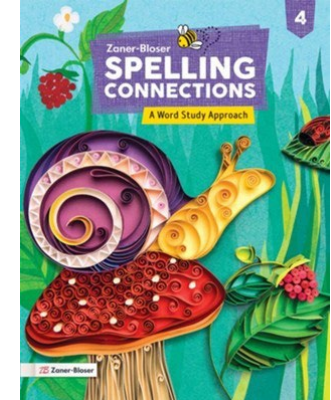
**Unit 6:** Assessment and Review

## Instructional Strategies

Using this curriculum provides advanced phonics and spelling skills practice, exposure to sound blends, diphthongs, digraphs, and sound patterns. Each unit provides different opportunities for students to practice different literacy skills such as making inferences, using context clues, making vocabulary connections, identifying idioms, and enhancing reading comprehension. As students progress through the units, students' vocabulary and reading comprehension skills improve, so does their spelling mastery.

## Curricular Highlights

- Wednesday- Unit introduction
  - Whole group word sort
  - Skill practice
- One week to complete unit
  - Mid-week check points
  - Homework
- Wednesday- Before new unit
  - Students assessed on skill through 20 word “quizzzer”
- Spelling and Usage Assessments
  - Every 6 units
  - Students assessed on ability to spell and use past unit words correctly



# Grade 4 Writing Overview

## Units of Study

**Unit 1** – Realistic Fiction

**Unit 2** – Personal Essay

**Unit 3** – Information Writing

**Unit 4** – Literary Essay

**Unit 5** – Poetry

\*12 units of *Easy Grammar* incorporated throughout the writing curriculum:  
Nouns, Pronouns, Verbs, Adjectives,  
Adverbs, Types of Sentences, Prepositions,  
Direct Objects, Capitalization, Punctuation,  
Sentence Writing, Review

## Instructional Strategies

**Our goal is to create lifelong writers. Students will:**

- Engage and participate in a writing workshop model where the writing process is broken down into steps.
- Students will have writing partners to help them brainstorm ideas and peer edit.
- Lead a conference with their teacher where students and teachers collaborate on their writing.

**Through using Easy Grammar, students will:**

- Engage in tri-weekly lessons with instruction, practice, and assessment.
- Apply their practiced skills to their writing work.

## Curricular Highlights

- Publishing an Informational Book on an event or person from The American Revolution
- Publishing a Poetry Book
- Reinforcing grammar and sentence structure
- Collaborative writing with peer editing

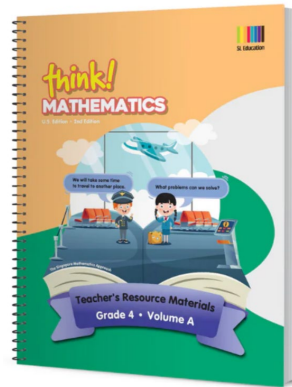




# Grade 4 Math Overview

## Units of Study

- Numbers and Place Value to 1,000,000
- Addition and Subtraction to 1,000,000
- Multiplication and Division
- Number and Shape Patterns
- Geometry
- Time
- Fractions
- Decimals
- Volume and Mass
- Measurement and Data
- Word Problems

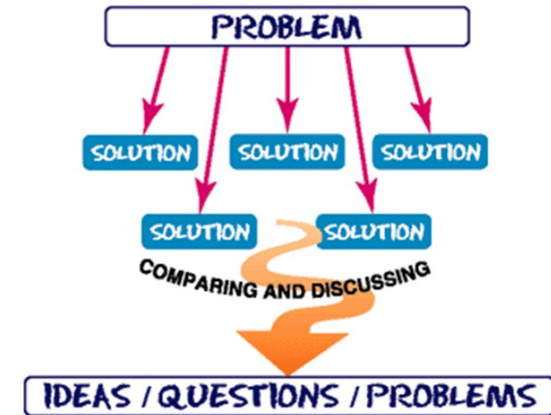


## Curricular Highlights

- Grade 4 students love to play daily multiplication fact fluency games to practice mental math strategies and grow their automaticity! This is a major focus this year.
- ST Math offers a fun and independent way to exercise visual/special reasoning in a fun and challenging way!

## Instructional Strategies

- Learning through problem solving



- Daily formative assessment
- ST Math to supplement student visual/spatial reasoning
- Homework assignments will vary (around 15-20 minutes)

# Grade 4 ST Math Overview

## ST Math Overview

ST Math is a game-based, visual math program that develops students' conceptual understanding of math concepts and problem-solving skills. The way ST Math puzzles are designed, students are not only working through their grade-level math objectives, but they are also building up their ability to persevere with challenging problems and to see mistakes as opportunities for growth. The Learning Cycle graphic (right) show the 4 steps students should follow as they work to solve puzzles. It also includes questions you, as parent/guardian, can ask students to push their thinking.

### Notice

What do you think the puzzle is asking you to do?

**Notice all the parts of the puzzle.**

### Connect

What other math ideas does it make you think of?

**Think about what you learned from the puzzle.**

### Predict

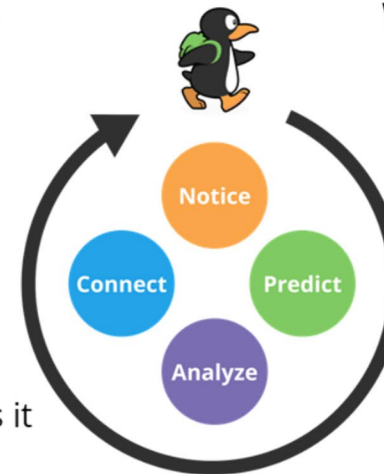
What do you think will happen when you click?

**Visualize what is going to happen.**

### Analyze

What happens in the animation when you click?

**Click and watch the animation to see what happens.**



# Grade 4 Science Overview

## Units of Study

**Unit 1-** Earth Features

**Unit 2-** Energy Conversions

**Unit 3-** Vision and Light

## Curricular Highlights

- Hatching chicks under the 4-H Incubation and Embryology program at the University of Illinois!
- Making models to explore core concepts
- Hands-on labs and experiments

Amplify.

## Instructional Strategies

Amplify's curriculum includes hands-on investigations, multiple literary resources, integrated real world connections, and interactive digital tools and simulations under NGSS (Next Generation Science Standards). Grade 4 science enables students to begin with a Unit Anchoring Phenomenon to then investigate, collaborate and explore various scientific concepts.

Resources embedded include:

- Integrated Science and Engineering Practices
- Explorations of Disciplinary Core Ideas
- Embedded Crosscutting Concepts



# Grade 4 Social Studies Overview

## Units of Study

**Unit 1:** Natural Resources of the US

**Unit 2:** The American Revolution

**Unit 3:** Our State's History

**Unit 4:** Economic Choices

## Curricular Highlights

- The regions, states, and capitals
- American Revolution
- Springfield Field Trip in May



## Instructional Strategies

FXW's Social Studies curriculum is designed from the NCSS (National Council for Social Studies). Grade 4 social studies aids students in the development of nonfiction and critical thinking skills through observation, inquiry, argument, collaboration, and communication.

With our inquirED curriculum, students engage in inquiry-based social studies which moves away from a main source of knowledge like a textbook to varied, diverse sources. Instead, it supports investigation, builds future-ready skills, and helps to combat bias and issues of representation.

# Grade 4 Spanish Overview

## Units of Study

**Unit 1** - "*Nos conocemos*"

**Unit 2** - "*¿Cómo vivimos?*"

**Unit 3** - "*Vamos a aprender*"

**Unit 4** - "*Los animales*"

**Unit 5** - "*Nos cuidamos*"

**Unit 6** - "*Nuestro ambiente*"

**Perú**

**Argentina**

**Honduras**

**Colombia**

**República Dominicana**

**España**

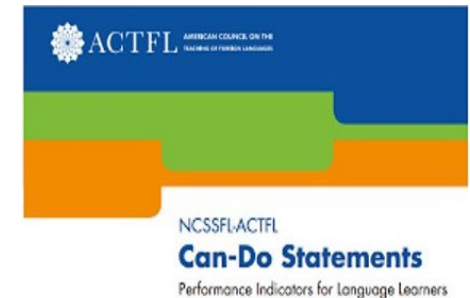
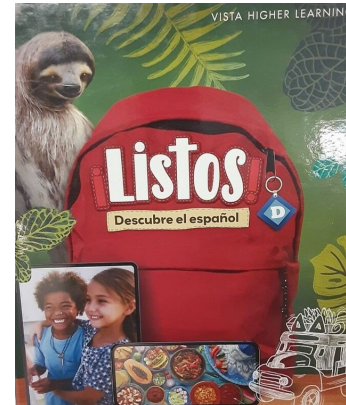
## Curricular Highlights

- 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-minute language class two times per week

- Conversational approach in different authentic situations
- Teach Proficiency by Reading Stories (TPRS) and Phonetics
- Task-based Instruction





# Grade 5 Religion Overview

## Faith Experience

As an independent Catholic, faith-based School, FXW forges an innovative pathway for teaching religion. We are a community of faith that welcomes and embraces all faith traditions. Therefore, our programming is based on teaching students to seek to understand the faith-based perspective of all humans. Our inclusive, values-based, interfaith/multi-faith religion program is designed so students learn about Catholic values while simultaneously gaining an understanding of how these principles provide mirrors and windows into the teachings of religions and values in their communities and beyond.

## Serving Others

We live out our faith by serving others. In grade 5 we take a deep dive into serving our senior citizen population in Chicago.



## Values-Based

- 1<sup>st</sup> Assessment Period we will explore the values of Loyalty, Perseverance and Knowledge of the Scriptures.
- 2<sup>nd</sup> Assessment Period we will explore the values of Faith, Prayer, Charity and Justice
- 3<sup>rd</sup> Assessment Period we will explore the values of Non-violence, Reverence and Simplicity.

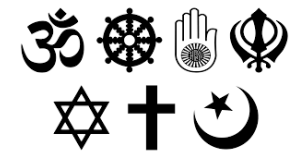
## Principles of Catholicism

We use *Finding God: Our Response to God's Gifts* which is a curriculum that integrates the fundamental themes of the *Catechism of the Catholic Church* with Scripture and Catholic social teachings. The program is based on Ignatian spirituality which respects our lived experiences as a flexible, adaptable way of interacting with the world and one another.



## Interfaith/Multi-faith Teachings

- 1<sup>st</sup> Assessment Period we will explore Evangelicalism.
- 2<sup>nd</sup> Assessment Period we will explore Islam.
- 3<sup>rd</sup> Assessment Period we will explore Jainism.



# Grade 5 Advisory Overview

## Units of Study

- Community Building and Problem Solving
- Growth Mindset and Goal-Setting
- Emotion Management
- Empathy and Kindness
- Navigating your digital world and current events
- Depression Awareness and Suicide Prevention
- EOY Test Prep/MAP Preparation
- Puberty I – Understanding Changes

## Instructional Strategies

During advisory meetings, students engage in guided discussions and activities in small groups. These conversations help students better navigate their preteen worlds and encourage students to build meaningful, empathetic relationships that support our diverse community and help them find their own voice.

Through community building and developing positive relationships, students find a safe space at school to build social-emotional awareness, practice communication skills and reach their full potential.

## 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 depression awareness
- Developing skills to cope with the influences of technology and social media.
- In February, educators from Candor Health will teach our students about physiological changes that occur during adolescence through their research-based program *Puberty 1: Understanding Changes*. More information is available on Candor Health's website and will be shared closer to the presentation date.



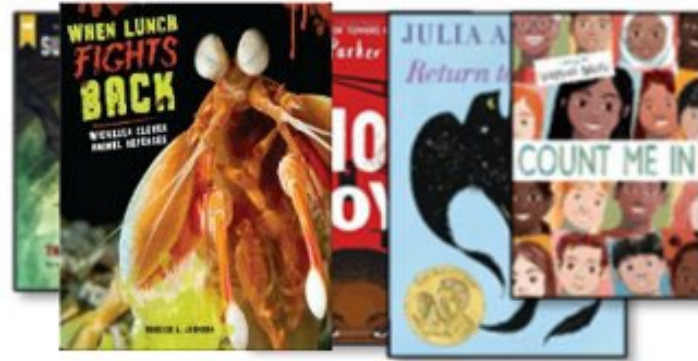
# Grade 5 Reading Overview

## Units of Study

- Comprehension Skills
- Theme in Realistic Fiction
- Non-fiction and Persuasive Texts
- Fantasy Novels
- Poetry
- Social Issues Book Clubs

## Curricular Highlights

- Poetry Recital
- Book Clubs
- Reader's Notebooks



## Instructional Strategies

Units of Study Reading Curriculum utilizes a workshop model. Students will be introduced to reading skill and see how it works in a demonstration using a mentor text. Students will then read and apply this skill independently or in guided, small groups. As students continually practice reading strategies, they build their comprehension and critical thinking, applying their skills across a variety of texts. Skills from each unit are practiced and built upon in each workshop to build students' "tool kit" before the end of the unit.

# Grade 5 Literature Overview

## Unit 1: Literary Book Clubs

*Paperbag Princess* by Robert Munsch

*No Talking* by Andrew Clements

*Count Me In* by Varsha Bajaj

*Wringer* by Jerry Spinelli

*Wish* by Barbara O'Connor

*Ghost* by Jason Reynolds

## Unit 2: Nonfiction, Informational Texts

*When Lunch Fights Back* by Rebecca L. Johnson

*Earth's Incredible Places: Everest* by Sangma Francis, Lisa Feng

*Achoo!: The Most Interesting Book You'll Ever Read about Germs*

(*Mysterious You*) by Trudee Romanek, Rose Cowles

*Deep Dive into Deep Sea: Exploring the Most Mysterious Levels of the Ocean* by Tim Flannery, Sam Caldwell

*Don't Mess with Me: The Strange Lives of Venomous Sea*

*Creatures (How Nature Works)* by Paul Erickson, Andrew Martinez

*The Language of Plants* by Helena Harastova, Darya Beklemesheva

*Zombie Makers: True Stories of Nature's Undead* by Rebecca L. Johnson

## Unit 3: Nonfiction, Argument Reading

"Lessons from the Deep" Adapted from a text by Anna Gratz Cockerille

## Unit 4: Fantasy Book Clubs

*Gregor the Overlander* by Suzanne Collins

*Masterpiece* by Elise Broach

*The Girl Who Drank the Moon* by Kelly Barnhill

*The Last Wild* by Piers Torday

*Mysterious Benedict Society* by Trenton Lee Stewart

*Spiderwick Chronicles* (books 1 and 2) by Tony DiTerlizzi and Holly Black

## Social Issues Book Clubs

*Stella by Starlight* by Sharon M. Draper

*Ghost Boys* by Jewell Parker Rhodes

*In the Footsteps of Crazy Horse* by Joseph M. Marshall III

*Weedflower* by Cynthia Kadohata

*Return to Sender* by Julia Alvarez

*Shooting Kabul* by N. H. Senzai

# Grade 5 Writing Overview

## Units of Study

**Unit 1** – Personal Narrative

**Unit 2** – Informational Writing: Westward Expansion

**Unit 3** – Memoir

**Unit 4** – Informational Writing: Opinion Writing

**Unit 5** – Poetry

## Curricular Highlights

- Writing an informational, cross-curricular essay on the time of Westward Expansion.
- Writing and reflecting on how you became the person you are in a Memoir.
- Writing and creating a poetry anthology



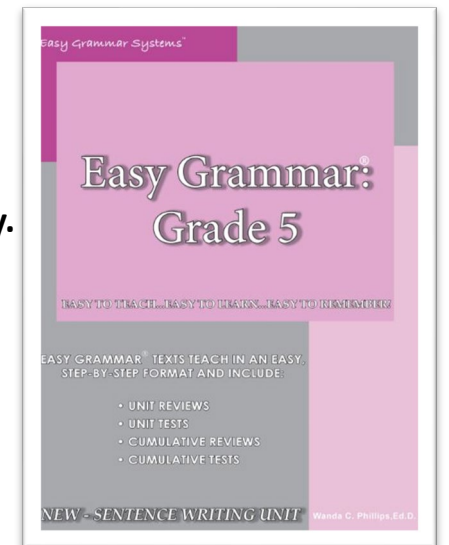
## Instructional Strategies

**Our goal is to create lifelong writers with the skills and knowledge to convey their thoughts completely and accurately.**

- Engage and participate in a writing workshop model where the writing process is broken down into steps.
- Students will work with partners and/or their groups to aid in learning the new skill.
- Exhibit growth at different points in the unit using formative assessments.

**Through using Easy Grammar, students will:**

- Engage in bi-weekly lessons with instruction, practice, and assessment.
- Apply their practiced skills to their writing work.





# Grade 5 Vocabulary Overview

## Branches of Study\*

**Branch 1** – Vowel Sounds

**Branch 2**– Schwa and “r”-Controlled Vowels

**Branch 3** – Diphthongs, Prefixes, and Suffixes

**Branch 4** – Consonants, Compounds, and Commonly Confused Terms

**Branch 5** – Complex Prefixes and Suffixes

**Branch 6** – Frequently Misspelled Words and Roots

\*Each branch is made up of 5 units and 1 review unit

## Curricular Highlights

- Utilizing group-based learning to help grow individual spelling skills
- Completing formative check-ins throughout the unit leading to a summative assessment at the end of the unit
- Utilizing knowledge grown in grammar workshop to aid in our word study work in Spelling Connections



## Instructional Strategies

**Our goal is to create lifelong writers with the skills and knowledge to convey their thoughts completely and accurately.**

Both the Units of Study Writing Curriculum and Grammar Skills Curriculum utilize a workshop model. Students will be introduced to a writing strategy or grammar concepts and experience it in a mentor text. Students will then work independently or in guided, small groups to develop the skill and practice. As writers, students will share their work in a collaborative process to continually improve their work.

**Through using Spelling Connections, students will:**

- Engage in weekly lessons with instruction, practice, and assessment.
- Apply their practiced skills to their writing work.

# Grade 5 Math Overview

## Units of Study

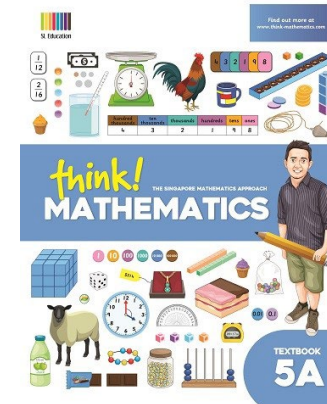
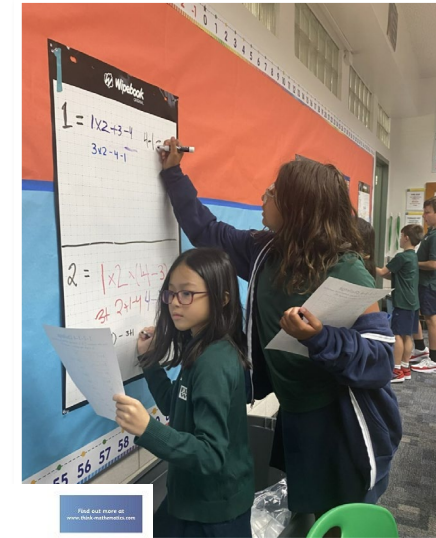
1. Place Value and Decimals
2. Order of Operations
3. Multiply and Divide Whole Numbers
4. Add and Subtract Decimals
5. Multiply and Divide Decimals
6. Add and Subtract Fractions
7. Multiply and Divide Fractions
8. Measurement and Data
9. Area, Volume, and Surface Area\*\*
10. Geometry
11. Expressions and Graphs

## Instructional Strategies

- Vertical whiteboard problem solving and display
- Use of math manipulatives such as place value disks, fraction circles, and 3D shapes
- Group work to promote collaboration, teamwork, inquiry, and communication.
- Use of personal whiteboards and expo markers encourages problem solving
- Homework to reinforce concepts (20 min per night)

## Curricular Highlights

- Think! Mathematics is a problem-solving based curriculum with extensive visuals to build conceptual understanding
- ST Math is a fun and visual way to reinforce concepts
- Teacher-created extension activities available for enrichment for students who seek more challenge. Examples:
  - Unit 1 – Different number systems
  - Unit 8 – Convert between Celsius and Fahrenheit



**\*\* Unit 9 will include the first unit of our grade 6 Open-Up Accelerated curriculum “Area and Surface Area”**

# Grades 5-7 ALEKS Overview



## ALEKS Overview

- ALEKS is a web-based mathematical platform used to enhance FXW's middle school math curriculum. Continued and dedicated use of ALEKS has increased student comprehension and assessment scores across all three grade levels.
- FXW teachers and students use ALEKS in two different ways:
  - First** is independent work on an individual path in ALEKS. This path consists of material that ALEKS believes the student is ready to learn based on periodic knowledge checks. All students are required to complete a minimum of 5 – 10 topics per week on their individual path in ALEKS. The exact number of topics is determined by each individual teacher and may vary from week to week.
  - Second** is through classroom assignments. These assignments are teacher-created and based on current class lessons designed to give students immediate feedback for new topics and/or help prepare them for assessments. Classroom assignments may be required daily homework or voluntary study guides and will be communicated as such to students.
- Students should expect to spend about an hour per week in ALEKS, however, they can always spend more time and/or work faster through their individual path if desired. If a student completes 85% - 100% of their course, they may be placed in the next higher level and given the opportunity to further enrich their mathematical understanding.
- Parents can opt into ALEKS emails to track their student's progress, please be on the lookout for an emailed invitation from "ALEKS Corporation" inviting you to opt-in to parent progress emails. This email should come out within the week. Please note that you must respond to the email and click on the enclosed link to receive the updates, if you do nothing you will not be enrolled.
- Grade 5 students are enrolled in the ALEKS 5<sup>th</sup> Grade Math course covering operations, fractions, decimals, and geometry, among other topics
- Grade 6 students are enrolled in the ALEKS 6<sup>th</sup> Grade Math 1 course covering real numbers, measurement, and data analysis, among other topics.
- Grade 7 students are enrolled in the ALEKS 7<sup>th</sup> Grade Pre-Algebra course covering rational number operations, linear equations, and geometry, among other topics.

# Grade 5 Science Overview

## Units of Study

**Unit 1-** Ecosystem Restoration

**Unit 2-** The Earth System

**Unit 3-** Modeling Matter

## Instructional Strategies

Amplify's curriculum includes hands-on investigations, multiple literary resources, integrated real world connections, and interactive digital tools and simulations under NGSS (Next Generation Science Standards). Grade 5 science enables students to begin with a Unit Anchoring Phenomenon to then investigate, collaborate and explore various scientific concepts.

Resources embedded include:

- Integrated Science and Engineering Practices
- Explorations of Disciplinary Core Ideas
- Embedded Crosscutting Concepts

## Curricular Highlights

- Hands on experiments
- Creating models to display core concepts
- Using the Engineering Design Process during Invention Convention

Amplify.

# Grade 5 Social Studies Overview

## Units of Study

**Unit 1:** Native America

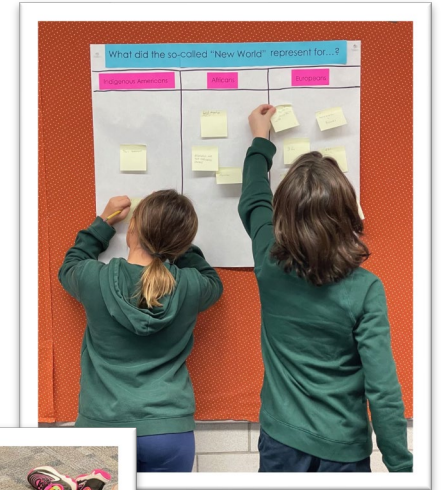
**Unit 2:** The Colonial Era

**Unit 3:** Rights and Responsibilities (Constitution and Federal Government)



## Curricular Highlights

- Investigation of primary and secondary sources from multiple perspectives
- Discussion and debate with small groups and the whole class
- A variety of projects that includes posters, presentations, a class book, and more



## Instructional Strategies

The fifth grade Social Studies curriculum focuses on analyzing topics and themes in U.S. history, geography, civics, and economics. Utilizing the inquiry-based resource inquirED, students learn to ask questions about history, make connections to the present day, and take action in our modern communities.





# Grade 5 Spanish Overview

## Units of Study

**Unit 1** - "*Nos conocemos*"

**Unit 2** - "*¿Cómo vivimos?*"

**Unit 3** - "*Vamos a aprender*"

**Unit 4** - "*Los animales*"

**Unit 5** - "*Nos cuidamos*"

**Unit 6** - "*Nuestro ambiente*"

**Nicaragua**

**Paraguay**

**México**

**Costa Rica**

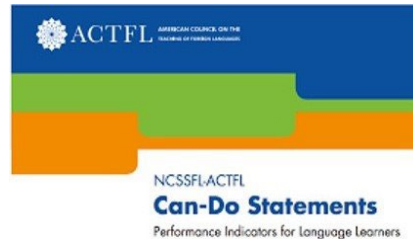
**Cuba**

**Chile**

## Instructional Strategies

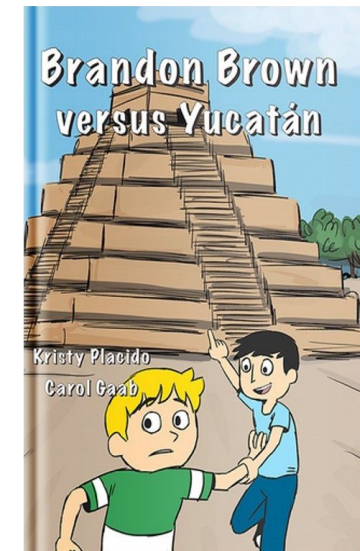
50-minute language class two times per week

- Conversational approach in different authentic situations
- Teach Proficiency by Reading Stories (TPRS) and Phonetics
- Task-based Instruction



## 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



# Grade 6 Religion Overview

## Faith Experience

As an independent Catholic, faith-based School, FXW forges an innovative pathway for teaching religion. We are a community of faith that welcomes and embraces all faith traditions. Therefore, our programming is based on teaching students to seek to understand the faith-based perspective of all humans. Our inclusive, values-based, interfaith/multi-faith religion program is designed so students learn about Catholic values while simultaneously gaining an understanding of how these principles provide mirrors and windows into the teachings of religions and values in their communities and beyond.

## Serving Others

We live out our faith by serving others. In grade 6 we take a deep dive into service by partnering with a local organization, Little Brothers Friends of the Elderly, in which we work with the elderly on creating various artistic projects together.

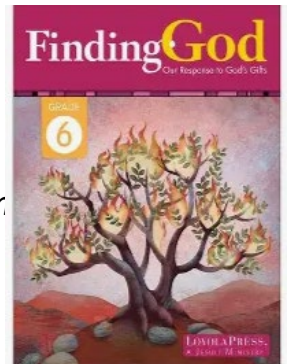


## Values-Based

- 1<sup>st</sup> Assessment Period we will explore the values of tradition, respect, and honesty.
- 2<sup>nd</sup> Assessment Period we will explore the values of compassion, care for creation and sustainability, and wisdom and karma.
- 3<sup>rd</sup> Assessment Period we will explore the values of community, ethical conduct, and peace and justice.

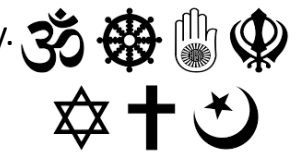
## Principles of Catholicism

We use *Finding God: Our Response to God's Gifts* which is a curriculum that integrates the fundamental themes of the *Catechism of the Catholic Church* with Scripture and Catholic social teachings. The program is based on Ignatian spirituality which respects our lived experiences as a flexible, adaptable way of interacting with the world and one another.



## Interfaith/Multi-faith Teachings

- 1<sup>st</sup> Assessment Period we will explore Orthodox Christianity.
- 2<sup>nd</sup> Assessment Period we will explore Buddhism.
- 3<sup>rd</sup> Assessment Period we will explore Judaism.



# Grade 6 Advisory Overview

## Units of Study

- Mindsets and Goals
- Developing a Positive Sense of Self
- Thoughts, Emotions and Decisions
- Managing Relationships and Social Conflict
- Navigating your digital world and current events
- Depression Awareness
- Embracing Diversity: Gender Expression, Pronouns and Identity
- Puberty II – Navigating Changes

## Instructional Strategies

During advisory meetings, students engage in guided discussions and activities in small groups. These conversations help students better navigate their teenage worlds and encourage students to build meaningful, empathetic relationships that support our diverse community and help them find their own voice.

Through community building and developing positive relationships, students find a safe space at school to build social-emotional awareness, practice communication skills and reach their full potential.

## 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
- Understanding the role of social media in shaping relationships, digital citizenship, and responsible online behavior.
- Exploring elements that make up a student's individual identity and learning about gender diversity.
- In February, educators from Candor Health will teach our students the effects of changes that occur during puberty with additional information on both male and female anatomy through their research-based program *Puberty II – Navigating Changes*. This program is a follow up to *Puberty I – Understanding Changes* which our students participated in during their Grade 5 year. More information is available on Candor Health's website and will be shared closer to the presentation date.



# Grade 6 Reading Overview

## Units of Study

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

## Instructional Strategies

The workshop model is utilized in reading. Students will receive direct instruction via a mini-lesson. Following the mini-lesson, students will work within their groups to practice the new skill. To end the lesson, students will practice the skill independently, during which time we will conference with individual students or groups to check-in or to offer additional support when necessary.

## Historical Fiction

*A Long Walk to Water* by Linda Sue Park

## Short Stories

"Raymond's Run" by Toni Cade Bambara

"Your Move" by Eve Bunting

"Gift of the Magi" by O. Henry

"Everything Will Be Okay" by James Howe

"Thank You, Ma'am" by Langston Hughes

"Inside Out" by Francisco Jiménez

"Super Human" by Nicola Yoon

## Social Issues Book Clubs

*Return to Sender* by Julia Alvarez

*The Mighty Heart of Sunny St. James* by Ashley Herring Blake

*The War that Saved My Life* by Kimberly Brubaker Bradley

*Each Tiny Spark* by Pablo Cartaya

*Fish in a Tree* by Lynda Mullany Hunt

*A Good Kind of Trouble* by Lisa Moore Ramée

*Ghost Boys* by Dr. Jewell Parker Rhodes

## Afrofuturism

*Akata Witch* by Nnedi Okorafor





# Literature Selection Beliefs Grade 6

Dear Grade 6 Families,

We are excited for the year we have planned for your students in Grade 6 English & Language Arts. Our series of units will support students in developing their ability to analyze various genres of literature while also supporting them in exploring themes and topics that are typically of interest to this age group. We believe that adolescent literature should address relevant and complex topics, providing opportunities for critical thinking and discussion. When adolescents are presented with literature that explores these topics, it encourages them to think critically and deeply about the issues at hand. It prompts them to analyze, evaluate, and question the complexities and nuances of the subject matter. This process of critical thinking fosters intellectual growth, cognitive development, and the honing of analytical skills necessary for success in high school and college literature courses and beyond...

Adolescence is a time when young people are discovering and questioning their own identities. They are grappling with questions of who they are, where they come from, and how they fit into the world. Literature encompassing themes ranging from societal challenges like discrimination, inequity, and environmental issues to personal battles like mental health not only weaves a diverse tapestry of narratives, experiences, and viewpoints but also deeply connects with adolescents as they navigate their journey of self-discovery. Books are powerful tools that can serve as “mirrors and windows,” reflecting students' own identity and offering them glimpses into the lives of others. As such, part of our job as educators is selecting diverse texts covering a wide variety of topics.

FXW is committed to providing high quality literature that is representative of diverse authors and characters. Students are exposed to a variety of text genres and text types that are carefully selected to meet students' needs and interests. Students deserve to have access to a wide choice of texts that reflect themselves, their communities, and interests. Learners will also experience texts that help them to understand the perspectives of others, to value diversity, and to analyze and critique injustices, in alignment with our mission and charisms. Thus, our teachers and administrators work together to select a set of texts for our year-long ELA class that will help students achieve these goals.

Beyond text selection, we also work hard to ensure that our students will explore themes and topics rigorously and with care. Our goal is to prepare students to engage with the texts at the highest of academic levels, developing their understanding of how authors employ various literary devices to create worlds on the page, to analyze the arguments made through literature, and to explore together the big questions that great books push us to ask about ourselves and our society. With each unit and any such topic, we will analyze texts, read additional resources to provide context, and facilitate meaningful discussions for the students to grapple with these themes. By doing so, we prepare our students to engage in the world as responsible citizens.



# Literature Selection Beliefs Grade 6

Throughout the units of study, students engage in readings and text-based discussions. At FXW, we believe in empowering students to have a voice and be active participants in shaping their educational journey. We value their perspectives, ideas, and lived experiences, and recognize the importance of providing opportunities for open and thoughtful discussions. We gather student input, consider real world relevance, and use our teacher guidance to make decisions about our discussion topics. By inviting students to share their interests, concerns, and questions, we ensure that the topics chosen for discussion are meaningful and relatable. We incorporate current events and real-world issues into our discussions to help students make connections between classroom learning and the world around them. By exploring diverse perspectives, students gain a deeper appreciation for the complexity of the world and develop empathy and understanding. Finally, our teachers play a crucial role in guiding the selection of discussion topics and facilitating the discussions so that all students are learning within a structured conversation.

At FXW, we understand the vital role parents play in their child's education and development. We invite you as parents and guardians to support your students throughout the year. First and foremost, encourage your student's reading, both of our shared class texts and any additional text they may choose to read independently. Reading will help them deepen their understanding of the world and grow their vocabulary. Discuss the literature and themes that we are exploring at school with your students. Although each unit is centered around specific genre skills, topics, and texts, there are also over-arching questions that will allow for robust student discussions.

We look forward to partnering with you in developing your child's literacy skills and supporting them in their personal development as well. If you have any questions or concerns, please do not hesitate to reach out to us. Thank you for entrusting us with your child's education.

Warm regards,

Kristen Hockney and Ryan Ziencina

*The literature list provides an overview of the selections FXW provides for students. Some of these are whole class selections and some are book club choices (your child will be able to select a text). Since this is the list of literature for the entire year, keep this list handy throughout the year to refer to if you have further questions. If text selection options change, you and your child will be notified on Canvas. Otherwise, this will be the only communication you receive regarding text selections. Please note that an internal process is used to ensure that our literature selections meet our criteria for excellence. In addition, we conduct an annual review to ensure alignment in representation. The following link provides a framework for what we use to guide this process: <https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards> If you ever have questions or concerns about curriculum content, materials, or learning intentions, please see the FXW Family and Student Handbook for the details of the process in place.*

# Grade 6 Writing Overview

## Units of Study

- Personal Narratives
- Literary Essay
- Research-Based Information Writing

## Instructional Strategies

Similar to reading, the workshop model is also utilized in writing. Students receive direct instruction via a mini-lesson. Following the mini-lesson, students work within their groups to practice the new skill. To end the lesson, students practice the skill independently. Additionally, one-on-one conferences occur during independent writing time to assess individual student needs and to best support their growth in each writing unit.

## Curricular Highlights

- Practicing the full writing process in each unit
- Strengthening typing skills
- Finding and properly citing research from various sources



# Grade 6 Vocabulary Overview

## Units of Study

Rather than having specific units of study within our vocabulary curriculum, we instead teach **all** elements of vocabulary throughout the course of sixth grade. As the year progresses, so does the depth and complexity of the vocabulary elements.

- Word Parts
  - *Prefixes, Roots, Affixes, and Suffixes*
- Connotation vs. Denotation
- Parts of Speech
- Defining unknown vocabulary within literature

## Instructional Strategies

Vocabulary instruction is taught several times a week during writing block.

Lessons are made using various texts and current research as the foundation alongside supplemental, teacher-made materials. Students will practice all vocabulary skills explicitly, and they will incorporate the skills learned within all reading units throughout the course of their sixth grade ELA experience.

## We Believe

- Systemic, explicit vocabulary instruction is necessary to grow students' vocabularies.
- A combination of using word parts (Greek/Latin roots, morphology) and context clues can best help students decode words.
- Intentionally teaching high-frequency, tier 2 words from texts found within the curriculum creates usable, transferable, and personal vocabulary knowledge.
- Using Greek and Latin root studies in vocabulary instruction significantly aids vocabulary acquisition by relating words, meanings, and connotations.
- Students should be assessed by their ability to use words correctly in context and in their own words.
- Effective vocabulary instruction includes demonstrations/modeling, practice with peers, and independent applications.
- Vocabulary instruction can be equitable and accessible by allowing students to include slang, translanguaging, cognates, or other personal connections as part of their understanding and explanation of words.

# Grade 6 Grammar Overview

## Units of Study

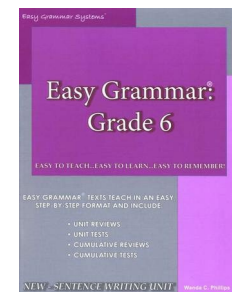
- Parts of Speech
  - *Nouns*
  - *Pronouns*
  - *Verbs*
  - *Adjectives*
  - *Adverbs*
  - *Prepositions*
- Punctuation
  - *Colons*
  - *Semicolons*
  - *Commas*
- Quoting and Citing in MLA Format
- Sentence Structure Diversification
  - *Subordinating Conjunctions*
  - *Coordinating Conjunctions*

## Curricular Highlights

- Backwards mapping grammar from the High School Placement Test
- Blend of inductive and deductive teaching strategies to best support all learners

## Instructional Strategies

Grammar instruction is taught several times a week during writing block. Lessons are made using the text *Easy Grammar: Grade 6* by Wanda C. Phillips, Ed.D. as the foundation alongside supplemental, teacher-made materials. Students will practice all grammar skills explicitly, and they will incorporate the skills learned within all writing units throughout the course of their sixth grade ELA experience.



# Grade 6 Accelerated Math Overview

## Units of Study

**Unit 1-** Ratios, Rates, and Percentages

**Unit 2-** Fractions and Decimals

**Unit 3-** Expressions and Equations

**Unit 4-** Proportional Relationships

**Unit 5-** Percent Increase and Decrease

**Unit 7-** Rational Numbers

**Unit 8-** Data Set and Distributions 2



## Instructional Strategies

A typical lesson has four phases:

1. A warm-up
2. One or more instructional activities
3. The lesson synthesis
4. A cool-down

Each class period will include a combination of the following:

- whole class discussion
- student exploration in pairs or small groups
- independent student practice
- small group instruction
- individual assessment
- individual conferencing between student and teacher



# Grade 6 Science Overview

## Units of Study

**Unit 1** – Geology on Mars

**Unit 2** – Plate Motion

**Unit 3** – Plate Motion Internship

**Unit 4** – Earth, Moon and Sun

**Unit 5** – Ocean, Atmosphere and Climate

**Unit 6** – Weather Patterns

## Curricular Highlights

Hands-on labs and experiments will align with the units of study and the Amplify science curriculum.

Amplify.

## Instructional Strategies

The combination of the units of study, resources and hands-on experiences will provide continued progression of students towards proficiency in science along the Next Generation Science Standards (NGSS). Key elements include:

- Performance Expectations & Science and Engineering Practices in lab writing and design
- Disciplinary Core Ideas
- Cross-cutting Concepts



# Grade 6 Social Studies Overview

## Units of Study

In Grade 6 social studies, students learn about ancient civilizations and topics including:

- Prehistory
- China
- Egypt
- India
- Greece
- Mesopotamia
- Norte Chico
- Rome

## Instructional Strategies

Students will be assessed through a number of formats and methods. Informal assessments, such as in-class activities, discussions, participation, individual and group activities, will be on-going. Upon completion of a unit, students will be given a formal written assessment. In addition, major projects will be assigned and will be given the same weight as a formal written assessment.

## Curricular Highlights

- Individual and Group Projects
- Learn note-taking skills
- Inquiry-based lessons to help further critical thinking
- Interactive games and activities



# Grade 6 Spanish Overview

## Units of Study

### Mi Familia/Día de los Muertos

- ¿Cómo nos conectan las tradiciones a nuestro pasado? *How do our traditions connect us to our past?*

### Nos Conocemos: Descubre Bolivia

- ¿Cómo usamos el lenguaje para relacionarnos en la comunidad? *How do we use language to build relationships in our community?*

### ¿Cómo vivimos?: Descubre España

- ¿Cómo formamos comunidades que nos ayuden en nuestra vida? *How do we build communities that support us in our daily lives?*

### Vamos a aprender: Descubre El Salvador

- ¿Cómo influye la educación en nuestra vida? *How does education influence our daily lives?*

## Instructional Strategies

Communicating effectively in the target language and interacting with cultural competence and understanding are important goals in language learning. World language learners experience a language-rich learning environment where they develop habits and skills meant to foster and strengthen a love of learning language. The following instructional strategies support learning in an immersion-like environment:

- Support comprehension, interpretation, and production through context, gestures, and visual support
- Introduce, model, and practice word study exercises and negotiating the meaning of phrases
- Elicit talk that increases in fluency, accuracy, and complexity over time

## Curricular Highlights

### My Family Presentation

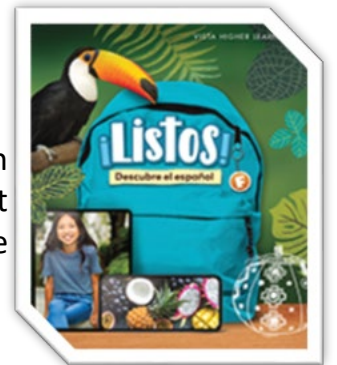
Students will use language structures and learned vocabulary to introduce their families in a class presentation

### Cultural Artifacts

Students will highlight what they learn about Spanish-speaking countries and cultures by creating artifacts

### Performance Tasks

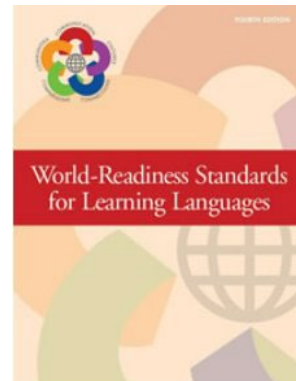
Students will engage in authentic and purposeful performance tasks chosen by them



# Grade 6 French Overview

## Units of Study

- Greetings & Expressions of courtesy
- Numbers, family, animals
- Geography
- House
- Food
- Art, music
- Body & health
- Clothing
- Time and colors
- Weather & seasons
- Days & months
- Literature
- Leisure & recreation
- Shopping
- Travel & transportation

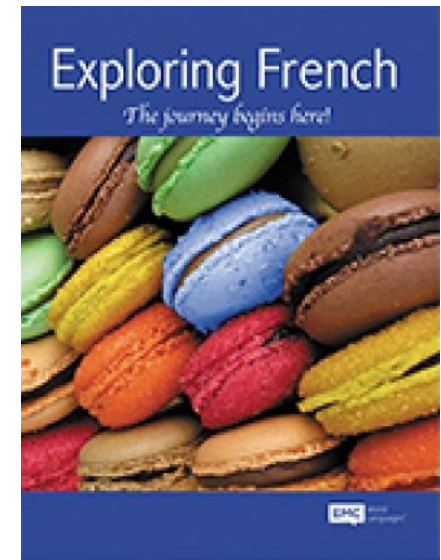


## Curricular Highlights

- Family PowerPoint project
- Geography of France project
- Art & literature extended readings
- I have...Who has... game
- Gimkit, Blooket, Kahoot

## Instructional Strategies

- Comprehensible Input
- Cooperative Learning Method
- Whole Language Approach
- Immersion
- Gamification



# Grade 7 Religion Overview

## Faith Experience

As an independent Catholic, faith-based School, FXW forges an innovative pathway for teaching religion. We are a community of faith that welcomes and embraces all faith traditions. Therefore, our programming is based on teaching students to seek to understand the faith-based perspective of all humans. Our inclusive, values-based, interfaith/multi-faith religion program is designed so students learn about Catholic values while simultaneously gaining an understanding of how these principles provide mirrors and windows into the teachings of religions and values in their communities and beyond. Grade 7 students are grouped into two classes for religion. Moonbeams prepare for the Catholic sacrament of Confirmation. Shooting Stars continue their holistic, values-based experience learning about Catholicism alongside interfaith/multifaith teachings.

## Serving Others

We live out our faith by serving others. In grade 7, students commit to 15 hours of service.

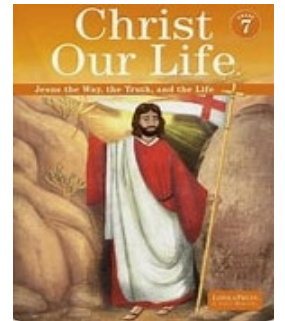
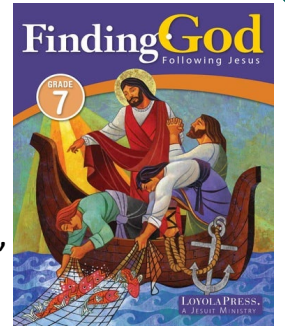


## Values-Based

- 1<sup>st</sup> Assessment Period we will explore the values of service, personal duty toward nature and community, and themes of hope, peace, and joy.
- 2<sup>nd</sup> Assessment Period we will explore the values of personal conscience and moral reasoning, service and social responsibility, and renewal and grace.
- 3<sup>rd</sup> Assessment Period we will explore the values of uplifting others, respectful interfaith dialogue, religious diversity, peace, open-mindedness, and equality.

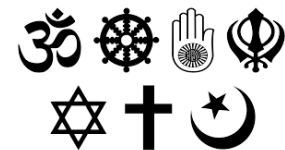
## Principles of Catholicism

Our Shooting Stars use *Finding God: Following Jesus* which is a curriculum that integrates the fundamental themes of the *Catechism of the Catholic Church* with Scripture and Catholic social teachings. Moonbeams use *Christ Our Life: Jesus the Way, the Truth, and the Life* which is a catechesis program that joyfully nurtures discipleship among students.



## Interfaith/Multi-faith Teachings

- 1<sup>st</sup> Assessment Period we will explore Shintoism.
- 2<sup>nd</sup> Assessment Period we will explore Protestantism.
- 3<sup>rd</sup> Assessment Period we will explore Baha'i.



# Grade 7 Advisory Overview

## Units of Study

- Mindsets and Goals
- Developing a Positive Sense of Self
- Thoughts, Emotions and Decisions
- Managing Relationships and Social Conflict
- Depression Awareness
- Alcohol and Drug Awareness (Candor Health)
- Navigating your digital world and current events

## Instructional Strategies

During advisory meetings, students engage in guided discussions and activities in small groups. These conversations help students better navigate their teenage worlds and encourage students to build meaningful, empathetic relationships that support our diverse community and help them find their own voice.

Through community building and developing positive relationships, students find a safe space at school to build social-emotional awareness, practice communication skills and reach their full potential.

## 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
- In January, Candor Health educators will teach our students the short- and long-term risks associated with substance use as well as the safe use of prescription medications in their research-based program *Substance Abuse Prevention – Influencers*. More information is available on Candor Health's website and will be shared closer to the presentation date.





# Grade 7 Reading Overview

## Realistic Fiction

*The Outsiders* by S.E. Hinton

## Novel in Verse

*Long Way Down* by Jason Reynolds

## Historical Fiction Book Clubs

*Girl in the Blue Coat* by Monica Hesse

*Between Shades of Gray* by Ruta Sepetys

*The Light in Hidden Places* by Saron Cameron

*This Light Between Us* by Andrew Fukuda

*The Book Thief* by Markus Zusak

*Prisoner B-3087* by Alan Gratz

## Historical Fiction Drama

*The Diary of Anne Frank* (play) by Frances Goodrich and Albert Hackett, adapted by Wendy Anne Kesselman

## Nonfiction Book Clubs

*Discovering Wes Moore* by Wes Moore

*Chew on This* by Eric Schlosser

*I am Malala* by Malala Yousafzai

*Enrique's Journey* by Sonia Nazario

*We Are Displaced: My Journey and*

*Stories* by Malala Yousafzai

*Eyes Wide Open* by Paul Fleishman

*An Inconvenient Truth* by Al Gore

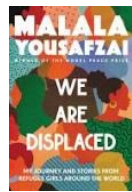
## Instructional Strategies

Teacher will use the workshop model, which includes:

- Mini-lessons
- Partner or group work/discussions
- Independent work time
- One-on-one conferences with teacher
- Critical inquiry of texts
- Project-based learning where appropriate
- Class discussion & annotation to build reading comprehension

Additionally, teacher will provide students time in class to independently read a book of their choice. Teacher will meet with students to conference about their books throughout the year and provide recommendations if needed.

*Beyond the listed text, students also read selected short stories and articles from sources such as Newsela and NYT's UpFront Magazine. Texts are chosen to feature diverse authors and represent a wide range of experiences portrayed in a culturally responsive manner.*



# Literature Selection Beliefs Grade 7

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# Literature Selection Beliefs Grade 7

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We look forward to partnering with you in developing your child's literacy skills and supporting them in their personal development as well. If you have any questions or concerns, please do not hesitate to reach out to us. Thank you for entrusting us with your child's education.

Warm regards,

Jessica Arl and Liz Lowery

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# Grade 7 Writing Overview

## Projects

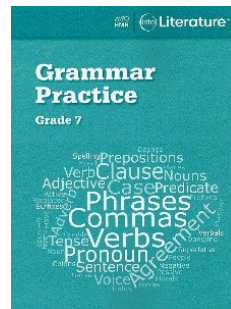
- Realistic Fiction Short Stories
- Screenwriting and Filmmaking
- Literary Analysis Essay
- Companion Book
- Argument Essay
- TED Talk Presentation

## Grammar

Grammar instruction is tied into each specific writing unit. Lessons are teacher made, from *Into Literature: Grade 7 Grammar Practice* by Houghton Mifflin, or a mix of both. Students will practice these grammar skills throughout the writing process and by completing short assignments at the beginning of class.

### Grammar Concepts Taught

- Capitalization
- End Punctuation
- Quoting and citing
- Apostrophes
- Verb tense
- Sentence Structure
- Appositives



## Instructional Strategies

Teacher will use the workshop model, which includes:

- Mini-lessons
- Partner or group work (i.e. peer revising/editing)
- Independent writing time
- One-on-on conferences with teacher

Teacher will go through the full writing process with students for each writing piece. The writing process includes:

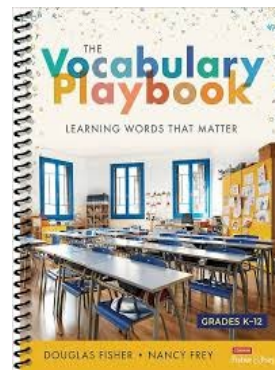
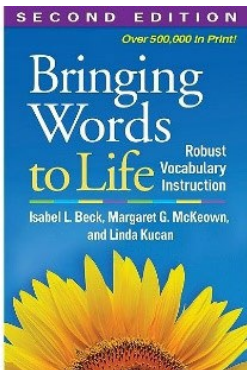
- Brainstorming and Planning
- Drafting
- Revising
- Editing



# Grade 7 Vocabulary Overview

## Instructional Strategies

- Vocabulary units are taught using vocabulary selected from texts in each major reading unit
- Greek and Latin root learning is integrated into vocabulary lessons
- Lessons and units are teacher created or adapted from research-backed principles
- Students will demonstrate their understanding through writing assignments, assessments, and review games



## We Believe

- Systemic, explicit vocabulary instruction is necessary to grow students' vocabularies.
- A combination of using word parts (Greek/Latin roots, morphology) and context clues can best help students decode words.
- Intentionally teaching high-frequency, tier 2 words from texts found within the curriculum creates usable, transferable, and personal vocabulary knowledge.
- Using Greek and Latin root studies in vocabulary instruction significantly aids vocabulary acquisition by relating words, meanings, and connotations.
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- Vocabulary instruction can be equitable and accessible by allowing students to include slang, translanguaging, cognates, or other personal connections as part of their understanding and explanation of words.



# Grade 7 Accelerated Math Overview

## Units of Study

**Unit 1** – Rigid Transformation

**Unit 2** – Scale Drawings and Slope

**Unit 3** – Writing and Solving Equations

**Unit 4** – Inequalities and Expressions

**Unit 5** – Linear Relationships

**Unit 6** – Functions and Volume

**Unit 7** – Exponents

**Unit 8** – Irrational Numbers

## Curricular Highlights

- Using integers and becoming comfortable with all integer operations
- Exploring probability and data analysis using Skittles
- Appreciating art through the lens of mathematics
- Introduction to two-variable equations, graphing, and relationships between independent and dependent variables
- Understanding exponents, scientific notation, and irrational numbers

## Instructional Strategies

Grade 7 Math uses a hands-on, collaborative approach to learning. We believe in a growth mindset and that mistakes help us learn. Key elements include:

- Using random grouping and vertical white board surfaces to build collaboration and relationship skills among peers
- Relating mathematical concepts to practical real-world applications and problems through context and projects
- Embracing mistakes as opportunities to increase knowledge and problem-solving skills



# Grade 7 Algebra I Overview

## Units of Study

- 1- Solving Linear Equations
- 2- Solving Linear Equalities
- 3- Graphing Linear Functions
- 4- Writing Linear Functions
- 5- Solving Systems of Linear Equations
- 6- Exponential Functions and Sequences
- 7- Polynomial Equations and Factoring
- 8- Graphing Quadratic Functions

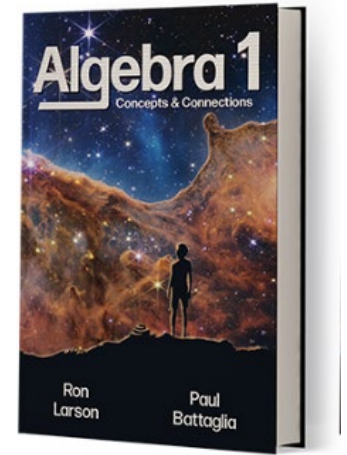
## Instructional Strategies

Grade 7 Algebra I uses a hands-on, collaborative approach to learning. We believe in a growth mindset and that mistakes help us learn. Key elements include:

- Using random grouping and vertical white board surfaces to build collaboration and relationship skills among peers
- Relating mathematical concepts to practical real-world applications and problems through context and projects
- Embracing mistakes as opportunities to increase knowledge and problem-solving skills

## Curricular Highlights

Students will be encouraged to think and to make conjectures while they persevere through challenging problems and exercises. They will make errors—and that is ok! Learning and understanding occur when we make errors and push through mental roadblocks to comprehend and solve new and challenging problems. In this program, students will also be required to explain their thinking and analysis of diverse problems and exercises. Being actively involved in learning helps students develop mathematical reasoning and use it to solve math problems and work through other everyday challenges. This is an exciting step in preparation for the challenges you will continue to tackle in the math classroom and beyond!



# Grade 7 Science Overview

## Units of Study

**Unit 1:** Cells

**Unit 2:** Microbiome

**Unit 3:** Metabolism

**Unit 4:** Traits and Reproduction

**Unit 5:** Population and Resources

**Unit 6:** Natural Selection

**Unit 7:** Evolutionary History

**Unit 8:** Dissections

## Curricular Highlights

- Metabolism Engineering Internship
- Alien Family Project
- Hands-on Labs
- Bullfrog Dissection

Amplify.

## Instructional Strategies

The Amplify Science curriculum embodies cutting-edge approaches in science education. Each unit of Amplify Science immerses students in a meaningful, real-world problem, where they explore scientific phenomena, collaborate and discuss with peers, and create models or explanations to find solutions. The combination of the units of study, resources and hands-on experiences provide a continued progression of towards proficiency in science aligned with the Next Generation Science Standards (NGSS).

Key elements include:

- Performance Expectations & Science and Engineering Practices in lab writing and design
- Disciplinary Core Ideas
- Cross-cutting Concepts

# Grade 7 Social Studies Overview

## Units of Study

**Unit 1:** Introduction to World Studies

**Unit 2:** North America

**Unit 3:** Latin America

**Unit 4:** Europe

**Unit 5:** Africa

**Unit 6:** The Middle East

**Unit 7:** Asia

## Instructional Strategies

- Focus on foundational academic skills for student success.
- Scaffolding in skills-development and projects.
- Intentional use of multi-media resources to enhance and differentiate learning.
- Emphasis on social-emotional skill development in tandem with academic content.
- Examination of historical events with a critical lens.

## Curricular Highlights

- Student-Driven Research Projects
- Indigenous Studies
- World War 1 and World War 2
- Socratic Seminars
- Interactive Simulations



In this course, students will explore the world one continent at a time. Through the study of geography, culture, and history, students will take a closer look at specific countries across the globe. From ancient civilizations to modern-day societies, students will gain a deeper understanding of how people live, work, and interact with their environments.

# Grade 7 Spanish Overview

## Units of Study

- **¿Quién soy yo?**: Mi identidad
- **Primeros Pasos**: Expresiones útiles en el salón de clase
- **México: Amigos en México**: ¿Qué papel desempeño en mi familia y comunidad? *What roles do I play in my family and community?*
- **Puerto Rico: La vivienda en el Caribe**: ¿Cuáles aspectos de los hogares y vecindarios son influenciados por la cultura? *Which features of homes and neighborhoods are influenced by culture?*
- **Guatemala: De compras en Centroamerica**: ¿Qué comunicamos a través de nuestra ropa y vestimenta? *What do we communicate through our clothing and apparel?*
- **Peru: La comida de los Andes**: ¿Qué hace que un platillo sea auténtico? *What makes a dish authentic?*
- Soy una lectora/un lector!

## Instructional Strategies

Communicating effectively in the target language and interacting with cultural competence and understanding are important goals in language learning. World language learners experience a language-rich learning environment where they develop habits and skills meant to foster and strengthen a love of learning language. The following instructional strategies support learning in an immersion-like environment:

- Support comprehension, interpretation, and production through context, gestures, and visual support
- Introduce, model, and practice word study exercises and negotiating the meaning of phrases
- Elicit talk that increases in fluency, accuracy, and complexity over time

## Curricular Highlights

### Narraciones/Narrations:

Students will offer oral narrations for a variety of images depicting complete stories.

### Capciones/Captions:

Using the target language, students will write captions for images that highlight Bolivian life

### Podcasts:

As evidence of increased cultural competency, students will address audiences with limited meaningful understanding of Spanish-speaking countries, their history, traditions, and people.

### Cultural artifacts:

Students will highlight what they learn about Spanish-speaking countries and cultures by creating artifacts

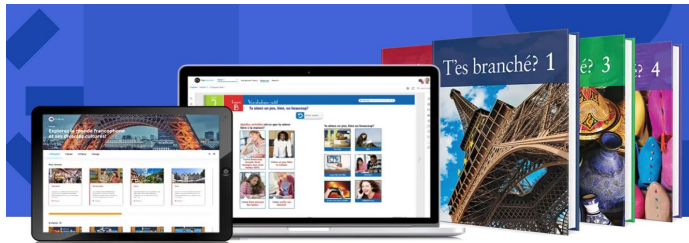




# Grade 7 French Overview

## Units of Study

- Bonjour, toute le monde! (Hello, everyone!)
- Les loisirs (Pastimes)
- À l'école (At school)
- Le weekend ensemble (The weekend together)



The T'es Branche curriculum is designed to allow students develop personal connections to other cultures and build their confidence as speakers. Our French program gives students diverse opportunities to find their passion in a safe space through meaningful interactions with the French language.

## Essential Questions

- In what ways is learning another language beneficial?
- What do activities and past-times reveal about a culture?
- How does education shape individuals and societies?
- What activities do friends do in other countries together?

## Instructional Strategies

**Vocabulaire Actif & Structure de la Langue-** Students develop reading, speaking, listening, and writing skills

**À Vous la Parole-** Students develop communication skills at the end of each lesson

**Points de Départ-** Students learn about culture, products, practices, and perspectives in various francophone countries

**Rencontres Culturelle-** Students engage with dialogues and conversations, comparing francophone culture to American culture, and French grammar to English grammar

# Grade 8 Religion Overview

## Faith Experience

As an independent Catholic, faith-based School, FXW forges an innovative pathway for teaching religion. We are a community of faith that welcomes and embraces all faith traditions. Therefore, our programming is based on teaching students to seek to understand the faith-based perspective of all humans. Our inclusive, values-based, interfaith/multi-faith religion program is designed so students learn about Catholic values while simultaneously gaining an understanding of how these principles provide mirrors and windows into the teachings of religions and values in their communities and beyond. Grade 8 students are grouped into two classes for religion. Moonbeams prepare for the Catholic sacrament of Confirmation. Shooting Stars continue their holistic, values-based experience learning about Catholicism alongside interfaith/multifaith teachings.

## Serving Others

We live out our faith by serving others. In grade 8, students commit to 20 hours of service.

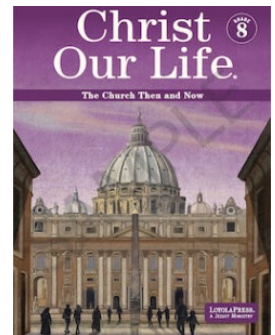
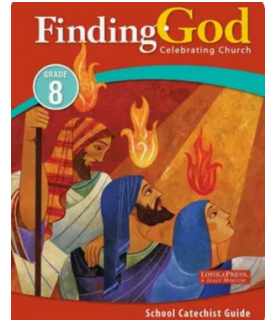


## Values-Based

- 1<sup>st</sup> Assessment Period we will explore the values of equality, inclusivity, and life.
- 2<sup>nd</sup> Assessment Period we will explore the values of sincerity, steadfastness, and social responsibility.
- 3<sup>rd</sup> Assessment Period we will explore the values of faith, responsibility, and moral code of conduct.

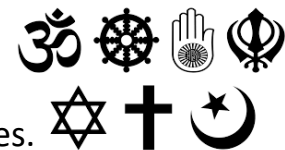
## Principles of Catholicism

Our Shooting Stars use *Finding God: Following Jesus* which is a curriculum that integrates the fundamental themes of the *Catechism of the Catholic Church* with Scripture and Catholic social teachings. Moonbeams use *Christ Our Life: The Church Then and Now* which is a catechesis program that joyfully nurtures discipleship among students.



## Interfaith/Multi-faith Teachings

- 1<sup>st</sup> Assessment Period we will explore Sikhism.
- 2<sup>nd</sup> Assessment Period we will explore Protestantism.
- 3<sup>rd</sup> Assessment Period we will explore Jehovah's Witnesses.



# Grade 8 Advisory Overview

## Units of Study

- It's time to shine!
- High school guidance and advocacy
- Developing a Positive Sense of Self
- Thoughts, Emotions & Decisions
- Managing Relationships & Social Conflict
- Depression education and suicide awareness
- The Science Behind Drugs: Decisions (Candor Health)
- Navigating your digital world and current events
- Emotional Intelligence

## Instructional Strategies

During advisory meetings, students engage in guided discussions and activities in small groups. These conversations help students better navigate their teenage worlds and encourage students to build meaningful, empathetic relationships that support our diverse community and help them find their own voice.

Through community building and developing positive relationships, students find a safe space at school to build social-emotional awareness, practice communication skills and reach their full potential.

## Curricular Highlights

- Students reflect and use self-knowledge to map out their milestone journey as 8<sup>th</sup> graders by intentionally planning on exercising leadership and living the FXW charisms.
- Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress.
- Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. Students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.
- A deeper discussion about depression and suicide along with a strong focus on help-seeking and good mental health.
- In January, led by educators from Candor Health, students learn research-based information about the effects of drug use on the brain and their mental and physical health. More information is available on Candor Health's website and will be shared closer to the presentation date.



# Grade 8 Reading Overview

## Units of Study

### Reading Workshop

- Dystopian Fiction
- Classic Literature: *A Christmas Carol*
- Literary Non-fiction
- Comparative Literature – historical and contemporary fiction
- Poetry

### Dystopian book clubs

*The Giver* by Lois Lowry  
*Feed* by M.T. Anderson  
*Shipbreaker* by Paolo Bacigalupi  
*Legend* by Marie Lu  
*Rebel Seoul* by Axie Oh  
*Hunger Games* by Suzanne Collins  
*Scythe* by Neal Shusterman

### Classic literature

*A Christmas Carol* by Charles Dickens

### Comparative literature

*Roll of Thunder Hear My Cry* by Mildred D Taylor

## Literary Nonfiction book clubs

*Bomb* by Steve Sheinkin  
*Witches: the Absolutely True Tale of Disaster in Salem* by Rosalyn Schanzer  
*Undeclared* by Steve Sheinkin  
*Port Chicago 50* by Steve Sheinkin  
*Most Dangerous* by Steve Sheinkin  
*The Stonewall Riots: Coming Out in the Streets* by Gayle Pitman  
*Killers of the Flower Moon (Young Readers Edition)* by David Grann  
*Getting Away with Murder* by Chris Crowe  
*Rolling Warrior* by Judith Heumann  
*From a Whisper to a Rallying Cry* by Paula Yoo

## Instructional Strategies

The workshop experience combines mini-lessons, small group discussions, individual work, and teacher conferencing. Reading workshop teaches students strategies to increase their reading comprehension and build skills in literary analysis. We also select texts that help students examine and critically think about the world around them.

## Curricular Highlights

### Investigative Journalism

Students publish a features article based on their reporting and interviews.

### Dystopian Fiction

Students analyze dystopian short stories, novels, and films in order to critically think about how this connects to the world around them.

### Activism Symposium

Students will integrate speech writing, interviewing, multimedia, and research skills to create a symposium presentation on the activism issue they have explored throughout the year.

# Literature Selection Beliefs Grade 8

Dear Grade 8 Families,

We are excited for the year we have planned for your students in Grade 8 English Language Arts. Our series of units will support students in developing their ability to analyze various genres of literature while also supporting them in exploring themes and topics that are typically of interest to this age group. We believe that adolescent literature should address relevant and complex topics, providing opportunities for critical thinking and discussion. When adolescents are presented with literature that explores these topics, it encourages them to think critically and deeply about the issues at hand. It prompts them to analyze, evaluate, and question the complexities and nuances of the subject matter. This process of critical thinking fosters intellectual growth, cognitive development, and the honing of analytical skills necessary for success in high school and college literature courses and beyond...

Adolescence is a time when young people are discovering and questioning their own identities. They are grappling with questions of who they are, where they come from, and how they fit into the world. Literature encompassing themes ranging from societal challenges like discrimination, inequity, and environmental issues to personal battles like mental health not only weaves a diverse tapestry of narratives, experiences, and viewpoints but also deeply connects with adolescents as they navigate their journey of self-discovery. Books are powerful tools that can serve as “mirrors and windows,” reflecting students' own identity and offering them glimpses into the lives of others. As such, part of our job as educators is selecting diverse texts covering a wide variety of topics.

FXW is committed to providing high quality literature that is representative of diverse authors and characters. Students are exposed to a variety of text genres and text types that are carefully selected to meet students' needs and interests. Students deserve to have access to a wide choice of texts that reflect themselves, their communities, and interests. Learners will also experience texts that help them to understand the perspectives of others, to value diversity, and to analyze and critique injustices, in alignment with our mission and charisms. Thus, our teachers and administrators work together to select a set of texts for our year-long ELA class that will help students achieve these goals.

Beyond text selection, we also work hard to ensure that our students will explore themes and topics rigorously and with care. Our goal is to prepare students to engage with the texts at the highest of academic levels, developing their understanding of how authors employ various literary devices to create worlds on the page, to analyze the arguments made through literature, and to explore together the big questions that great books push us to ask about ourselves and our society. With each unit and any such topic, we will analyze texts, read additional historical documents to provide context, and facilitate meaningful discussions for the students to grapple with these themes. By doing so, we prepare our students to engage in the world as responsible citizens. Among the themes we will explore this year will be the dehumanization of particular groups and the role language plays in that process. As such, we wanted to make you aware that some of the texts we read will include words that are denigrating and hateful. Part of reading literature is learning about and understanding the complexity of our history and our present-day world. In our work we strive to ensure that students understand the impact of this language within both historical and present contexts and have opportunities to engage with each other about their own experiences with any such language.

# Literature Selection Beliefs Grade 8

Throughout the units of study, students engage in readings and text-based discussions. At FXW, we believe in empowering students to have a voice and be active participants in shaping their educational journey. We value their perspectives, ideas, and lived experiences, and recognize the importance of providing opportunities for open and thoughtful discussions. We gather student input, consider real world relevance, and use our teacher guidance to make decisions about our discussion topics. By inviting students to share their interests, concerns, and questions, we ensure that the topics chosen for discussion are meaningful and relatable. We incorporate current events and real-world issues into our discussions to help students make connections between classroom learning and the world around them. By exploring diverse perspectives, students gain a deeper appreciation for the complexity of the world and develop empathy and understanding. Finally, our teachers play a crucial role in guiding the selection of discussion topics and facilitating the discussions so that all students are learning within a structured conversation.

At FXW, we understand the vital role parents play in their child's education and development. We invite you as parents and guardians to support your students throughout the year. First and foremost, encourage your student's reading, both of our shared class texts and any additional text they may choose to read independently. Reading will help them deepen their understanding of the world and grow their vocabulary. Discuss the literature and themes that we are exploring at school with your students. Although each unit is centered around specific genre skills, topics, and texts, there are a few over-arching questions we will consider this year to guide student discussions.

We look forward to partnering with you in developing your child's literacy skills and supporting them in their personal development as well. If you have any questions or concerns, please do not hesitate to reach out to us. Thank you for entrusting us with your child's education.

Warm regards,

Cornelis van der Hout and Katie Agbontaen

*The literature list provides an overview of the selections FXW provides for students. Some of these are whole class selections and some are book club choices (your child will be able to select a text). Since this is the list of literature for the entire year, keep this list handy throughout the year to refer to if you have further questions. If text selection options change, you and your child will be notified on Canvas. Otherwise, this will be the only communication you receive regarding text selections. Please note that an internal process is used to ensure that our literature selections meet our criteria for excellence. In addition, we conduct an annual review to ensure alignment in representation. The following link provides a framework for what we use to guide this process: <https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards> If you ever have questions or concerns about curriculum content, materials, or learning intentions, please see the FXW Family and Student Handbook for the details of the process in place.*



# Grade 8 Writing Overview

## Projects

Informational Writing: How-To Manual  
Informational Writing: Resume  
Informational Writing: Profiles  
Analytical Writing: Literary Essay  
Argument Writing: Activism Essay  
Filmmaking: Activism Symposium  
Narrative Writing: Variety Show Scripts  
Narrative Writing: Poetry



## Grammar

Grammar instruction involves both direct teaching of grammar rules and concepts, as well as analyzing texts throughout the year to help students see how grammatical choices affect the writing.

Program organized around five units of direct instruction:

- Editing 101: Capitalization, Commas, Apostrophes
- Sentence structure and Dialogue
- Parts of Speech: Nouns, Verbs, Objects
- Parts of Speech: Pronouns, Adverbs, Adjectives
- Parts of Speech: Phrases, Prepositions, and Conjunctions

## Instructional Strategies

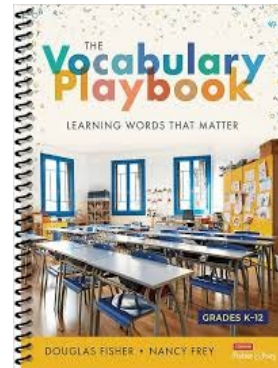
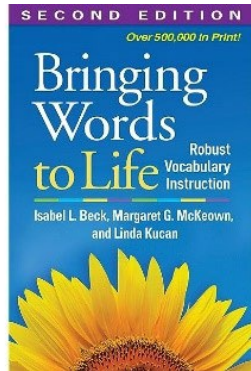
**Our goal is to create lifelong writers who will:**

- Engage and participate in a writing workshop model where the writing process is broken down into steps.
- Students will have writing partners to help them brainstorm ideas and peer edit.
- Lead a conference with their teacher where students and teachers collaborate on their writing.
- Engage in bi-weekly grammar lessons with instruction, practice, and assessment.
- Apply practiced grammar skills to their writing projects.

# Grade 8 Vocabulary Overview

## Resources

- 9 units
- Vocabulary selected from curriculum model texts such as "The Lottery" by Shirley Jackson, "Hidden Figures: Young Reader's Edition" by Margot Lee Shetterly, and Shakespearean sonnets
- Year-long Greek and Latin word-part study



## We believe:

- Systemic, explicit vocabulary instruction is necessary to grow students' vocabularies.
- A combination of using word parts (Greek/Latin roots, morphology) and context clues can best help students decode words.
- Intentionally teaching high-frequency, tier 2 words from texts found within the curriculum creates usable, transferable, and personal vocabulary knowledge.
- Using Greek and Latin root studies in vocabulary instruction significantly aids vocabulary acquisition by relating words, meanings, and connotations.
- Students should be assessed by their ability to use words correctly in context and in their own words.
- Effective vocabulary instruction includes demonstrations/modeling, practice with peers, and independent applications.
- Vocabulary instruction can be equitable and accessible by allowing students to include slang, translanguageing, cognates, or other personal connections as part of their understanding and explanation of words.

# Grade 8 Algebra Overview

## Units of Study

- ☐ Foundations of Algebra I
- ☐ Absolute Value Equations and Inequalities
- ☐ Graphing Linear Functions
- ☐ Writing Linear Functions
- ☐ Solving Systems of Linear Equations
- ☐ Exponential Functions and Sequences
- ☐ Polynomial Equations and Factoring
- ☐ Graphing Quadratic Equations
- ☐ Solving Quadratic Equations
- ☐ Radical Functions and Equations

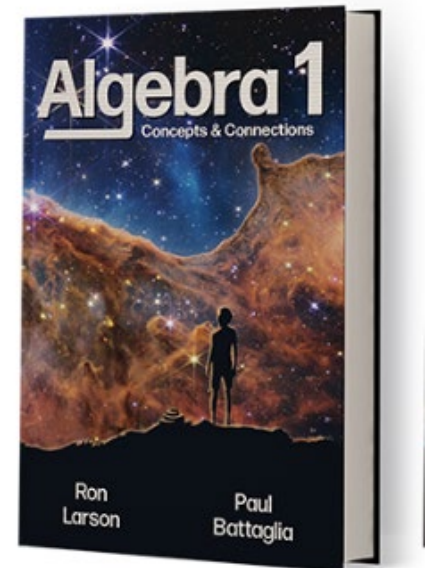
## Curricular Highlights

- Deep, consistent connections to real-world situations and settings
- Equivalent to High school Algebra 1 curriculum
- Daily teacher one-on-one support available (Morning / Evening Math Lab, Choice Time)
- 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 Project
- Line of Best Fit Project
- Poster / Anchor Chart group creation
- DESMOS Art Project
- Trigonometry, Algebra 2, Calculus afterschool offerings



## Instructional Strategies

Lessons begin by developing conceptual understanding with a task that invites students to use their own logic to develop ideas and approaches to solving problems. Once these ideas have surfaced, students are guided toward becoming fluent and flexible with the mathematics. Students will be encouraged to actively engage in tasks to help them deepen and connect their mathematical knowledge. During the classroom experience, they will enhance their understanding through structured discussion with peers as they share their ways of seeing the mathematics unfold. Student work will be used to highlight the purpose of each lesson. Student thinking is valued and respected. We want students to believe in their own ability to do mathematics while still acquiring the efficiency of doing mathematics established by the mathematical community.



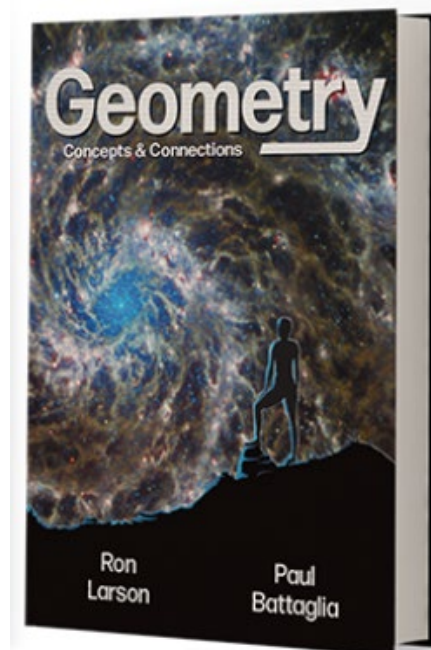
# Grade 8 Geometry Overview

## Units of Study

- ☐ Essentials of Geometry
- ☐ Reasoning and Proof
- ☐ Congruent Triangles
- ☐ Relationships within Triangles
- ☐ Similarity
- ☐ Right Triangles and Trigonometry
- ☐ Quadrilaterals
- ☐ Applications of Transformations
- ☐ Properties of Circles
- ☐ Properties of Polygons
- ☐ The Pythagorean Theorem
- ☐ Measuring Length and Area

## Curricular Highlights

- Deep, consistent connections to real-world situations and settings
- Equivalent to High school Geometry curriculum
- Daily teacher one-on-one support available (Morning / Evening Math Lab, Choice Time)
- Making Math Moments activities
- Games to increase number sense / review concepts
- Indirect measurement trigonometry project
- The Power of Pi project
- Symmetry City project
- The Absolute Value Game
- Jaguar Jenga
- Sink or Swim?
- Poster / Anchor Chart group creation
- Algebra 2 and Calculus afterschool offerings



## Instructional Strategies

In Geometry, we use a variety of instructional strategies designed to help students build confidence and deep understanding. Lessons begin with visual examples and hands-on activities so students can see and explore geometric concepts in action before moving to formal definitions and theorems. Collaboration through partner and group work is highly encouraged, giving students opportunities to discuss their reasoning and learn from one another. Interactive tools are also integrated to make abstract ideas more concrete and engaging. Emphasis is also placed on problem-solving and real-world applications. This helps students recognize geometry is not just a set of rules, but a powerful way of thinking that connects to art, design, science, and life.

# Grade 8 Science Overview

## Units of Study

**Unit 1:** Harnessing Human Energy

**Unit 2:** Thermal Energy

**Unit 3:** Phase Changes

**Unit 4:** Chemical Reactions

**Unit 5:** Waves

**Unit 6:** Forces & Motion

## Curricular Highlights

- Learning about chemistry and physics and how it applies to our everyday lives
- Hands-on labs and experiments
- Physics Day at Six Flags!

# Amplify.

## Instructional Strategies

The Amplify Science curriculum embodies cutting-edge approaches in science education. Each unit of Amplify Science immerses students in a meaningful, real-world problem, where they explore scientific phenomena, collaborate and discuss with peers, and create models or explanations to find solutions. The combination of the units of study, resources and hands-on experiences provide a continued progression of towards proficiency in science aligned with the Next Generation Science Standards (NGSS).

Key elements include:

- Performance Expectations & Science and Engineering Practices in lab writing and design
- Disciplinary Core Ideas
- Cross-cutting Concepts

# Grade 8 Social Studies Overview

## Units of Study

### Unit 1 – U.S. Constitution

- Legislative Branch: Operations and Legacy
- Executive Branch: Operations and Legacy
- Judicial Branch: Operations and Legacy

### Unit 2 – Pursuit of Equality

- Early America
- Civil War
- Reconstruction
- Civil Rights Era

### Unit 3 – United States at War

- Extended Research and Group Presentation
- Topics include Spanish-American War, World Wars, Korean War, and Vietnam War

### Unit 4 – Movement Matters

- Colonization
- Westward Expansion
- Waves of Immigration
- Great Migration

## Curricular Highlights

- **Construct** and **examine** timelines by thematic unit.
- Analyze **primary source documents** that represent diverse perspectives and experiences across U.S. History.
- Craft **arguments** using evidence from primary sources.

## Instructional Strategies

- **Thematic Approach:** Students examine patterns across time periods.
- **Historian's Workshop:** Teacher models skill, students practice in small groups before demonstrating independently.
- Small group and whole-class **discussion**
- Range of **assessment** types: exams, essays, visual projects, verbal presentations



Primary Sources within Each Unit



# Grade 8 Spanish Overview

## Units of Study

- **Unidad Puente:** ¿Recuerdas?
- **España: La salud en España:** ¿Cómo son las rutinas de salud e higiene un reflejo de nuestras prácticas y perspectivas culturales? *How are health and hygiene routines a reflection of our cultural practices and perspectives?*
- **Estados Unidos: Los Pasatiempos en Casa:** ¿Cómo afecta la cultura a nuestro trabajo y actividades de ocio? *How does culture affect our work and leisure activities?*
- **Argentina: De viaje por tierra de gauchos:** ¿Por qué viajar es una experiencia de aprendizaje importante? *Why is travel an important learning experience?*
- **Chile: La Naturaleza de los Andes:** ¿Cuál es el papel de una persona en el cuidado de un planeta? *What is a person's role in the care of a planet?*



## Curricular Highlights

### Dialogue/narration:

Students will engage in a dialogue or oral narration of experiences relevant to a trip to a Spanish-speaking country.

### Cultural artifacts:

Students will highlight what they learn about Spanish-speaking countries and cultures by creating artifacts

### Biculturalism in the United States:

Students will study the effects of culture and language in the United States on its diverse population

## Instructional Strategies

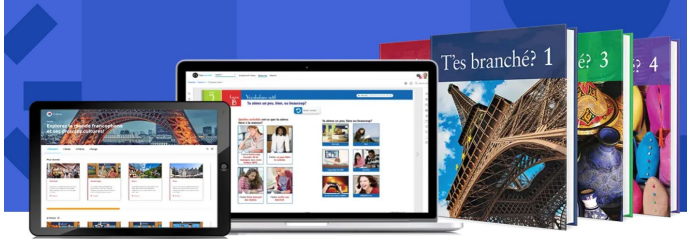
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- Support comprehension, interpretation, and production through context, gestures, and visual support
- Introduce, model, and practice word study exercises and negotiating the meaning of phrases
- Elicit talk that increases in fluency, accuracy, and complexity over time

# Grade 8 French Overview

## Units of Study

- Les gens que je connais (People I know)
- La rue commerçante (Shopping in town)
- À la maison (At home)
- À Paris (In Paris)



The T'es Branche curriculum is designed to allow students develop personal connections to other cultures and build their confidence as speakers. Our French program gives students diverse opportunities to find their passion in a safe space through meaningful interactions with the French language.

## Essential Questions

- What is the nature of relationships in other cultures?
- How is shopping different in other countries?
- What makes a house a "home?"
- How do major world cities tell their stories?

## Instructional Strategies

**Vocabulaire Actif & Structure de la Langue-** Students develop reading, speaking, listening, and writing skills

**À Vous la Parole-** Students develop communication skills at the end of each lesson

**Points de Départ-** Students learn about culture, products, practices, and perspectives in various francophone countries

**Rencontres Culturelle-** Students engage with dialogues and conversations, comparing francophone culture to American culture, and French grammar to English grammar

# Grades 4-8 Drama Overview

## Units of Study

**Grade 4:** Theatre fundamentals, introduction to playwriting, and puppetry.

**Grade 5:** Introduction to play production and performance. African folktale plays.

**Grade 6:** World theatre: Chinese shadow puppets, Introduction to Shakespeare, and Ancient Greek Theatre.

**Grade 7:** Careers in theatre, Shakespeare design and performance project.

**Grade 8:** Play production and performance.

## Instructional Strategies

FXW's drama curriculum is based on the Illinois State Board of Education Drama Standards. The goal of our performing arts program is to instill an awareness and appreciation of theatre and all forms of performing arts. This includes:

- Acting
- Directing
- Puppetry
- Playwriting
- Design (scenic, costume, props, and sound)
- Theatre appreciation

## Curricular Highlights

**Grade 4:** Pourquoi puppet plays

**Grade 5:** Musical

**Grade 6:** Ancient Greek Monologues

**Grade 7:** Shakespeare Design and Play Project

**Grade 8:** Musical



## Resources

- Improv Ideas: A Book of games and lists by Justine Jones and Mary Anne Kelley
- Shakespeare with Children by Elizabeth Weinstein
- Chinese Fairytales and Legends Richard Wilhelm & Frederick H. Martens
- WeVideo
- Teacher Created content
- Various Scripts



# Grades 4-8 Global Digital Citizenship (GDC) Overview

## Units of Study

**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** – Misinformation

**Unit 8** – Information Literacy

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

## 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.

## Curricular Highlights

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



# Grades 4-8 Music Overview



## Units of Study

**Unit 1** – Vocal Intonation and Melodic Structure

**Unit 2** – Music Literacy

**Unit 3** – Music Theory

**Unit 4** – Composition and Production

**Unit 5** – Instrumental Performance

**Unit 6** – Connecting to Culture

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

## Instructional Strategies

FXW's music curriculum is based on 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.

## Curricular Highlights

- Rigorous traditional music education based on 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:

**Grade 4** Winter Sing-Along

**Grade 5** Musical

**Grade 6** Dia De Los Muertos Celebration

**Grade 7** Black Excellence Celebration

**Grade 8** Musical

## Resources

### Websites

Musication, Brainpop, Chrome Music Lab, Music K-8, Teach Rock, Tidal (recorded music), Muscores, Bandlab, Chordchord

### Physical

Various instruments: boom whackers, audio mixer, keyboards, iPads, surfaces, drums.

### Sheet Music

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



# Grades 4-8 Physical Education Overview

## Units of Study

### Based on National and State Physical Education Standards from 2024

Our curriculum consists of the latest PE trends in the US and focuses on the Social Emotional growth of students in group activity settings and encourages students to develop their Physical Literacies & Skills across a wide variety of activities and movements.

## Philosophy

### Be Safe – Have Fun – Contribute!

In all PE Activities, both our individual and collective safety is a top priority. We experience the thrills of exploring movements which push our limits, and we always emphasize sportsmanship in everything we do, to help students develop the skills essential to become effective team members on and off the field.

## Skills and Activities

### Units this year include:

- Daily Warm-Ups
- Daily Stretching
- Team Building
- Throwing of objects
- Catching of objects
- Kicking of objects
- Sports Related Footwork
- Principles of Team Offense and Team Defense
- Soccer
- Volleyball
- Floor Hockey
- Basketball
- Basic Tumbling
- Intro to Yoga
- Fundamentals of Kickball, Softball & Baseball
- Intro to Lacrosse & Basic Stick Skills





# Grades 4-8 Visual Arts Overview

## Grade Level Emphasis

### Grade 4

Mixed Media and Puppets

### Grade 5

Painting and Printmaking

### Grade 6

Moving Masterpieces

### Grade 7

Realistic Drawing and Assemblage

### Grade 8

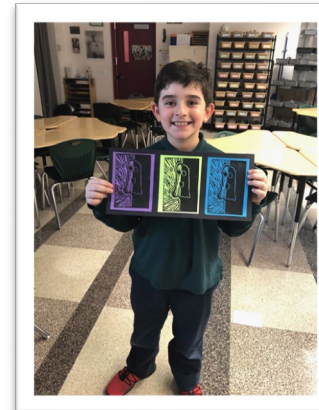
Sculpture and Independent Studio

## 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.

## Curricular Highlights

- Introduction and use of the elements of art and principles of design
- 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

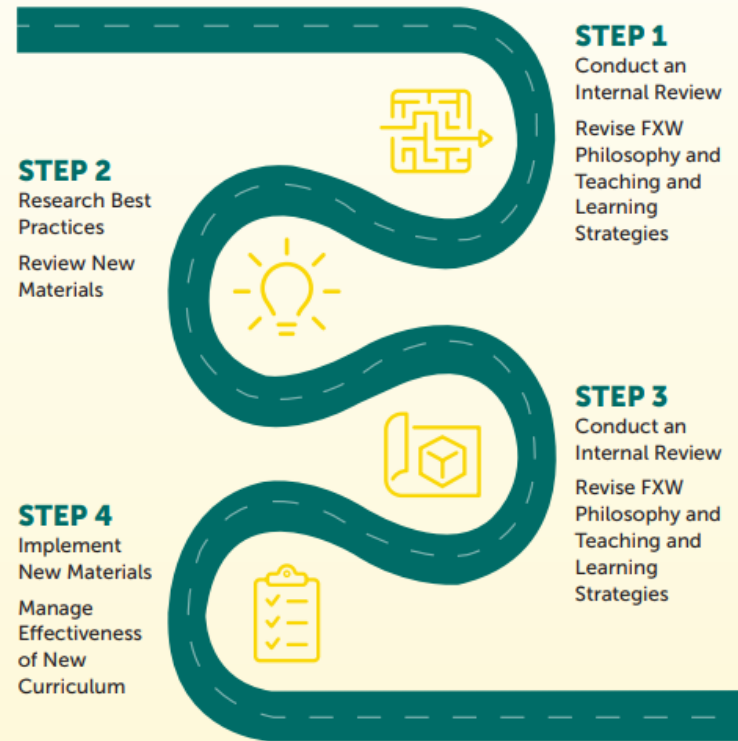


# Curriculum Review Process

## FXW Curriculum Process Chart



## 4 Step Process Design Designing Curriculum



	Review Process	Future Review
Math	2017-2018	2023-2024
		2029-2030
Social Studies	2022-2023	2028-2029
Writing	2022	2027-2028
Science	2022-2024	2029-2030
Grammar	2023	2028-2029
World Language & Specials	2023-2024	2028-2029
Literacy	OSP 2024 HNC 2025-2026	2030-2031
Religion	2023-2025 OSP 25-26	2030-2031
Word Study	2024	2029-2030

We use the [Culturally Competent Scorecard](#) to evaluate curricular materials by examining how well curricular materials reflect diverse perspectives, promote equity, and support inclusive learning environments. The scorecard guides our review process by assessing representation, authenticity, and accessibility across cultural, linguistic, and social dimensions. This ensures that the curriculum fosters respect and relevance for all learners.