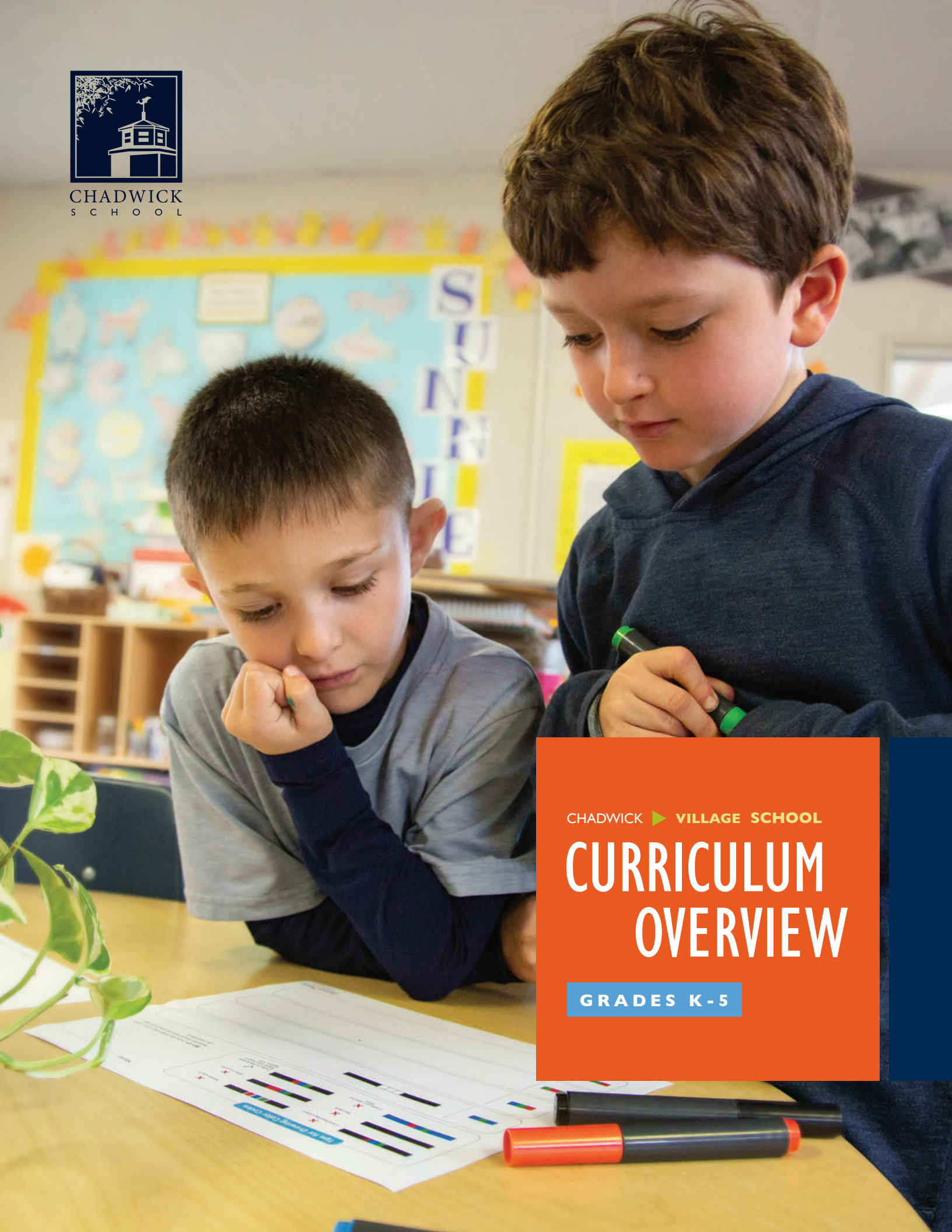




CHADWICK
SCHOOL



CHADWICK ► VILLAGE SCHOOL

CURRICULUM OVERVIEW

GRADES K-5

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CHADWICK SCHOOL MISSION

Chadwick Schools develop global citizens with
keen minds, exemplary character,
self-knowledge and the ability to lead.

Chadwick's integrated Village School curriculum develops the foundational learning habits, cognitive skills, and inquiring attitudes that prepare children for the challenging and rewarding intellectual pursuits of Middle and Upper School and beyond. The curriculum across areas and grades has been intentionally designed to help students develop Chadwick's six Core Competencies: critical and creative thinking, communication, collaboration, character, courage and cultural competence. Children in the Village School are active learners who engage in rich, varied hands-on experiences throughout each day.

**CURRICULUM
OVERVIEW**

SUBJECT AREA



VILLAGE LITERACY PROGRAM

The Village Literacy Program builds language skills in an interconnected way to nurture a love of learning and develop strong critical and creative thinkers and communicators who are independent readers, skillful writers, clear speakers, active listeners and discriminating viewers and consumers of media. Students engage every day in the reading and writing of real texts that help them to more deeply understand themselves and others and contribute to the world around them.

READING

Reading in the Village School seeks to inspire a love of learning and guide students to build the foundational skills they need to flourish as independent readers. Throughout each day, teachers provide explicit instruction on reading strategies and skills and model reading behaviors, and children have sustained time to engage in different types of reading and to talk and write about books and strategies. Small-group reading instruction helps teachers focus on students' specific needs, accelerating their progress. Starting in the Upper Village (grades three to five), in addition to independent and small group reading, students engage in texts as a class that expose them to a wide variety of genres and perspectives.

Village students learn to engage in an active reading process that helps them to read to learn more about themselves and the world around them. They build skills and strategies that enable critical reading with increasing independence.

- Students decode and comprehend increasingly complex texts: What do texts say?
- They analyze and interpret: What do texts mean?
- They evaluate, synthesize and apply understandings: Why do texts matter?

Students also have frequent opportunities to apply reading skills to become strong researchers, gathering, evaluating, synthesizing and citing information from credible sources to communicate discoveries.

WRITING

Chadwick's writing program, which works alongside reading instruction, promotes lifelong learning and appreciation for the power and beauty of language. Village teachers do not aim to help students simply produce strong pieces of writing but, instead, seek to develop strong writers.

Village teachers use a writer's workshop approach to model, teach and assess writing skills in order to develop students' confidence and ability to communicate with different audiences and for a variety of

purposes. During writing workshops, students compose pieces of writing and, through sustained daily practice and frequent one-on-one conferences with teachers, they become effective, more deliberate communicators. This approach embraces explicit, clear instruction in writing. In addition, just as real authors rehearse, draft, revise, edit and publish, students consistently participate in these essential reiterative stages of the writing process. As writing skills build in complexity each year, Village students grow their personal voice and become strong writers of narratives and stories, opinions and informational texts.

LANGUAGE USAGE

Integration of phonics, spelling and grammar helps children sound out words when reading, spell accurately, and apply grammar and punctuation conventions when writing. Phonics instruction is a critical emphasis in the Lower Village (grades K to two). Early grades in the Village take advantage of "Foundations," a research-based phonics, spelling and handwriting approach that helps students sound out words when reading and correctly spell words while writing. During reading and writing workshops and through additional explicit instruction, teachers create language-rich environments that help children spell accurately, understand and apply grammar and punctuation conventions, build word consciousness, and learn and improve vocabulary. The focus is on learning and understanding spelling, punctuation and grammatical patterns that students can then independently apply to new contexts.

LISTENING AND SPEAKING

Village students engage in daily experiences that help them use language to effectively communicate and collaborate with others. Children at every grade learn how to orally articulate thoughts and ideas clearly in a variety of forms and contexts. They develop public speaking skills, use technology to enhance oral presentations and engage in collaborative discussions, activities and projects, learning how to actively listen to others, contribute meaningfully, ask questions and interact with different points of views.

SOCIAL STUDIES

While strengthening literacy skills and behaviors, Village students gain knowledge about geography and local, state, national and global communities in the past and present. Social Studies provides an ideal opportunity to engage in interdisciplinary, hands-on inquiry and project-based experiences. Students explore different aspects of identity, both of themselves and others, in order to build curiosity about and appreciation for difference and to develop cultural competence. In the Upper Village, students build deeper historical knowledge about Los Angeles, California and the United States, further strengthening understanding of self and place.

VILLAGE MATHEMATICS PROGRAM

The Village Mathematics Program focuses on three interconnected components that work together to develop confident, curious, critical, and creative thinkers, and accurate, efficient and flexible mathematicians.

- **Procedural Fluency:** Students build automaticity with their math facts and ability to move through mathematical processes and algorithms with ease and accuracy. Early grades use technology, such as Reflex Math, to help practice and assess addition, subtraction, multiplication and division math facts.
- **Conceptual Understanding:** Automaticity of facts, computation and procedures reflects an important pillar of Chadwick's math program; however, mathematical understanding demands more than applying rote skills and correctly following the steps in a process. It is essential for children to understand the reasons behind the content they learn so that they can both explain and apply mathematics to new situations. Teachers help children to communicate reasoning, solve problems in multiple ways and discern efficiency in strategies.
- **Problem Solving:** Every level of Chadwick's math program remains grounded in authentic, rich problem-solving tasks. Teachers provide relevant tasks that stretch students' thinking, focus on their ability to question, make connections and transfer their learning to real world contexts.

All grade levels take advantage of the Math in Focus curriculum, a research-based program that focuses on mastery of concepts with rich and dynamic problem-solving. Math in Focus is an American curriculum that is founded on the Singapore Math methodology. The Singapore Math methodology features visualization: moving students through a concrete phase with manipulatives to a pictorial approach and ultimately, to abstract representations. This process guides students to think deeply about mathematics, emphasizing the development of 21st-century skills that align with Chadwick's Core Competencies.

In grades K to two, the primary focus of instruction centers on building number sense, an understanding of place value and equivalence. Kindergarten and first grade emphasize big thinking in the context of small numbers, supporting strong flexibility and number sense. The deeper understanding developed in kindergarten and first grade enables the faster development of skills that begin in second and third grade.

In grades three to five, students expand their understanding of place value and patterns to develop strategies for multiplication and division, including work with decimals and fractions. As students move into the development of algebraic understanding, the emphasis shifts to proportional relationships, graphic representations, algebraic modeling and solving for unknown quantities. Children are expected

to communicate mathematical thinking and reasoning, understand and apply problem solving strategies, and transfer understanding of skills to a new context or non-routine problems.

VILLAGE SPECIALIST PROGRAM

Sprung from the core subjects, Chadwick's Village curriculum features a robust specialist program that highlights commitment to the development of the whole child. The specialist program is an integrated part of the Village curriculum that inspires interest in new areas and develops skills and understandings in STEM, the arts, physical education, global language and culture, and information literacy and library skills. The development of Chadwick's Core Competencies crosses all curricular areas.

STEM

Starting in kindergarten, students spend focused STEM time twice per week wondering, discovering and creating with the Village science teachers, makerspace teacher and digital learning specialist in the science and makerspace labs. They engage in hands-on lab work and investigations to better understand, explain and even improve how the world works; to generate questions and gather and analyze evidence to investigate those questions; and to learn how to effectively share scientific ideas with diverse audiences. In **Science**, Village students engage in hands-on labs to plan and carry out investigations; analyze and interpret data; construct explanations and design solutions; and obtain, evaluate and communicate information. They study topics in the earth and space sciences, life sciences and physical sciences, and they use mathematics and computational thinking to engage in evidence-based arguments. During **Digital Learning and Making**, students learn foundational coding skills and begin to explore design thinking to create, explore, research and problem-solve. Lower Village students take advantage of class iPads to build their technology skills, including digital citizenship and keyboarding. Upper Village students use family-owned Chromebooks to learn how to maximize technology for productivity and creativity.

ARTS

Village students grow as artists and musicians, spending two days per week in the art studio with a Village **visual art** teacher and two days per week in the **music** room with the Village music teacher. Students immerse themselves in the visual arts, working with a variety of media that includes clay, paint, watercolor, pencil and more. In addition to expressing their own creativity, children learn foundational techniques, and they learn about artistic masters through in-class lessons and field trips. The vocal music program begins with singing and develops music appreciation through vocal study and performance. Each year, students build upon their understanding of pitch, rhythm, musical literacy, composition and expression, with opportunities to sing and perform during concerts throughout the year. All students sing and

learn to play the violin in the fourth grade. In the fifth grade, students choose to more deeply explore vocal or instrumental music.

PHYSICAL EDUCATION

Students work with Village coaches four times per week to refine locomotor movements, body control, and balance and build athletic skills. While engaging in a variety of sports and physical activities, children learn important teamwork skills, how to problem solve when faced with obstacles and how to compete skillfully with healthy sportsmanship. Through collaborative activities and a rock-climbing sequential program, students learn how to persevere through fear of failure to take responsible risks and explore new opportunities. All Village students develop swimming and water polo skills in the pool and work with the dance teacher in the dance studio during one rotation each year.

SPANISH

Children begin to learn Spanish starting in kindergarten, as exploring new languages, customs and cultures both strengthens listening, speaking, writing, and reading skills and also helps foster curiosity and cultural competence. Through song, art and collaborative activities, children begin to understand and speak a new language, ultimately being able to carry on basic conversations in Spanish with teachers and peers. Learning about their own language and customs and other cultures helps children foster an openness to and appreciation of difference. Upper Village students continue building their Spanish language skills and understanding, while speaking a new vocabulary. They begin to read and write in Spanish at an introductory level and learn to conjugate key verbs both orally and in writing. Students who already have Spanish knowledge are challenged through individualized opportunities to deepen their communication, reading and writing skills in the target language. Time in the Village also sparks a K-12 connection with Chadwick International (South Korea) peers. Opening their minds to new ways to communicate, students take a first step toward cross-cultural relationships.



INFORMATION LITERACY AND LIBRARY SKILLS

Throughout their time in the Village, students learn foundational skills that enable them to be critical consumers of information and effectively navigate a library. The Village-dedicated librarian supports classroom literacy instruction within the library and the classroom and gets to know students well, helping them identify books that align with their interests and passions and discover new genres, authors and topics. Class trips to the library and engagement with the Village librarian incorporate storytelling, book checkout and research skills. Upper Village students can also visit the library during afternoon recess in order to return and check out books more frequently.

SOCIAL-EMOTIONAL LEARNING

Children in the Village learn how to become resilient, resolve conflicts, and better understand themselves and others. The Village supports character development through Chadwick's Core Values of respect, responsibility, compassion, honesty and fairness. The development of such skills and qualities is an integral part of the Chadwick Village curriculum every day.

Village teachers take advantage of Responsive Classroom practices to proactively create warm, inclusive class communities and build skills and behaviors that guide and coach children to build self-knowledge and strong character.

Students in the Village learn how to:

- Make consistent choices that reflect the Core Values.
- Respect and include others.
- Maintain healthy relationships.
- Take on various roles including leader, participant and helper.
- Seek help when needed.

Throughout their time in the Village, students also learn how to be effective learners who:

- Engage in learning with attention and curiosity.
- Monitor behavior and use self-control to keep their body and mind ready for learning.
- Actively contribute to class duties, activities and discussions.
- Work through challenges and apply effort to improve learning.
- Organize materials, complete tasks and meet timelines. ■

**CURRICULUM
OVERVIEW**

GRADE LEVEL



KINDERGARTEN

Emerging readers and writers learn how to connect spoken, written, and visual representations of ideas and experiences. Through individual and small group instruction, children are introduced to concepts about the printed word, left-to-right progression, letter-sound association, and decoding strategies such as picture and context clues. Children work on handwriting skills and apply their emerging phonics skills to “brave” spelling so that they can write words and sentences with increasing independence and accuracy. Children begin to write by drawing and labeling, ultimately putting together personal narratives, pattern books, how-to books and persuasive letters. At this age, children’s reading and writing skills vary widely, so instruction adapts to individual development.

In **mathematics**, children begin to develop strong number sense. They read and write numbers, put together and take apart numbers, compare, sort and recognize the geometric world we live in. Children explore mathematical patterns, create number sentences and use math to solve real-world problems. Kindergartners develop their understanding of math concepts and patterns through the use of hands-on materials, group discussions and individual practice.

Kindergartners further develop their mathematical and literacy skills during **science**. They explore various topics, such as animals and marine life, and they begin to learn how to think and write like scientists.

While developing foundational skills, children explore “Who I am and Where I am” during **social studies**. They learn about how to meaningfully navigate a class and school community, working on self-management skills, how to be a positive member of a group (sharing, cooperating, negotiating disputes, being considerate and helpful), and how to care for the classroom and campus environment. Children develop interpersonal skills such as self-advocacy, cooperation and collaboration. Teachers guide children to understand and respect individual, social and cultural differences. Instruction focuses on inquiry and investigation as children explore and learn.

See sample Kindergarten Block Schedule on the following page.

FIRST GRADE

Beginning literacy skills continue to develop as children learn to identify and read books at their “just right” level. Decoding and comprehension lessons model strategies that are practiced individually and in small guided reading groups. Children meet regularly with their teachers in individual and small group reading conferences to further develop decoding, comprehension and beginning inferential skills. Discussions and readers theater are incorporated to help children learn how to talk about what they read.

Through the **writer’s workshop process**, children develop their skills in writing narrative, informational and opinion texts. They write real and fictional stories, nonfiction chapter books and persuasive reviews. Through word study, spelling patterns and grammatical conventions are taught and practiced in developmental groups.

First-grade **mathematics** emphasizes adding and subtracting whole numbers, understanding place value, comparing numbers, the meaning of measurement, and putting together and taking apart shapes. Children learn a variety of foundational problem-solving strategies, such as number bonds and bar models, to make meaning of addition and subtraction and to develop varied strategies to solve arithmetic problems. Children begin to more intentionally communicate mathematical thinking and reasoning, understand and apply problem solving strategies, and transfer understanding of skills to new contexts or non-routine problems.

First-graders continue exploring in the **science** lab in order to engage in hands-on labs and lessons. Students engage in “real” science as they plan and carry out investigations, analyze and interpret data, construct explanations and design solutions, and obtain, evaluate and communicate information.

First-graders continue to explore how to build a **strong community**, zooming out a bit further to explore “Who We Are and Where We Are.” They learn more about engaged citizenship, exploring responsibility and how to work together constructively to solve problems. Appreciation of multiple perspectives and interdependence is emphasized. Through interdisciplinary, hands-on experiences students explore topics such as families, friendship, citizenship and structures around the world.

SECOND GRADE

Second-graders read chapter books, choosing reading material at an appropriate level with guidance. They learn to read out loud with fluency and expression and how to apply comprehension and inference strategies to increasingly complex texts. Children respond to texts in writing and with peers during literature discussions and readers theater.

Writing skills further develop with practice as children engage in writing personal narratives, country research reports, persuasive essays and poetry. They also begin to read closely to gather evidence from multiple texts to craft informational reports and persuasive arguments. Phonics instruction continues to be an emphasis as children strengthen their ability to spell accurately and apply conventions such as capitalization and punctuation to their writing. Village students are also exposed to cursive writing instruction starting in the second grade.

Second-grade **mathematics** focuses on building an understanding of the base-10 system and place value concepts, quick recall of addition and subtraction facts, fluency with multi-digit addition and subtraction,

and understanding of linear measurement and tools. Second-graders focus on standard algorithms and building mental strategies for solving more complex problems. They also engage in multi-step word problems.

Skills of observing, classifying, predicting, hypothesizing and communicating ideas accurately are emphasized in **science** as second-graders investigate the world around them. Students continue to develop their understanding of the crosscutting concepts of patterns, cause and effect, energy and matter, structure and function, and stability and change.

Students zoom out further to explore how they're part of the **global community**. They explore and create projects that show a deepening understanding of important American symbols, beginning with economics related to needs and wants and the wide world around them, including geography and culture.

THIRD GRADE

Reading with increasing independence, accuracy and depth is a key feature of third grade. Children learn about literary genres and expand their repertoires, reading widely. Predicting outcomes, making inferences, identifying main ideas, recognizing plot elements and themes, and noticing the author's perspective are practiced. Children read works of nonfiction and engage in research processes, using multiple sources and learning how to assess the credibility of information.

Mini-lessons and individual conferences continue to develop **writing** skills. Children begin creating more detailed, thoughtful, and well-structured writing and revising with greater intention. They compose personal narratives, fictional stories, nonfiction essays and reports, and a variety of persuasive writing, including literary essays. Students also begin to respond to reading through writing in greater depth. They edit for spelling, punctuation and grammar with increased intentionality, focusing on a new spelling and grammatical pattern each week to apply to their writing.

Third-grade **mathematics** focuses on building an understanding of multiplication and division strategies, knowing multiplication and division facts, and developing an understanding of fractions and fraction equivalence. Students use properties of multiplication and understand unit fractions and equivalent fractions. The number line plays a big role in the teaching of fractions. Third-graders continue learning more about measurement, including volume and mass. Students learn how to take advantage of their strong conceptual understanding to use a variety of strategies to solve multi-step word problems. They communicate mathematical thinking and reasoning, understand and apply problem-solving strategies, and transfer understanding of skills to a new context or non-routine problems. In science, students formulate answers to their questions as they continue to practice asking testable questions and defining problems. Emphasis is placed on developing and using models in order to communicate scientific ideas.

Children explore the **“The Story of Los Angeles and Me,”** building upon their understanding of the relationship between identity and place, and gain historical knowledge of indigenous communities and cultures. A study of Los Angeles is introduced, including its genesis and multicultural roots.

FOURTH GRADE

Students practice the habits and skills of **active readers** and begin to gain deeper meaning by reading between the lines, gleaned both inferential meaning as well as comprehending the literal. Discussions of literature include references to literary elements and how patterns of evidence help support interpretations and develop themes.

After understanding the structure of a well-organized, coherent body paragraph (topic sentence, supporting evidence and details), children put increasingly coherent body paragraphs together in order to craft essays. Students use the **writing process** to create an essay with an introduction and thesis, body paragraphs that begin with topic sentences, and a conclusion. They continue to craft narrative, informational and persuasive texts, including historical and literary essays and realistic fiction stories. Students spell more accurately, expand their vocabulary, and use punctuation and grammatical conventions to create accurate, clear and varied sentences.

Fourth-grade **mathematics** emphasizes multiplication and division, including multi-digit multiplication, a deepening understanding of fractions (including equivalent fractions), addition and subtraction of fractions, and an understanding of decimals. It also includes understanding angles, area, and perimeter formulas and line symmetry. Students use number sense and strategies to assist with efficient problem-solving, find multiple methods and strategies to solve problems, and explore ways to communicate mathematical thinking.

In **science**, fourth-graders analyze and interpret data about the world around them. Students apply their knowledge of natural earth processes to generate and compare multiple solutions to reduce the impacts of human behaviors.

Students explore and come to appreciate the roots of the diverse state of **California** during the fourth grade. A focus on California history is analyzed, with an emphasis on mapping, geography, indigenous peoples, missions and the concept of multiple perspectives. Fourth-graders engage in a deep study of the Gold Rush, bringing their learning to life through immersive experiences, guest speakers and field trips.

FIFTH GRADE

Fifth-grade students explore various genres through individual choice books, literature circles, and whole-class texts. They generate in-depth responses to **literature**, including using patterns of evidence throughout a text to support interpretations. Students develop

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:55 – 8:20 a.m.	MORNING MEETING/CALENDAR		LATE START	MORNING MEETING/CALENDAR	
8:20 – 8:40 a.m.					
8:40 – 9 a.m.	ART A/SMALL GROUP READING	WRITER'S WORKSHOP	READER'S WORKSHOP	WRITER'S WORKSHOP	SECOND STEP (SEL)
9 – 9:20 a.m.					MATH
9:20 – 9:40 a.m.		PHONICS		PHONICS	
9:40 – 10 a.m.	SNACK AND RECESS				
10 – 10:25 a.m.	MATH	ART B/SMALL GROUP READING	SPANISH	MATH	WRITER'S/READER'S WORKSHOP
10:25 – 10:45 a.m.				MATH	
10:45 – 11:05 a.m.	SPANISH			SPANISH	PHONICS
11:05 – 11:25 a.m.	WRITER'S WORKSHOP	MATH	WRITER'S WORKSHOP	READER'S WORKSHOP	LIBRARY
11:25 – 11:45 a.m.					
11:45 a.m. – 12:15 p.m.	LUNCH AND RECESS				
12:15 – 12:35 p.m.					
12:35 – 1 p.m.	PE			QUIET TIME	PE
1 – 1:20 p.m.				SOCIAL STUDIES	
1:20 – 1:40 p.m.	QUIET TIME	QUIET TIME	QUIET TIME		QUIET TIME
1:40 – 2 p.m.	PHONICS	STEM	SOCIAL STUDIES	STEM	FREE CHOICE
2 – 2:20 p.m.	SOCIAL STUDIES				VILLAGE ASSEMBLY
2:20 – 2:40 p.m.		MUSIC	PHONICS	MUSIC	
2:40 – 3 p.m.	FREE CHOICE		FREE CHOICE		2:30 p.m. DISMISSAL
3 – 3:15 p.m.	CLOSING MEETING				
3:15 p.m.	DISMISSAL				

A sample weekly schedule for kindergarten

skills as active, informed readers who formulate questions, visualize, annotate, synthesize, make connections and become increasingly insightful interpreters of what they read.

Using the **writing process**, students create narratives and descriptive, expository and persuasive essays, including research-based reports, literary essays and memoirs. Mini-lessons and individual conferences help students understand how their choices create meaning, including the development of skills in more varied structures, voice and mechanics. Writing practice includes crafting essays with an introduction and thesis, body paragraphs with topic sentences, evidence and analysis, and conclusions. Children continue to learn and apply new vocabulary and build foundational grammar and punctuation skills to apply to their writing.

The fifth-grade **mathematics** curriculum reinforces computational skills and applications while continuing to encourage students to investigate the how and why behind mathematical concepts. This year emphasizes long division, four operations with fractions and decimals, an understanding of the algorithms, volume, dot plots and

the coordinate grid in the first quadrant. Fifth-graders also learn about ratios, percents, area of triangles (including non-right triangles), algebraic expressions and surface area. Direct instruction, class and small group discussions, hands-on practice, and interactive games continue to be some of the methods used to engage students' mathematical thinking.

Fifth-graders ask questions, develop models, investigate and conduct experiments while studying topics in the scientific strands of living things, earth **sciences and chemistry**. Students use mathematics and computational thinking in order to engage in argument from evidence.

The study of **United States** history and government are the cornerstones of the fifth-grade social studies curriculum. Students explore and come to appreciate the roots of the diverse country of America, learning about various states and regions, colonial times, the Revolutionary War, systems of government, court systems and migration. Through hands-on, interactive experiential projects, research and discussions, students interact with American history and events from multiple perspectives. ■



CHADWICK
S C H O O L

Chadwick School
26800 S. Academy Drive
Palos Verdes Peninsula, CA 90274-3997

FOR MORE **INFORMATION**

As a Chadwick Village School student, your child will spark a lifelong love of learning, build a supportive community and be challenged to grow both intellectually and personally.

Visit us at: chadwickschool.org