



Family, School and Community Partnerships  
Leading to Successful Learning

**Elementary and**  
**Middle School**  
**Curriculum Guide**

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## **GRADES AND REPORTING**

Student grades are determined and mailed directly to parent(s)/guardian(s) on a mid-quarter and quarterly basis. Each quarter is approximately 10 weeks long and mid-quarter is approximately half the quarter (5 weeks). A progress report will be mailed home mid-quarter, and this occurs 4 times throughout the school year. A report card will be mailed quarterly, and this occurs 5 times throughout the school year, including summer school. Grades are generally determined by:

- A**     *A superior grade for outstanding performance*
- B**     *An excellent grade for above average performance*
- C**     *An average grade for satisfactory performance*
- D**     *A passing grade for below average performance*
- F**     *A failing grade*
- I**     *Required work is incomplete. Students have **ten days** to complete work before grade reverts to "F"*
- +**     *Following a letter grade indicates slightly higher grade*
- *Following a letter grade indicates slightly lower grade*

## **ASSIGNMENTS/HOMEWORK - GENERAL INFORMATION**

Students are expected to fulfill the particular requirements of a curriculum in order to fully benefit from the educational growth that class has to offer. If these requirements are not fulfilled, the teacher has the right to fail a student.

- Teachers will specify the logistics and expectations for satisfactory completion, timeframe, and grading.
- Students will be expected to complete the requirement within the given timeframe that the teacher has set.
- Teachers have the right to refuse homework if not completed in the specified amount of time. (*See Homework Policy on page 4*)
- Teachers have the right to make a reduction in grade if a student does not meet the assignment due date.
- Students who are sick or have an excused absence will be allowed the same timeframe plus one day to complete any work that has not been finished. (*See Make-up Policies during Absences on page 4*)

## **MAKE-UP POLICIES DURING ABSENCES**

### 1) Excused Absences

The student has the amount of days missed, plus one day to complete their missing class assignments and homework due to an excused absence. If the assignments are turned in after the allotted time, the student will receive  $\frac{1}{2}$  credit on the late assignments.

### 2) Unexcused Absences

If a student has an unexcused absence, he/she must complete the missing work for  $\frac{1}{2}$  credit. This includes class assignments, homework assignments, projects, quizzes, and/or tests. All work will be due the next day, no matter how many days in a row they are unexcused. If the assignments are turned in after the allotted time, the student will receive a zero on the late assignments.

## **HOMEWORK POLICIES**

If a homework assignment is not completed and turned in on-time, the following will occur:

- The student will still need to turn in the homework assignment and it will be considered late. They will receive  $\frac{1}{2}$  credit on the late assignment.
- After 2 days of a homework assignment being late, the student will receive no credit for the assignment. The assignment still needs to be handed in.
- If the student does not understand a homework assignment, they have the opportunity to ask for assistance from staff at the beginning of the school day, during study hall, and at the end of the school day. Not understanding a homework assignment is not an excuse for it not being completed by the due date.

## LANGUAGE ARTS

### **Language Arts 51031A000**

*Grade level: 3<sup>rd</sup>*

**Section Number: 01**

*Course length: 1 year*

Language Arts courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize independent reading and writing in a variety of assignments. Some emphasis may also be placed on presentation or oral communication skills. Specific content depends upon state standards for grade 3.

### **Language Arts 51032A000**

*Grade level: 4<sup>th</sup>*

**Section Number: 02**

*Course length: 1 year*

Language Arts courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize independent reading and writing in a variety of assignments and require students to respond to different material in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards for grade 4.

### **Language Arts 51033A000**

*Grade level: 5<sup>th</sup>*

**Section Number: 03**

*Course length: 1 year*

Language Arts courses include the four aspects of language use: reading, writing, speaking, and listening. These courses may extend students' skills in composition, writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5.

### **Language Arts 51034A000**

*Grade level: 6<sup>th</sup>*

**Section Number: 04**

*Course length: 1 year*

Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.

### **Language Arts 51035A000**

*Grade level: 7<sup>th</sup>*

**Section Number: 05**

*Course length: 1 year*

Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections. Specific content depends upon state standards for grade 7.

**Language Arts 51036A000**

*Grade level: 8<sup>th</sup>*

**Section Number: 06**

*Course length: 1 year*

Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8.

**LITERATURE/READING**

**Reading 51043A000**

*Grade level: 3<sup>rd</sup>*

**Section Number: 36**

*Course length: 1 year*

Reading courses focus on reading skills and may emphasize independent reading in a variety of assignments. Some emphasis may also be placed on presentation skills. Specific content depends upon state standards for grade 3.

**Reading 51044A000**

*Grade level: 4<sup>th</sup>*

**Section Number: 37**

*Course length: 1 year*

Reading courses focus on reading skills and may emphasize independent reading in a variety of assignments and require students to respond to different material in different ways. Specific content depends upon state standards for grade 4.

**Reading 51045A000**

*Grade level: 5<sup>th</sup>*

**Section Number: 38**

*Course length: 1 year*

Reading courses focus on reading skills and may extend students'; skills in distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5.

**Reading 51046A000**

*Grade level: 6<sup>th</sup>*

**Section Number: 39**

*Course length: 1 year*

Reading courses build upon students' prior knowledge and skill in reading and may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.

**Reading 51047A000**

*Grade level: 7<sup>th</sup>*

**Section Number: 40**

*Course length: 1 year*

Reading courses build upon students' prior knowledge and skill in reading and may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 7.

**Reading 51048A000**

*Grade level: 8<sup>th</sup>*

**Section Number: 41**

*Course length: 1 year*

Reading courses build upon students' prior knowledge and skill in reading. Typically, these courses use various genres of literature to improve reading skills, and link exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8.

**MATHEMATICS**

**Mathematics 52033A000**

*Grade level: 3<sup>rd</sup>*

**Section Number: 07**

*Course length: 1 year*

Mathematics courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. These courses often require students to improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole number and parts (quarters, thirds, halves), and estimation. Specific content depends upon state standards for grade 3.

**Mathematics 52034A000**

*Grade level: 4<sup>th</sup>*

**Section Number: 08**

*Course length: 1 year*

Mathematics courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content may include activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present conclusions based on data. Specific content depends upon state standards for grade 4.

**Mathematics 52035A000**

*Grade level: 5<sup>th</sup>*

**Section Number: 09**

*Course length: 1 year*

Mathematics courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content may include activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present their mathematical reasoning. Specific content depends upon state standards for grade 5.

**Mathematics 52036A000**

*Grade level: 6<sup>th</sup>*

**Section Number: 10**

*Course length: 1 year*

Mathematics courses typically emphasize skills in numerical operations (including basic operations and their property order); measurement, patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 6.

**Mathematics****52037A000****Section Number: 11***Grade level: 7<sup>th</sup>**Course length: 1 year*

Mathematics courses typically emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 7.

**Mathematics****52038A000****Section Number: 12***Grade level: 8<sup>th</sup>**Course length: 1 year*

Math courses typically emphasize proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. Specific content depends upon state standards for grade 8.

## **SCIENCE**

**Science****53233A000****Section Number: 13***Grade level: 3<sup>rd</sup>**Course length: 1 year*

Science courses involve observation, measurement, and description of simple systems. Course content may include the scientific process; life and environmental sciences; and physical, earth, and space science. Specific content depends upon state standards for grade 3.

**Science****53234A000****Section Number: 14***Grade level: 4<sup>th</sup>**Course length: 1 year*

Science courses typically explore complex systems, such as plant and animal adaptation, forces and motion, and physical and chemical changes in matter, or content consistent with state academic standards. Students may identify causes and effects of change, make predictions, and gather data from multiple sources. Specific content depends upon state standards for grade 4.

**Science****53235A000****Section Number: 15***Grade level: 5<sup>th</sup>**Course length: 1 year*

Science courses build on the study of various systems. They may include identification and description of cycles, comparisons of forms of matter and energy, forces, or content consistent with state academic standards. Student may make comparisons and interpret and analyze information. Specific content depends upon state standards for grade 5.

**Science****53236A000****Section Number: 16***Grade level: 6<sup>th</sup>**Course length: 1 year*

Science courses typically include subject matter from several strands of science, including earth/space sciences, physical sciences and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6.



**Science**    **53237A000**    **Section Number: 17**  
*Grade level: 7<sup>th</sup>*    *Course length: 1 year*  
Science courses build on previous years of scientific inquiry and typically include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 7.

**Science**    **53238A000**    **Section Number: 18**  
*Grade level: 8<sup>th</sup>*    *Course length: 1 year*  
Science courses typically include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 8.

## **SOCIAL STUDIES**

**Social Studies**    **54433A000**    **Section Number: 19**  
*Grade level: 3<sup>rd</sup>*    *Course length: 1 year*  
Social Studies courses build on previous knowledge and introduce concepts in the social studies disciplines: history, geography, civics and government, and economics. Instruction of the disciplines is often integrated for instructional purposes. Students may study these disciplines through the context of a specific theme or discipline, such as state-based social studies or U.S. History. Specific content depends upon state standards for grade 3.

**Social Studies**    **54434A000**    **Section Number: 20**  
*Grade level: 4<sup>th</sup>*    *Course length: 1 year*  
Social Studies courses continue to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses may take a more discipline-specific approach, such as concentrating on U.S. History, or civic engagement for periods of time. Specific content depends on state standards for grade 4.

**Social Studies**    **54435A000**    **Section Number: 21**  
*Grade level: 5<sup>th</sup>*    *Course length: 1 year*  
Social Studies courses continue to develop skills in history, geography, civics and government, and economics. These courses may be more discipline-specific (dividing up state history, U.S. History, geography, government, and so on). Specific content depends upon state standards for grade 5.

**Social Studies**    **54436A000**    **Section Number: 22**  
*Grade level: 6<sup>th</sup>*    *Course length: 1 year*  
Social Studies courses provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. These

courses often focus on the history, culture, and government of various specific world societies. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6.

**Social Studies**

**54437A000**

**Section Number: 23**

*Grade level: 7<sup>th</sup>*

*Course length: 1 year*

Social Studies courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7.

**Social Studies**

**54438A000**

**Section Number: 24**

*Grade level: 8<sup>th</sup>*

*Course length: 1 year*

Social Studies courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Typically, these courses focus on single disciplines at a time (e.g., state-specific history and government, U.S. History, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8.

**PHYSICAL EDUCATION**

**Physical Education**

**58033A000**

**Section Number: 25**

*Grade level: 3<sup>rd</sup>*

*Course length: 1 year*

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 3.

**Physical Education**

**58034A000**

**Section Number: 26**

*Grade level: 4<sup>th</sup>*

*Course length: 1 year*

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 4.

**Physical Education**

**58035A000**

**Section Number: 27**

*Grade level: 5<sup>th</sup>*

*Course length: 1 year*

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus;

health education topics may also be included. Specific content depends upon state standards for grade 5.

**Physical Education**

**58036A000**

**Section Number: 28**

*Grade level: 6<sup>th</sup>*

*Course length: 1 year*

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6.

**Physical Education**

**58037A000**

**Section Number: 29**

*Grade level: 7<sup>th</sup>*

*Course length: 1 year*

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 7.

**Physical Education**

**58038A000**

**Section Number: 30**

*Grade level: 8<sup>th</sup>*

*Course length: 1 year*

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends up on state standards for grade 8.

**ELECTIVES**

**Personal Development**

**72209A000**

**Section Number: 31**

*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>*

*Course length: 1 year*

Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others.

**Ceramics/Pottery** **55159A000** **Section Number: 32**  
*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>* *Course length: 1/2 year*  
Ceramics/Pottery courses focus on creating three-dimensional works out of clay and ceramic material. Attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

**Computer Applications** **60004A000** **Section Number: 33**  
*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>* *Course length: 1/2 year*  
Computer Applications courses focus on acquiring knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including word-process, spreadsheets, graphics, and database programs. It may also include electronic mail and desktop publishing.

**Creative Writing** **51104A000** **Section Number: 44**  
*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>* *Course length: 1/2 year*  
Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the course is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft.

**Assisted Reading** **51067A000** **Section Number: 34**  
*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>* *Course length: 1/2 year*  
Assisted Reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular struggles and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently.

**Mathematics- Supplemental** **52996A000** **Section Number: 35**  
*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>* *Course length: 1/2 year*  
Mathematics-Supplemental courses are designed to be taken in addition to or in coordination with other mathematical courses, provide instruction to assist students in acquiring mathematical skills so that students attain necessary grade-level skills or reach a desired competency level.

**Journalism** **61101A000** **Section Number: 42**  
*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>* *Course length: 1/2 year*  
Journalism courses emphasize writing style and technique as well as production values and organization. The courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing.

**Health Education**

**58051A000**

**Section Number: 43**

*Grade level: 3<sup>rd</sup> – 8<sup>th</sup>*

*Course length: 1/2 year*

Health Education courses typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. Courses may include brief studies of environmental health, personal development, and/or community resources.