



THE UNIVERSITY OF  
**CHICAGO**  
LABORATORY SCHOOLS



2024  

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2025

# Lower School **PROGRAM OF STUDIES**

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## Mission Statement of The Laboratory Schools

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The Laboratory Schools are home to the youngest members of the University of Chicago's academic community. We ignite and nurture an enduring spirit of scholarship, curiosity, creativity, and confidence. We value learning experientially, exhibiting kindness, and honoring diversity.

## Laboratory Schools Diversity Statement

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Diversity at the Laboratory Schools includes the thoughts and worldviews, identities and affiliations, aptitudes and aspirations, races and cultures, genders and sexualities, and experiences and economics of our students, families, faculty, administrators, and staff. Through their engagement with diversity, students will gain the preparation they need to live and lead in a complex world, with an inherent sense of inclusiveness and justice. The Laboratory Schools do not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by law.

### Community Agreement for the Lower School

In the Lower School we agree to be kind, thoughtful and responsible members of the community. This encompasses every single aspect of a student's experience in Lower School.

### PEN Principals

Education must amplify students' voice, agency, conscience, and intellect to create a more equitable, just, and sustainable world.

- Education must encourage the active participation of students in their learning, in their communities, and in the world.
- Education must respond to the developmental needs of students, and focus on their social, emotional, intellectual, cognitive, cultural, and physical development.
- Education must honor and nurture students' natural curiosity and innate desire to learn, fostering internal motivation and the discovery of passion and purpose.
- Education must emerge from the interests, experiences, goals, and needs of diverse constituents, fostering empathy, communication, and collaboration across differences.
- Education must foster respectfully collaborative and critical relationships between students, educators, parents/guardians, and the community.

## CASEL SEL Framework

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**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

**Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

**Responsible decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

**Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

**Social awareness:** The abilities to understand the perspectives of and empathize with others including those from diverse backgrounds, cultures, and contexts. This included the capacities to feel compassion for others, understand broader historical social norms for behavior in different settings, and recognize family, school, and community resources and supports.

# DEI Goals for Race and Ethnicity

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**Essential questions:**

- How do we name and affirm our own and others’ racial identities?
- What is the history of race in our society?
- What evidence exists for racial injustice in our society?
- How do we embrace pride and joy in marginalized racial identities and celebrate the accomplishments of persons of marginalized racial identities?

**Learning goals:**

In developmentally-appropriate ways, Lower School students will:

- Explore how racial identity affects personal lived experience;
- Explore the evolving history of race, including evidence of injustices based on race and ethnicity;
- Understand how citizens can advocate for racial justice;
- Celebrate marginalized racial identities and the accomplishments of people from marginalized racial identities.

In addition, Lower School students will be engaged in developmentally-appropriate discussions about power in society, specifically:

<b>Grade 3 Students will...</b>	<b>Grade 4 Students will...</b>	<b>Grade 5 Students will...</b>
Explore evidence of how power has historically been accessed by persons of different racial identities	Recognize microaggressions as expressions of power and understand how they can be disrupted	Understand the evidence and arguments for concepts including white supremacy and systemic racism



## Progress Report Standards

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### All Grades

#### Social Emotional Learning, Citizenship, and Work Habits

##### Self Awareness & Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

##### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

##### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

### Language Arts

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Language Arts consists of the subject areas of reading, writing (including spelling, grammar, mechanics, language usage and penmanship), listening and speaking. We believe that reading, writing, and speaking are essential to all learning. Our primary goal in literacy instruction is to provide the tools to effectively interpret and communicate the spoken and written word. Students will experiment with different writing genres and styles to increase their confidence through sharing their works with authentic audiences. Students' passion and curiosity for language arts develops when they make connections through inquiry, discussion, research, and reading for pleasure. Language is powerful -students need to be taught to develop facility with this power with care, thoughtfulness and skill. In doing so, they are encouraged and increasingly able to find their own voice. Diverse voices enrich their understanding of our world.

## Strands

The following general goals are ones adapted from the Standards for the English Language Arts compiled by the International Reading Association and the National Council of Teachers of English. “These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities -reading and writing, and associating spoken words with their graphic representations. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning.”

1. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
2. Students read a wide range of texts, including fiction, nonfiction, classic and contemporary works. They learn to construct an understanding of texts that helps inform an understanding of themselves, of the cultures of the United States and the world. Students utilize text to acquire new information, to support their interaction with the world, and for personal fulfillment.
3. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), figurative language, and features of genre to create, critique and discuss print and nonprint texts.
4. Students use spoken, written and visual language to both further their own interests and for the exchange of information.
5. Students use a variety of technological and informational sources (e.g., libraries, databases, web resources, videos) to gather and synthesize information and to create and communicate knowledge.

## Reading

### Grade 3

As children transition from Primary School’s emphasis on “learning to read” to “reading to learn,” they are taught to read for many purposes across a variety of genres. Third graders are asked to reflect upon the choices they make as readers, including their reading selections. With guidance from their teacher, students learn to select books that are appropriate to their needs. Students reflect and become more comfortable sharing their thoughts during book discussions. They explore a variety of ways to discuss their thinking with peers and to listen to the opinions of others in book discussions. They learn comprehension strategies for nonfiction and fiction texts. Children are also able to locate relevant information in texts to answer questions or to support research.

## Goals and Skills

### Reading: Literature

#### Key Ideas and Details:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Distinguish their own point of view from that of the narrator or those of the characters.

#### Integration of Knowledge and Ideas:

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- Compare and contrast the themes, settings, and plots of stories

#### Range of Reading and Level of Text Complexity:

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Reading: Informational Text

#### Key Ideas and Details:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### Craft and Structure:

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas:



- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity:**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills Phonics and Word Recognition:**

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

**Fluency:**

Read with sufficient accuracy and fluency to support comprehension.

## Grade 4

The fourth-grade language arts curriculum challenges students to read texts with deeper meaning in fiction and nonfiction. It addresses universal themes such as friendships, sibling relationships, global awareness, and cultural similarities and differences. Students use writing to organize and present ideas, to argue a point of view, and record personal impressions and experiences. Listening and speaking articulately are necessary language skills that continue to develop in fourth grade.

## Goals and Skills

### Reading: Literature

**Key Ideas and Details:**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Craft and Structure:**

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of

characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Integration of Knowledge and Ideas:**

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Range of Reading and Level of Text Complexity:**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Informational Texts**

**Key Ideas and Details:**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure:**

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Integration of Knowledge and Ideas:**

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity:**

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Foundational Skills**

#### **Fluency:**

Read with sufficient accuracy and fluency to support comprehension.

### **Reading: Foundational Skills**

#### **Phonics and Word Recognition:**

Know and apply grade-level phonics and word analysis skills in decoding words.

## **Grade 5**

Proficiency in reading is nurtured when children are exposed to reading in as many content areas as possible. This occurs in literature, mathematics, history, geography, as well as reading of their own and classmates' writing, and a variety of resource materials.

### **Goals/Skills**

#### **Reading Literature**

##### **Key Ideas and Details:**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

##### **Craft and Structure:**

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

##### **Integration of Knowledge and Ideas:**

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

## Reading: Informational Texts

### Key Ideas and Details:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Craft and Structure:

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Integration of Knowledge and Ideas:

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity:

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

## Reading: Foundational Skills

**Phonics and Word Recognition:**

Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**

Read with sufficient accuracy and fluency to support comprehension.

## Writing

### Grade 3

Teachers utilize a workshop model to guide children through the writing process. Students study mentor texts to support them during the writing process. The writing process includes brainstorming, writing a draft, revising, editing, and publishing their work for an authentic audience. The emphasis is on teaching young writers to develop focus and detail in their writing.

Third graders work on developing stamina to write for longer periods of time to compose longer writing pieces. Most importantly, we work to foster a love of writing as a form of expression and creativity.

### Process:

**Brainstorming:**

Brainstorming includes collecting ideas in lists, sketches, and through shared discussion.

**Planning:**

Planning involves organizing ideas for writing in timelines, story mountains, etc.

**Drafting:**

Drafting focuses on getting a writer's ideas recorded.

**Revising:**

Revising requires making content changes—like reorganizing ideas, adding or removing text, or clarifying or enhancing meaning.

**Editing** involves making changes to correct spelling and grammar.

**Publishing** typically occurs at the end of the writing process, as students produce a final product that is shared with the public.

### Traits

- Ideas - keeping to the main idea or theme. The topic is small enough and the point is clear.

- Detail and Word Choice - Capturing an event, character, or place by paying close attention to the details and by using all of the five senses to form a picture in the reader's mind. The vocabulary a writer chooses to convey meaning.
- Organization - the internal structure of the piece.
- Sentence Fluency - the rhythm and flow of the language.
- Conventions - the mechanical correctness including spelling, punctuation, and capitalization.
- Voice - the personal tone and flavor of the author's message.

## Genre

Narrative: A narrative tells a story. It has a beginning, middle and an ending.

Expository: An expository gives facts, explains ideas, directions or terms.

Persuasive: A persuasive writing piece tries to convince the reader to support an opinion.

## Poetry

### Sharing w/ Audience & Peers

- Peer feedback (to develop & strengthen writing)
- Teacher feedback (to develop & strengthen writing)
- Appropriate task, purpose, audience
- Celebration

## Goals/Skills

### Process:

Develop and strengthen writing by brainstorming, planning, drafting, revising, editing and publishing different genres of writing.

### Traits:

Student writing will have a clear and specific focus.

Student writing will be detailed.

Student writing will be organized.

Student writing will have a flow and rhythm.

Students will use grade appropriate conventions and mechanics.

Students will deliberately consider their word choice.

### Genre:

Students will write narrative pieces.

Students will write expository pieces.

Students will write research/informative pieces.

Students will write poetry.



**Audience:**

Students receive peer feedback to develop & strengthen writing.  
Students receive teacher feedback to develop and strengthen writing.  
Student writing is appropriate to task, purpose, audience.  
Student writing will be shared with a writer's celebration.

**Teacher Role within the Workshop Model:**

Teachers will instruct students through direct instruction and mini lessons.  
Teachers will use inspiring mentor texts.  
Teachers will individually hold conferences with students on their writing at appropriate intervals.

## Grade 4

Fourth graders are writing to express themselves and what they learn in a deeper, clearer way. Our goal is to support this development change. Students will write a variety of texts to support making sense of their world and be taught how to clearly and thoughtfully share their ideas with others. Students learn to organize their thoughts before speaking and/or writing.

**Process:**

**Brainstorming:**

Brainstorming includes collecting ideas in lists, sketches, and through shared discussion.

**Planning:**

Planning involves organizing ideas for writing in timelines, story mountains, etc.

**Drafting:**

Drafting focuses on getting a writer's ideas on paper.

**Revising:**

Revising requires making significant content changes—like reorganizing ideas, adding or removing text, or clarifying or enhancing meaning.

**Editing** involves making changes to correct spelling and grammar.

**Publishing** typically occurs at the end of the writing process, as students produce a final product that is shared with the public.

**Traits**

- Focus - keeping to the main idea or theme. The topic is small enough and the point is clear.

- Detail and Word Choice - Capturing an event, character, or place by paying close attention to the details and by using all of the five senses to form a picture in the reader's mind. The vocabulary a writer chooses to convey meaning.
- Organization - the internal structure of the piece.
- Sentence Fluency- the rhythm and flow of the language.
- Conventions \*mechanics - the mechanical correctness including spelling, punctuation, and capitalization.
- Voice - the personal tone and flavor of the author's message.

## Genre

Narrative: A narrative tells a story. It has a beginning, middle and an ending.

Expository: An expository gives facts, explains ideas, directions or terms.

Persuasive: A persuasive writing piece tries to convince the reader to support an opinion.

## Sharing w/ Audience & Peers

- Peer feedback (to develop & strengthen writing)
- Teacher feedback (to develop & strengthen writing)
- Appropriate task, purpose, audience
- Celebration

## Goals/Skills

### Process:

Develop and strengthen writing by brainstorming, planning, drafting, revising, editing and publishing different genres of writing.

### Traits:

Student writing will have a clear and specific focus.

Student writing will be detailed.

Student writing will be organized.

Student writing will have a flow and rhythm.

Students will use grade appropriate conventions and mechanics.

Students will deliberately consider their word choice.

### Genre:

Students will write narrative pieces.

Students will write expository pieces.

Students will write research/informative pieces.

Students will write poetry.

### Audience:

Students receive peer feedback to develop & strengthen writing.

Students receive teacher feedback to develop and strengthen writing.

Student writing is appropriate to task, purpose, audience.

Student writing will be shared with a writer's celebration.

**Teacher Role within the Workshop Model:**

Teachers will instruct students through direct instruction and mini lessons.

Teachers will use inspiring mentor texts.

Teachers will individually hold conferences with students on their writing at appropriate intervals.

## Grade 5

Writing is a necessary component of every curricular area. It is a complex subject and fifth grade focuses on teaching students about the process of writing as a form of communication.

Recognizing the different purposes of writing, styles of writing and considering the audience are some of the key elements of the fifth grade writing program. The writing curriculum allows teachers to support thinking strategies and train students in metacognition and executive functioning skills.

Students are encouraged to share their work with their peers, and to provide constructive, supportive criticism to each other. Developing a sense of one's own voice in writing is also recognized and nurtured as a lifelong goal. The intangible quality of writing as an expression of one's own mind is a protected and respected aspect of the fifth grade classroom. Self and peer revision and editing in concert with student/teacher conferencing is an important component of the writing program at this level. Drafting and revising are emphasized. Growth as a writer is the key in the fifth grade and is recognized as a lifelong process with many individual variations.

### Process:

**Brainstorming:**

Brainstorming includes collecting ideas in lists, sketches, and through shared discussion.

**Planning:**

Planning involves organizing ideas for writing in timelines, story mountains, etc.

**Drafting:**

Drafting focuses on getting a writer's ideas on paper.

**Revising:**

Revising requires making significant content changes—like reorganizing ideas, adding or removing text, or clarifying or enhancing meaning.

**Editing** involves making changes to correct spelling and grammar.

**Publishing** typically occurs at the end of the writing process, as students produce a final product that is shared with the public.

## Traits

- Focus/ideas - keeping to the main idea or theme. The topic is small enough and the point is clear.
- Detail and Word Choice - Capturing an event, character, or place by paying close attention to the details and by using all of the five senses to form a picture in the reader's mind. The vocabulary a writer chooses to convey meaning.
- Organization - the internal structure of the piece.
- Sentence Fluency- the rhythm and flow of the language.
- Conventions \*mechanics - the mechanical correctness including spelling, punctuation, and capitalization.
- Voice - the personal tone and flavor of the author's message.

## Genre

Narrative: A narrative tells a story. It has a beginning, middle and an ending.

Expository: An expository gives facts, explains ideas, directions or terms.

Persuasive: A persuasive writing piece tries to convince the reader to support an opinion.

## Sharing w/ Audience & Peers

- Peer feedback (to develop & strengthen writing)
- Teacher feedback (to develop & strengthen writing)
- Appropriate task, purpose, audience
- Celebration

## Goals/Skills

### Process:

Develop and strengthen writing by brainstorming, planning, drafting, revising, editing and publishing different genres of writing.

### Traits:

Student writing will have a clear and specific focus.

Student writing will be detailed.

Student writing will be organized.

Student writing will have a flow and rhythm.

Students will use grade appropriate conventions and mechanics.

Students will deliberately consider their word choice.

**Genre:**

Students will write narrative pieces.  
Students will write expository pieces.  
Students will write research/informative pieces.  
Students will write poetry.

**Audience:**

Students receive peer feedback to develop & strengthen writing.  
Students receive teacher feedback to develop and strengthen writing.  
Student writing is appropriate to task, purpose, audience.  
Student writing will be shared with a writer's celebration.

**Teacher Role within the Workshop Model**

Teachers will instruct students through direct instruction and mini lessons.  
Teachers will use inspiring mentor texts.  
Teachers will individually hold conferences with students on their writing at appropriate intervals.

## Listening/Speaking

Listening attentively and speaking articulately are goals which we continue to develop. Successful interactions inside and outside of the classroom, and throughout one's life, rely heavily on these skills. There are a variety of experiences provided for students to develop their abilities to listen and speak well.

## Goals/Skills

### Grade 3

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

### Grade 4

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



## Grade 5

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Language Arts Experiences

### Grade 3

**Language arts activities may include:**

- literature discussion groups
- sharing writing with authentic audiences
- The Sutherland Awards program
- advice and presentations from visiting authors
- attending/participating in theatrical performances
- research projects
- integrated group projects
- sharing new knowledge in a museum-style or interactively format

### Grade 4

**Language arts activities may include:**

- class discussions about current events and other topics of interest
- book discussions
- sharing writing with authentic audiences
- class meetings that aim to resolve problems within the class give students practice in presenting their point of view.
- choral readings, plays, skits, and other performances give students various opportunities to speak and to be heard.
- The Global Reading Challenge encourages students across the grade to explore diverse, global themes in literature.

## Grade 5

Language arts activities may include:

- class discussions about current events and other topics of interest
- book discussions
- sharing writing with authentic audiences
- fifth grade book read

## Common Resources

### Grade 3

- Classroom library collections
- Knes Library collections
- Fountas and Pinnell Reading assessments
- Lucy Calkins Readers and Writers Workshop Units of Study
- Visiting Authors and Illustrators
- Poetry Foundation of Chicago
- iPad apps for presentation and audio books
- Month-by-Month Phonics for Third Grade

### Grade 4

- Classroom and lower school libraries
- Classroom magazines
- Knes Library collections
- Various spelling and vocabulary programs (including Words Their Way and Wordly Wise)
- Technology (IPads, common search engines, school subscriptions)

### Grade 5

- Classroom and lower school libraries
- Classroom magazines
- Knes Library collections

## Progress Report Standards

<p><b>GRADE 3</b> <b>Writing</b></p> <p>Writing is focused and demonstrates logical organization</p> <p>Uses specific and descriptive language</p> <p>Reads, reflects, and makes revisions as needed</p> <p><b>Reading</b> Reads and comprehends fiction texts</p> <p>Reads and comprehends non-fiction texts</p> <p>Uses evidence from the text to support thinking in discussion and writing</p> <p>Reads fluently and with expression</p>	<p><b>Grade 4</b> <b>Writing</b></p> <p>Develops and organizes ideas with a coherent and individual voice</p> <p>Writes fluent and varied sentences</p> <p>Rereads, reflects and makes revisions and edits appropriately</p> <p><b>Reading</b> Reads and comprehends fiction</p> <p>Reads and comprehends non-fiction</p> <p>Makes relevant contributions to book discussions</p> <p>Reads fluently and with expression (attention to punctuation, expression, pace)</p>	<p><b>Grade 5</b> <b>Writing</b></p> <p>Expresses ideas clearly</p> <p>Writes fluent and varied sentences</p> <p>Generates, develops, organizes, and supports ideas</p> <p>Rereads, reflects, and makes revisions using grade appropriate spelling and mechanics</p> <p><b>Reading</b> Reads and comprehends fiction</p> <p>Reads and comprehends non-fiction</p> <p>Makes relevant contributions to book discussions</p> <p>Reads independently</p>
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## Social Studies

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Definition of Social Studies (from the 2023 National Council for the Social Studies):

Social studies is the study of individuals, communities, systems, and their interactions across time and place that prepares students for local, national, and global civic life.

LS Philosophy of Social Studies:

The core of the social studies curriculum is based on our shared democratic values and sense of community and responsibility. The classroom serves as a microcosm of larger society where children practice habits of “being in the world” that nurture a sense of personal and community belonging. Students consider different points of view and are encouraged to be respectful and to solve problems cooperatively. The daily discourse encourages students to ask questions, pursue interests, gather and integrate information, and acknowledge and consider multiple perspectives from the past and present.

As we cultivate a climate of equity and justice within our classrooms, students learn to use their voice, agency, conscience, and intellect to create a more equitable, just, and sustainable world. Students acquire the knowledge, skills and attitudes to be active stewards and engaged participants in a global community, fostering empathy, communication and collaboration across differences.

Our Social Studies program employs integrated, multidisciplinary, and project-based approaches. Some topics are fluid and emerge from the diverse interests of each class, nurturing students’ natural curiosity and innate desire to learn, and others may be shared within and across grade levels. This may take place discretely within the context of a specific curricular area or in collaboration with other curricular areas, through the exploration of the following interdependent social studies strands.

## Strands

### **Citizenship and the Democratic Process**

The study of Citizenship and the Democratic Process allows learners to examine the role of the individual within a community and the balance between rights and responsibilities. Students consider ways in which the individual contributes to the general well-being of the community. They develop an appreciation of the importance of rules in creating a fair and just society and learn different strategies to resolve conflicts.

### **Cultures**

The study of Cultures provides children with the opportunity to explore beliefs, traditions and practices of people in our world. Children will learn to identify similarities and

differences in the ways in which groups address basic needs such as food, water, clothing, shelter and human interaction within and among cultures.

### **Environment and Stewardship**

Environment and Stewardship provides children with the opportunity to explore the responsible interactions between human beings and their environments.

### **Geography**

Geography is the study of people, places and environments. Children explore and begin to understand the earth's surface and the processes that shape it, the relationships between people and environments and the connections between people and places.

### **History**

History is the study of the past and of changes over time. Through inquiry, interpretation and debate, students develop a sense of historical perspective.

### **Individual and Group Interactions and Inclusivity**

Individual and Group Interactions and Inclusivity enable children

- to construct a knowledgeable, confident self-identity
- to grow in their ability to develop empathic relationships based on mutual respect within a diverse community
- to share in the appreciation of and responsibility for fairness and justice within the community of learners.

### **The Inquiry Process**

The Inquiry Process helps students develop a set of skills that can be used to ask questions, to pursue areas of interest and to expand their knowledge of given topics. Questions and the desire to answer them give life to inquiry and thus to the social studies curriculum.

Questions arise from students' innate curiosity about the world and from their efforts to make sense of how that world works.

## **Grade 3**

### **Grade-Specific Goals**

- discuss events and make decisions, taking multiple perspectives into account
- understand that cultures are dynamic and change over time
- begin to ask questions and seek answers using research tools
- learn to interpret and create maps, and develop a sense of place
- participate in class meetings; learn to express ideas and listen to others' perspectives
- explore, discuss, study and/or simulate events in historical and contemporary life
- read from a variety of materials on the topics under study
- gather information and write about topics and present information in a variety of forms

- create a variety of projects that relate to their studies; this can include models, skits, plays, books, dioramas, videos, paintings, sculptures, poems, exhibits, tours
- visit local museums, theaters, and other relevant sites
- listen to stories read aloud that feature the topics being studied and reflect the cultures in our school and the larger world
- create maps of real world places

## Skills

- reading maps using an atlas
- creating a map of a place that includes a key, compass rose and symbols
- discussing ideas both in a whole class setting as well as in small groups
- participating in discussions of current events
- taking a position respectfully on an issue that may be up for debate
- placing historical events in a time sequence

## Experiences

- The Field Museum of Natural History
- Chicago History Museum
- Swedish American Museum tours
- DuSable Museum of African-American History
- Mexican Museum of Arts
- Smart Museum of Art
- Chicago Architecture Foundation tours
- Mitchell Indian Museum
- Merle Reskin and Chicago Children's Theaters
- Indiana Dunes Voyages Field Trip

## Resources

- Chicago History for Kids by Owen Hurd
- The Great Chicago Fire by Jim Murphy
- Chicago World's Fair : #29 in The American Adventure series by JoAnn A. Grote
- Luck by Dorothy and Tom Hoobler
- Her Mother's Secret by Barbara Garland Polikoff
- American Sisters Exploring the Chicago World's Fair by Laurie Lawlor
- Fair Weather by Richard Peck
- I Survived the Great Chicago Fire by Lauren Tarshis
- The Great Chicago Fire : We the People: Industrial America by Marc Taylor Nobleman
- Prehistoric Chicago Discovery Channel Series
- Evolving Planet by Erica Kelly and Richard Kissel
- The Illinois History MuseumChanges Exhibit website



- Harris Loan Center
- Culture Grams
- Journey to Cahokia by Albert Lorenz
- Chicken Charlie's Year by Susan Manzke
- Kids Book About Systemic Racism by Joran Thierry
- Milo's Museum by Zetta Eliot
- No Voice Too Small Edited by Lindsay H. Metcalf, Keila V. Dawson, Jeanette Bradely
- My Name is Bilal by Asma Mobin-Uddin
- Power Book by Claire Saunders, Hazel Songhurst, Georgia Amson-Bradshaw, Minna Salami, and Mik Scarlet
- The Day You Begin by Jacqueline Woodson
- The Matchbox Diary by Paul Fleischman
- Honoring Our Ancestors by Harriet Rohmer
- Everybody Cooks Rice by Nora Dooley
- Too Many Tamales by Gary Soto
- BeeBim Bop by Linda Sue Park
- Who Was book series
- Atlas
- Guest Speakers

## Progress Report Standards

- Explores Social Studies concepts through reading, interpreting, and creating maps
- Respectfully engages in the exploration of multiple perspectives
- Asks questions and seeks answers using a variety of resources

## Grade 4

### Grade-Specific Goals

#### Citizenship and the Democratic Process

The study of Citizenship and the Democratic Process allows learners to examine the role of the individual within a community and the balance between rights and responsibilities. Students consider ways in which the individual contributes to the general well-being of the community. They develop an appreciation of the importance of rules in creating a fair and just society and learn different strategies to resolve conflicts.

#### Cultures

The study of Cultures provides children with the opportunity to explore beliefs, traditions and practices of people in our world. Children will learn to identify similarities and differences in the ways in which groups address basic needs such as food, water, clothing, shelter and human interaction within and among cultures.

## **Environment and Stewardship**

Environment and Stewardship provides children with the opportunity to explore the responsible interactions between human beings and their environments.

## **Geography**

Geography is the study of people, places and environments. Children explore and begin to understand the earth's surface and the processes that shape it, the relationships between people and environments and the connections between people and places.

## **History**

History is the study of the past and of changes over time. Through inquiry, interpretation and debate, students develop a sense of historical perspective.

## **Economics**

Students deepen their understanding of economic principles and examine how an economic system works using examples from Chicago, Illinois, and the United States. Students explore the characteristics of economies and the types of questions economists ask. They expand their understanding of economic decision making by applying various concepts such as price, competition, and incentives. Students explore economic decision-making as they compare and connect their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond

## **Individual and Group Interactions and Inclusivity enable children**

- to construct a knowledgeable, confident self-identity
- to grow in their ability to develop empathic relationships based on mutual respect
- within a diverse community
- to share in the appreciation of and responsibility for fairness and justice within the
- community of learners.

## **The Inquiry Process**

The Inquiry Process helps students develop a set of skills that can be used to ask questions, to pursue areas of interest and to expand their knowledge of given topics. Questions and the desire to answer them give life to inquiry and thus to the social studies curriculum. Questions arise from students' innate curiosity about the world and from their efforts to make sense of how that world works.

## **Skills**

- By the end of fourth grade we expect a student to be secure in their ability to:
- Collect and share information about people, places, and events from various periods in history
- Recognize how events are sequenced

- Understand the impact of historical events on the relationships between people
- Restate information in a variety of ways (timelines, Venn diagrams, etc.)
- Incorporate facts, examples and rich details into work to support the theme of a project

## Experiences

Skills, concepts, activities and projects are presented in a manner that integrates a variety of disciplines, which provides a sense of wholeness and unity to the study of any given topic. Projects have or may include:

- Service learning including fundraisers initiated and led by students
- United States (local, state, and national history) and Global history An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Student-led government
- Economic simulations
- Community-based inquiry
- Cultural investigation
- American Geography
- Indigenous People's Native American/Early People
- The Great Explorers
- The 13 Original Colonies/Politics

## Resources

- Resources include but are not limited to:
- Maps
- Atlas
- Nonfiction text collection
- Guest speakers
- Online resources
- National Council for Teaching Social Studies
- Globes
- Classroom magazines

## Progress Report Standards

- Understands similarities and differences between historical periods and present day
- Recognizes different perspectives
- Locates appropriate references and sources
- Developing understanding of relationships between people, places and environment

## Grade 5

### Grade-Specific Goals

Social Studies in the fifth grade includes the study of history, and cultures. The subject provides a wealth of topics for students to explore while learning research and reportwriting skills. Teachers choose social and historic areas of study that will have broad interest and teach research and reading skills through this common area of study. Individual student interest within the area generates individual research topics. Individual research projects are shared with the class through reports and presentations. Contemporary, recent and distant histories may be explored. Current events may also be included in the curriculum.

### Skills

The program focuses on the development of the following skills and experiences. Students: continue to hone their research skills using, in particular, resources available in the Lower School library, classroom reference materials, and the Internet, and culminating in a major research project by each student.

- are guided in how to evaluate sources and information so they can learn to distinguish what is valid and useful from what is specious and shallow
- make use of their family and community resources, including libraries, museums, and public facilities
- make observations and generalizations based on their readings, their research, and their life experiences
- are guided in note-taking, outlining, and presentation of knowledge based on research
- experience working in both large and small groups, and participating in individual and group decision-making

### Resources

We are able to select Social Studies topics that reflect our own and students' interests. This requires us to be flexible in our choice of resources. They include:

- novels
- non-fiction trade books
- primary sources
- guest speakers
- web resources
- periodicals
- databases
- encyclopedias
- museums

## Progress Report Standards

- Frames questions for research
- Locates and evaluates reliable references and sources
- Identifies relevant information
- Develops questions for further investigation
- Reports on findings in own words
- Recognizes different perspectives
- Thinks about significant events and understands the roles and responsibilities of individuals in local and global communities

## Math

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Students in Lower School develop skills in math through many varied experiences. Critical thinking and inquiry are core pieces of the foundation of mathematical thinking. We value the ability to view math through conceptual lens and pragmatic lenses. Students learn to value mathematics through frequent math experiences that are related to other disciplines. Our approach is to teach for both understanding and application, so that students are able to take acquired math skills beyond the classroom and apply them to their world. We create an environment where students feel safe to share their ideas, value the process and value multiple approaches to problem solving. Students develop confidence, independence, responsibility, along with organizational and study skills.

Teachers introduce, reinforce, and practice important mathematical concepts across subjects. Students are introduced to graphing as a way to present the results of experiments in mathematical format. Students learn fact families to coordinate multiplication facts and division facts. Students begin to understand how to solve new problems as they encounter them in cooperative and individual settings. Students learn to use signs, symbols, and terminology in problem solving situations so the language of mathematics becomes natural and its logic clear. Finally, students develop mathematical reasoning as they make conjectures, gather evidence, and build supporting arguments.

Our mathematics curriculum at all grade levels is based on the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The Principles and Standards along with pedagogical support from the Everyday Math and Big Ideas programs provide a vision and a structure to guide teachers as they strive to develop mathematically literate students who understand the role of mathematics in their daily lives.

## Strands

The following six principles for school mathematics address overarching curricular themes:

### **Equity**

Excellence in mathematics education requires equity—high expectations and strong support for all students which includes accommodating learning differences so that all students learn math.

### **Curriculum**

A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades.



### **Teaching**

Effective mathematics teaching requires understanding what students actually know and need to learn and then challenging and supporting them to learn it well.

### **Learning**

Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

### **Assessment**

Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.

## **Grade 3**

### **Grade-Specific Goals**

In Third Grade, we expect students to continue to practice and develop the following skills:

- Persevere with problem solving both through risk taking and testing their ideas
- Develop an appreciation that there are multiple ways to approach problem solving
- View mistakes as learning opportunities
- Collaborate with peers in groups
- Communicate their understanding effectively in a variety of ways including diagrams, drawings or models
- Apply their knowledge to novel situations

### **Skills**

- Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Number and Operations in Base Ten
  - Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions
  - Develop understanding of fractions as numbers.
- Measurement and Data
  - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.

- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
  - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Geometry
  - Reason with shapes and their attributes.
- Mathematical Practices
  - Make sense of problems and persevere in solving them.
  - Reason abstractly and quantitatively.
  - Construct viable arguments and critique the reasoning of others.
  - Model with mathematics.
  - Use appropriate tools strategically.
  - Attend to precision.
  - Look for and make use of structure.
  - Look for and express regularity in repeated reasoning.

## Experiences

- receive mathematical large and small group instruction
- use manipulatives to develop conceptual understanding
- communicate mathematical thinking via classroom discussion writing, art, models, and projects
- may take advantage of additional opportunities for math exploration including: math club, ICTM contests, and classroom challenges.

## Resources

Teachers use a wide range of materials and methods from a variety of programs including *Math in Focus*, *Everyday Math*, and *Investigations in Number, Data, and Space*, and others. Technology apps and subscriptions are also used.

Jo Boaler Week of Inspirational Math, Mathematical Mindsets, Marcy Cook tiles, Greg Tang books/websites. Nrich.

## Progress Report Standards

- Demonstrates number sense
- Computes using algorithms
- Expresses and shares mathematical thinking using numbers, words, or pictures
- Makes sense of problems and perseveres when problem solving

## Grade 4

### Grade-Level Goals

In Fourth Grade, we expect students to continue to practice and develop the following skills:

- All four arithmetic operations enables students to solve complex problems
- Students learn to express solutions and thinking orally and in writing
- They learn to sort out essential from extraneous information, to develop strategies, and to use a variety of logical means of working towards acceptable solutions.

### Skills

#### Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

#### Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

#### Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

#### Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

#### Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

#### Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.

- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Experiences

Students are provided opportunities to apply skills and concepts in problem solving situations. Students practice presenting their mathematical ideas in written form, demonstrating their understanding of the concepts behind the operations. Students practice mental math and estimation strategies. These experiences increase students' confidence in their mathematical abilities and make them eager to try more challenging problems.

## Resources

Teachers draw from several programs and a variety of materials, including:

- *Math In Focus*
- University of Chicago *Everyday Mathematics*
- Mathematical Tools (rulers, templates, calculators, etc.)
- Technology (iPads, interactive boards, apps, websites, etc.)

## Progress Report Standards

- Demonstrates number sense
- Computes using algorithms
- Expresses and shares mathematical thinking
- Applies appropriate strategies when problem solving and demonstrates persistence

## Grade 5

### Grade-Level Goals

Fifth grade recognizes that there is a range of student abilities when teaching math. A first step is to recognize that we need to meet the students where they are, even as we set the goal of helping them develop analytical and logical thinking. Our goal is to foster confidence in the understanding, application and appreciation of mathematics as a subject. We provide frameworks for students to make a start somewhere, to make sense of a problem and arrive at a reasonable solution.

Within these frameworks, we teach students to think about what to do with information, how to make connections and to put ideas together, how to support choices and reasoning, and how to make an argument for a method for solving a problem. Students are encouraged to ask:

- How do I think about this?
- What do I need to try to solve this problem?
- Does my answer make sense?
- Teachers are alert to assessing:

- Can a student articulate his or her thinking?
- Can a student collaborate with others to solve problems?
- Is a student involved and having fun?

Differentiated instruction is a key element of the fifth grade math program. Curiosity and creativity are key attributes cultivated. In addition, fifth graders are expected to improve their math fluency (particularly with math facts and use of basic operations).

Our end goal is to give all our students an increased confidence and appreciation of their growing abilities in mathematics that will allow them to move forward to the next grade level.

## **Skills**

### **Operations and Algebraic Thinking**

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### **Number and Operations in Base Ten**

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### **Number and Operations—Fractions**

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### **Measurement and Data**

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### **Geometry**

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

### **Mathematical Practices**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.

- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Experiences

In addition to daily classroom math instruction, all fifth grade students take part in ICTM individual and team contests three times throughout the year for exposure. All students at this grade level are invited to attend the fifth Grade Math Team once a week.

Wherever possible, the connection between math and other subjects is captured in practical experiences.

## Resources

Fifth Grade math instruction is guided by a variety of tools and resources, including Big Ideas, Math in focus and the Everyday Mathematics Program's scope and sequence. However, many programs, resources, and tools are used to support the variety of needs within each classroom. A variety of materials, activities and practical exercises are provided based on student needs and experiences.

## Progress Report Standards

- Demonstrates number sense
- Shows competence with arithmetic operations
- Works accurately
- Understands new concepts
- Applies concepts to problem solving

## Learning and Counseling

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The Learning and Counseling departments offer four dimensions of service to the Laboratory Schools' community:

- working together with faculty through mutual mentorship to develop and enhance classroom procedures and practices to foster effective instruction and inclusive classrooms. This collaboration is offered across all four schools.
- “pull out” - direct service outside of classrooms to provide remedial support to further develop specific areas of learning challenge for individual or small groups of students.
- “push in” - direct service inside of classrooms to provide remedial support to further develop specific areas of learning challenge for individual or small groups of students, as well as support and mutual problem-solving with teachers.
- building bridges with families, teachers, and outside specialists. Fostering collaboration across the team of adults supporting student development and success is a critical focus of all Learning and Counseling teams in each school.

In order to facilitate differentiated instruction, members of the Learning and Counseling teams in each school work with classroom teachers to provide support for the curriculum chosen by each grade level team. Going further into this collaboration with classroom faculty to address specific issues of differentiation, members of the Learning and Counseling faculty work with teachers in the classroom, focusing on special skills, small group instruction, or whole group instruction in partnership with the classroom teachers. For more serious issues and concerns, limited outside-of-class (“pull-out”) services are provided for those students who exhibit special cognitive or emotional needs that cannot be fully addressed through differentiation or push-in services.

## Strands

The Lower Schools' Learning and Counseling departments work directly with children, families, teachers, and administrators to promote healthy social-emotional development and academic success in all students. Our goals are to develop and support a life-long love of learning, promote self-advocacy, and provide instruction, strategies, and developmental guidance to assist all children.

Our Learning and Counseling team consists of a Learning Coordinator, four Academic Specialists, and three Counselors. With faculty and parents as partners, we work to promote optimal social, emotional, cognitive, academic development in all Lab School students. Team members collaborate closely to address individual student academic and emotional concerns through group problem solving. We provide ongoing progress monitoring to ensure that students' needs are being met. They serve to educate the entire University of Chicago Laboratory Schools community about best practices in differentiating instruction and teaching students with learning differences.



Our learning support staff provide direct services to children employing both in the classroom and pull out assistance, as well as working with faculty to develop teaching/learning strategies. They help families understand and support their students' learning profiles.

## **The Learning Coordinator**

- serves the needs of students directly through assessment, observation, and consultation with teachers, academic specialists, administrators and families
- facilitates the support that academic specialists provide which includes support for classroom procedures and practices, push in services, and pull out services.
- guides teachers in systematic monitoring of skill development for all students, and especially those who have received specialized interventions.
- conducts diagnostic learning screenings to pinpoint areas for intervention, and makes referrals for services that may include psychoeducational or neuropsychological evaluations, speech and language therapy, and occupational therapy.
- helps educate the broader Lab community about various learning styles and interventions.

## **Academic Specialists**

- collaborate with teachers, parents, and administrators to facilitate student learning through differentiated instruction
- provide in-class instruction for students, as well as guidance and coaching for teachers
- provide small group, individualized instruction in reading, written language, and math
- administer regular progress monitoring throughout the year to inform instruction

### **Grades 3–5 Goals**

- Students will be introduced to assistive technology including: Google Drive, audiobooks, and Read&Write
- Students will work towards meeting grade-level goals given appropriate accommodations
- students will develop age-appropriate self-advocacy skills

### **Skills**

- appropriately selects assistive technology tools and platforms based on the content

### **Experiences**

Learning Differences Awareness lunch (weekly)

### **Resources**

All school R&W license, C-pens, Learning Ally licenses for students with SLD in reading, tablets, computers

### **Progress Report Standards**

individualized goals; narrative only

## **Counselors**

- work closely with teachers, families, learning support staff, and administrators to understand and address the particular social and emotional needs of individual children
- follow a group of students throughout their stay in each division of the school
- regularly observe and interact with students in classrooms
- meet with individual children and small groups to address social and emotional needs
- provide whole class instruction in social-emotional learning for children
- makes referrals to and collaborates with outside professionals
- meet regularly with families to provide support and guidance

### **Grades 3–5 Goals**

To support a learning environment where the whole child can thrive

### **Skills**

CASEL Competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, Social Awareness

### **Experiences**

Teacher Collaboration, Small Groups, Individual Interventions, Whole Class SEL Lessons, Family Collaboration, Coordination with outside service providers

### **Resources**

Books, Videos, Clinical Training etc.

### **Progress Report Standards**

In support of teacher narratives and checklist

## World Language

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**Laboratory Schools Philosophy:** Through articulated, progressive, and engaging curricula, the World Language Department at the University of Chicago Laboratory Schools endeavors to graduate linguistically and culturally competent students who will understand the world through the lens of a language and culture beyond their own.

**Lower School Philosophy:** At the University of Chicago Laboratory Schools, world language study begins in the third grade. Students select among Chinese (Mandarin), French, German and Spanish and continue with this same language through 8th grade. Upon entering the University High School, students may continue with this same language or choose a different language, with the additional choice of Latin as a possibility. From grades three through twelve, the World Languages program presents the study of the target languages through a multi-sensory approach that encourages students to develop increasingly sophisticated skills.

This multi-sensory approach includes an age-appropriate introduction to and continued practice in listening, speaking, reading, and writing in the selected world language. Moreover, this approach is accomplished through the use of technology in both our stationary and mobile Language Learning Centers in a multitude of ways to enhance student exposure to authentic language and provide them with different ways for producing and demonstrating their understanding of the language they are studying.

Through the study of a chosen world language, each student develops an openness to and an appreciation of the target language, its culture(s), and history. Students are empowered to function effectively and appropriately in a language other than their native tongue. As they advance through the Schools, students become disciplined and serious in their study of their selected language. Equally important, they develop a heightened awareness of the process of language acquisition.

## Experience

In the Lower School, students are introduced to the study of a world language using several modalities. In their first year of studying their selected language, students learn to communicate in everyday social situations and acquire basic linguistic structures. Students in the Lower School World Languages program engage in group and individual oral exercises, skits, plays, games, songs, poems, and rhymes. These activities are designed to help students learn and understand the sound system of the new language. By the end of the Lower School program, students are able to understand and produce pronunciations of learned words and phrases with a high degree of accuracy and are able to recognize and comprehend basic grammatical structures as well.

An important aspect of the World Languages program is to instill in students an understanding and appreciation of world cultures. This is accomplished through the use of songs, dances, rhymes, games, folktales, celebrations of traditional holidays, show and tell, and food-tasting rituals.

## Grade 3

### Goals

- Foster appreciation of and delight in learning a new language and culture
- Develop mastery of the sound system of the new language
- Develop the pronunciation skills in order to pronounce words and phrases accurately
- Develop listening, speaking, reading, and writing skills through active engagement in the target language
- Develop an appreciation of the target culture through authentic songs, games, realia, the celebration of holidays, and food-tasting experiences.
- Build a useful and rich vocabulary.
- Compose basic sentences.

### Skills

- Students learn to recognize vocabulary in reading, listening, and writing
- Students understand and communicate in the target language using basic structures
- Students read and comprehend short texts
- Students apply acquired vocabulary in order to write short basic sentences
- Students develop an accurate pronunciation of the learned language
- Students become aware of and experience a number of cultural differences regarding greetings, eating, families, school, architecture, and holidays

### Experiences

- Students will experience language learning through a multi-sensory approach
- Students will perform skits and plays for their classmates and families
- Students will reinforce their learning through choral repetition and individual repetition
- Students will play language games, sing songs, and rhymes
- Students will develop their knowledge of the language by responding both orally and physically to teacher commands,(TPR) just as they learn their native language
- Students will demonstrate their learning through oral responses, presentations and dialogues.

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### SelfAwareness & Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a selfdirected learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Language Skills

- Responds appropriately to oral input
- Applies vocabulary in familiar context
- Models accurate pronunciation
- Recognizes familiar vocabulary in written form

## Grade 4

### Goals

- Foster appreciation of and delight in learning a new language and culture
- Develop mastery of the sound system of the new language
- Develop the pronunciation skills in order to pronounce words and phrases accurately
- Develop listening, speaking, reading, and writing skills through active engagement in the target language
- Develop an appreciation of the target culture through authentic songs, games, realia, the celebration of holidays, and food-tasting experiences.
- Build a useful and rich vocabulary base and grammar structures.
- Compose sentences with correct grammatical structures

### Skills

- Students learn to recognize vocabulary in reading, listening, and writing
- Students understand and communicate in the target language using basic structures

- Students read and comprehend short texts
- Students apply acquired vocabulary in order to write basic sentences
- Students develop an accurate pronunciation of the learned language
- Students become aware of and experience a number of cultural differences regarding greetings, eating, families, school, architecture, and holidays

## Experiences

- Students will experience language learning through a multi-sensory approach
- Students will perform skits and plays for their classmates and families
- Students will reinforce their learning through choral repetition and individual repetition
- Students will play language games, sing songs, and rhymes
- Students will develop their knowledge of the language by responding both orally and physically to teacher commands,(TPR) just as they learn their native language
- Students will demonstrate their learning through collaborative and individual projects
- Students will begin the process of reading and writing in the fourth grade

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness and Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self-directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Language Skills

- Responds appropriately to oral input
- Applies vocabulary in familiar context
- Models accurate pronunciation
- Recognizes familiar vocabulary in written form
- Reads familiar text orally

- Writes words and simple sentences accurately

## Grade 5

### Goals

- Foster appreciation of and delight in learning a new language and culture
- Develop fluency in the target language.
- Develop listening, speaking, reading, and writing skills through active engagement in the target language
- Develop an appreciation of the target culture through authentic songs, games, realia, the celebration of holidays, and food-tasting experiences.
- Build a useful and rich vocabulary base and grammar structures.
- Compose short paragraphs with correct grammatical structures

### Skills

- Students learn to recognize vocabulary in reading, listening, and writing
- Students understand and communicate in the target language using more developed structures
- Students read and comprehend short novellas.
- Students apply acquired vocabulary in order to write short paragraphs
- Students develop an accurate pronunciation of the learned language
- Students become aware of and experience a number of cultural differences regarding greetings, eating, families, school, architecture, and holidays

### Experiences

- Students will experience language learning through a multi-sensory approach
- Students will perform skits and plays for their classmates and families
- Students will reinforce their learning through choral repetition and individual repetition
- Students will play language games, sing songs, and rhymes
- Students will develop their knowledge of the language by responding both orally and physically to teacher commands,(TPR) just as they learn their native language
- Students will demonstrate their learning through collaborative and individual projects and quizzes
- Students will continue to develop the 4 language skills of reading, writing, listening and speaking with a strong emphasis on writing in the fifth grade

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness and Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self-directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons
- Responsible Decision Making
- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Language Skills

- Responds appropriately to oral input
- Applies vocabulary in context
- Models accurate pronunciation
- Recognizes familiar vocabulary in written form
- Reads simple text orally
- Comprehends level appropriate reading material
- Writes sentences and simple paragraphs accurately



## Science

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From nursery through high school, students at the Laboratory Schools engage in a study of science that promotes scientific understanding and habits of mind that enable them to make sense of how the natural and designed worlds work. The work that students do at every grade level is hands-on, collaborative, and built upon observation and problem solving. We stimulate and support students as they build an understanding of what science demonstrates about the world and their own skills. Students encounter important concepts repeatedly, achieving a deeper understanding and a greater degree of skill with each encounter.

Equal emphasis is placed on developing knowledge of key science concepts and the ability to think critically and independently. Through exposure to the methods and tools of science, students gain insight into the way scientists go about their work and come to reach their own scientific conclusions. Collaborative activities and laboratory experiences at each grade level allow students to apply prior knowledge and deepen their understanding through manipulation, observation and data collection. Mathematics is utilized as an important means for studying, understanding and expressing patterns and relationships.

The ability to understand the principles by which the universe on large and small scales operates, and through developing the capacity for applying scientific reasoning, students build upon their knowledge over a lifetime, evaluate alternative explanations of events, make sensible decisions based on evidence, and are able to promote the common good and the pursuit of knowledge through participation in the scientific enterprise.

## Strands

Biological Sciences: ecology, recycling, water cycle, evaporation, condensation, precipitation, producers, consumers, decomposers, food chain, interdependence, plant and animal interactions, insects, insect body parts, metamorphosis, insect orders, life cycle, vertebrates and invertebrates, mammals, reptiles, amphibians, birds, and fish, the human body, life cycle, evolution, environmental science, adaptations and mutations

### Physical Sciences

atoms, molecules, solids, liquids, gasses, chemical reactions, simple machines, forces and motion, energy transformation and forms of energy, magnetic fields, magnetic polarity, permanent magnets, and electromagnets, engineering and design

### Earth Sciences

solar system, gravity, orbit, planet, star, moon phases, weather and the seasons, rock cycle

## Research & Technology

data collection, creation, storage, and retrieval, identify ways that technology changes, describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engines, digital computer).

## Grade 3

### Goals

**The primary goals of Lower School science are:**

1. to promote positive attitudes toward science and toward the natural world
2. to give children tools to organize their curiosity, and skills to examine their experience
3. to develop scientific habits of thought, and communicate and share findings with others

### Skills

- Through designing controlled experiments students learn about forces of motion, magnetism and electricity, light and sound.
- Students work individually, with partners and in teams.
- Can identify a testable vs research question.
- Students create and manage science notebooks to house all notes and assignments.
- Students are responsible for a classroom job that assists in developing the classroom community.
- Students participate in routines and classroom procedures
- Engages in classroom discussions
- Students are introduced to and practice using various measuring tools.
- Students use nonfiction text and trade books to make connections to various class topics.

### Experiences

- walking field trips
- nature walks
- gardening
- classroom demonstrations
- student presentations and projects
- laboratory experiments
- animal care and assistance
- - outdoor field study

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness and Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self-directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Science Skills and Processes

Can identify what we change and what we measure in an experiment
Makes detailed observations in written expression or pictures
Measures accurately to the nearest cm/m in/ft
Can enter data in a data table
Can create a graph when categories/headings are present
Can create models to explain basic scientific phenomena
Identifies patterns in collected data
Connects scientific concepts to activities in daily life
Uses evidence from data and observation to support predictions

## Grade 4

### Goals

#### The primary goals of Lower School science are:

1. to promote positive attitudes toward science and toward the natural world
2. to give children tools to organize their curiosity, and skills to examine their experience
3. to develop scientific habits of thought, and communicate and share findings with others

## Skills

- Through designing controlled experiments, students learn about Earth-Sun-Earth system, weather, ecosystems, surface processes, Earth's interior, and natural events.
- Students work independently, lab partners, and in teams.
- Students create, manage, and will be responsible for note-taking in their notebooks.
- Students are encouraged to take part in whole class discussions and back up their claims with facts.
- Students are responsible for occasional homework assignments
- In order to assess the reliability of the information they gather, students are urged to examine their own work with objectivity.

## Experiences

- walking field trips
- nature walks
- gardening
- classroom demonstrations
- student presentations and projects
- laboratory experiments
- outdoor field study

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness and Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

## Science Skills and Processes

Can Identify variables in simple experiments
Makes careful observations through written expressions and/or labeled diagrams
Measures and records data accurately using the metric system
Can input experimental data in a graph when categories/headings are present
Can identify the parts of a graph
Uses mathematics to analyze data objectively
Connects scientific phenomena to everyday interactions
Uses evidence from experimental observations and quantitative data to predict reasonable outcomes verbally and in written form

## Grade 5

### Goals

The primary goals of Lower School science are:

1. to promote positive attitudes toward science and toward the natural world
2. to give children tools to organize their curiosity, and skills to examine their experience
3. to develop scientific habits of thought, and communicate and share findings with others

### Skills

Through designing controlled experiments students learn about how energy moves and transforms in the natural world. Units cover light and the seasons, Newton's Laws of Motion, Thermal energy, and Wind Energy, Plant Processes and their relationships with pollinators in the ecosystem.

- Students work in the lab with partners and lab teams or independently.
- Students are responsible for taking notes, drawing diagrams and recording information in a lab notebook
- Students are encouraged to participate in full class discussions by listening actively and supporting their statements with evidence.
- Students are encouraged to look objectively at their own work and evaluate the validity of the data that they collect.
- Students are asked to complete short homework assignments and complete unfinished classwork on their own time.
- Students use a variety of measurement tools and common laboratory equipment as well as data collection software
- Students use a science reference text to read and gather information about new topics.

## Experiences

- walking field trips
- nature walks
- gardening
- classroom demonstrations
- student presentations and projects
- laboratory experiments
- animal care and assistance
- outdoor field study

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness and Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self-directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Science Skills and Processes

Can design a simple controlled experiment to test a single independent variable.

Records Information carefully and records detailed observations and diagrams

Measures and records data accurately using the metric system.

Can create useful data tables and graphs to collect and display measurements.

Uses mathematics to analyze data objectively

Connects scientific concepts to everyday interactions and demonstrates understanding on formal quizzes

Can design a simple controlled experiment to test a single independent variable.

Uses evidence from research, data, and observations to support statements verbally and in written form

## Music

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Music education at Lab is based on daily, joyful, active music making. Students first experience music through a child's first instruments--their body and their voice. Continuing from the strong foundation in singing, movement, playing the Orff instrumentarium, and beginning literacy skills established in the Nursery-2nd grade, third grade music continues to develop musicians through singing, playing, aural perception, visualization, rhythmic and melodic awareness, movement, part-work, and creativity and improvisation. Fourth grade music continues in the same vein, with the addition of recorder instruction. Song repertoire is inclusive, presented in culturally appropriate styles and context.

## Strands

### **Rhythmic skills:**

The students will show understanding through recognition and performance of an increasing complex set of rhythmic patterns and meters. Students will independently read songs and patterns with known rhythms.

### **Melodic skills:**

The students will show understanding through recognition and performance of an increasingly wide tone set of solfege. Students will be able to sing songs and patterns tunefully while utilizing Curwen hand signs.

### **Instrumental skills:**

The students will be able to apply melodic and rhythmic knowledge to pitched and unpitched instruments. Students will use instruments to accompany singing as well as compose and improvise new music.

### **Movement:**

Students will move freely and musically through space. They will show recognition of musical concepts through physical movement. They will demonstrate musical memory and recognition of musical form through dances.

### **Group Singing:**

The voice is the first instrument of every child. Students will participate in group music making through singing and variety of repertoire from styles, languages and cultures. Tuneful singing is consistently emphasized.



## Goals

The goal of a robust general music curriculum is to create well-rounded participating musicians. Active music-making enables students to internalize musical concepts and develop musical awareness through performance.

## Grades 3–4

Students sing and move in each lesson. Students learn rhythmic and melodic concepts in a sequential and child-developmental way. As new concepts are added, previous concepts are consistently being practiced. Each musical concept is explored through the following different musical skill areas:

## Skills

- Listening
- Partwork
- Solos
- Movement
- Reading and Writing
- Memory
- Improvisation
- Composition
- Form
- Instrument

## Experiences

Students are guided through a multicultural cross-curricular program consisting of a variety of lessons utilizing tools from Kodály, Orff, and Dalcroze philosophies in a safe and respectful environment. Diverse musical experiences are integral all of these approaches. Music is represented physically, visually and aurally, supporting children and their learning differences. When students learn there are multiple ways to understand music, they also learn there are multiple ways to understand the world, which develops healthy identities and creates space for action and representation.

## Resources

Song repertoire is inclusive, presented in multiple languages in culturally responsive styles and context. Multiple styles of music are represented, including folk and traditional songs and games, pop songs, and art music from a variety of cultures.

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness and Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Musical Skills

- Demonstrates increasing rhythmic skills
- Demonstrates increasing melodic skills
- Demonstrates increasing instrumental skills
- Demonstrates musical concepts through movement
- Participates in group singing

## Grade 5

### Skills

#### Grade 5 Choir

Choral music at the Laboratory Schools begins in fifth grade and continues throughout High School. We offer a vibrant, joyful place to create and perform choral music with a focus on reading fundamentals and proper vocal technique. The choir presents 2 concerts and performs in combination with the fifth grade orchestra and the High School vocal ensemble Bel Canto.

Our program is literacy based, enabling each student to read and understand music independently, utilizing solfege (Do Re Mi) in treble and bass clefs. Our repertoire consists of standard treble unison and 2 part selections, incorporating classical, folk and world music.

## **Grade 5 Band**

Students who choose to take fifth grade band have the choice of playing any of the following instruments: flute, clarinet, alto saxophone, trumpet, trombone, baritone or percussion. Students interested in playing the oboe or French horn should contact a music teacher to discuss options.

fifth grade band is a beginning band class that gives students the opportunity to learn a new instrument in a supportive environment. Teachers focus on embouchure development, tone production, and other foundational skills to set all students up for success. Students are expected to practice regularly at home to reinforce skills learned in class using their Standard of Excellence method book and other instrument-specific supplies.

The fifth grade band experience culminates in two public performances that give students the opportunity to display their skills.

## **Grade 5 Orchestra**

The fifth grade Orchestra experience is geared toward the beginning level instruction on the violin, viola, cello or bass. Through teamwork, Orchestra students develop playing technique, music literacy, and artistry.

Students are introduced to responsible instrument care and the foundations of proper playing technique. This includes holding the instrument, developing good posture, tone production and introductory bow skills. Students learn basic music theory such as reading notes and rhythms on the staff, key and time signatures, and writing music notation. The culmination of our work is showcased in two formal concerts per year as well as an in-class “Short and Sweet” recital in the Spring.

Students learn a variety of music from the Essential Elements for Strings Series as well as teacher provided supplemental materials. Rehearsals will explore and learn songs in unison and with simple harmony, as well as music celebrating a variety of cultures and genres. By learning the classics alongside a diverse range of music, we aim to provide students with a music experience that establishes a solid and permanent relationship with music.

## **Progress Report Standards**

### **Social Emotional Learning, Citizenship, & Work Habits**

#### **SelfAwareness & SelfManagement**

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

### **Social Awareness & Interpersonal Relations**

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

### **Responsible Decision Making**

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

### **Musical Skills**

- Intonation
- Music theory (pitch and rhythm notation, musical terms and signs, etc.)
- Tone Quality
- Embouchure, hand position, etc.
- Technique
- Rhythm

## **Art**

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Through the study of art, students at the Laboratory Schools are encouraged to value and respond to their own perceptions, observations, emotions, and intuition. The Fine Arts Department works to ensure that at each level of our program, students not only build skills, but also become more comfortable and confident in meeting the challenges of aesthetic self-expression.

The fine arts teachers employ techniques that liberate and deepen our students' power of expression and challenge them to reconcile the powers of emotion and intuition with intellectual ability. In order to enable students to achieve success through creative effort, the visual arts teach basic concepts which form the foundation for more advanced study. In the dramatic arts, students discover a heightened sense of awareness by developing their sensory perception and powers of observation.

Through the aesthetic education at the Laboratory Schools, students find new ways to perceive their world. The Fine Arts Department believes that the appraisal of art helps our students find a relationship between themselves and the lives and art of other individuals and cultures. By teaching aesthetic literacy, teachers expand their students' awareness of the world and their relationship to it.

## **Grades 3–5**

### **Goals**

- Students will become knowledgeable about the elements and principles of design and understand how they apply to visual forms of expression.
- Students will be able to identify significant works of art from major historical periods and describe how they relate to and reflect the societies, cultures and people of the period.
- Students will master the vocabulary of art to enable them to critique and discuss their art and that of others.

## Skills

**Students will be exposed to a multitude of mediums that could include, but not limited to:**

- Painting and drawing
- Mixed media (collage, design thinking etc)
- Sculpture and 3D
- Textiles (sewing and weaving)
- Dance, film, photography
- Printmaking
- Clay (wheel throwing, slab rolling)

**We will also cover:**

- Art history
- Contemporary art
- Artists (past and present)

## Experiences

### **Creativity Foundations (Design Thinking)**

- Elements of art: line, shape, space, color, texture
- Focus material: recycled Materials, paper, painting
- Medium: mixed media

### **Multicultural Perspectives: Art Around the World**

- Elements of Art: Space, Line, Shape, some Texture
- Focus Material: Printmaking, paper, clay
- Medium: Mixed Media, Sculpture

### **Art & Social Change**

Elements of art: line, space, shape, color, value,

### **Form**

- Focus material: clay, recycled materials
- Medium: mixed media, painting, drawing, clay

### **Empathy Through Art: Recognize Your Light**

- Elements of art: line, space, form, shape, color, value, texture
- Focus Material: paper mache
- Medium: mixed media, sculpture

### **Homeroom Teacher Project/Free Choice/Field Trips**

## **Progress Report Standards**

### **Social Emotional Learning, Citizenship, & Work Habits**

#### **Self Awareness & Self Management**

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self-directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### **Social Awareness & Interpersonal Relations**

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### **Responsible Decision Making**

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### **Individual Aesthetic Development and Fine Arts Skills**

- Explores creative processes
- Is able to innovate and/or integrate new concepts
- Examines ideas, concepts, and materials during art class and artmaking

## Library

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The University of Chicago Laboratory Schools' library program is designed to nurture children's love of literature and their enthusiasm for investigating the existing body of knowledge on any given subject of interest. The program builds skills incrementally over the years, giving students the ability to independently use and enjoy library resources. Knowledge and skills gained through the program help to form a strong foundation for lifelong learning. An important component of the program is information literacy: finding, organizing, evaluating and synthesizing information in all of its formats. At each step of their encounter with library use, students are given instruction and support, and then move to more independent and sophisticated uses of library resources. The library program coordinates with curriculum in each school, particularly in areas of language arts, social studies, science, and literature. Skills and behaviors learned through library use allow students to explore the wide range of human experience through a variety of media.

## Goals

### Grade 3

#### Literature Appreciation

- Students will learn to appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth through:
- 
- Exposure to a wide spectrum of literature through book talks, read-alouds, book displays, and in-house curated bibliographies.
- 
- Introduction to literary criticism/evaluation through participation in the Sutherland Awards process.
- 
- Continued exposure to storytelling in the oral tradition, developing active listening skills, vocabulary, appreciation of story structure and elements such as rhythm, repetition, alliteration, etc.
- Author visits.

#### Inquiry/Information Literacy

Over the course of the third grade year, students practice learning to find information by:

- Touring the library and learning to navigate the major sections aided by observation of signage.
- Learning to find the Library web page.
- Developing a basic understanding of the steps necessary to locate books in the library: basic online catalog searching and finding books by simple call numbers.

- Practicing differentiating between Fiction and Nonfiction.
- Conceptualizing the relative reliability of available print and digital sources. Students become aware that the library has online databases that can provide reliable information available for research rather than defaulting to a general web search.
- Receiving additional group research instruction and assistance in coordination with homeroom teachers as appropriate for a given homeroom project.

## **Diversity, Equity, and Inclusion**

Over the course of the third grade year, students share in:

- An introduction to the concept of “the author’s voice” (beginning with an interactive Ashley Bryan video).
- The curricular theme: “Sharing Voices: What is the Sound of Your Voice?” (introduced with Amanda Gorman Ted talk video).
- Asking the question: “What do you feel is important to say to others around you and the wider world.”
- Listening to others’ expressions of lived experience with respect.
- Voting, etc. as an exercise in using one’s voice as a member of a democracy (Sutherland voting as one example).
- Discussion of who historically gets published and who does not in children’s books.
- Exposure to a wide spectrum of inclusive fiction and non-fiction through book talks, read-alouds, book displays, and in-house curated bibliographies.

## **Grade 4**

### **Literature Appreciation**

Students will learn to appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth through:

- Exposure to a wide spectrum of literature through book talks, read-alouds, book displays and in-house curated bibliographies.
- Developing skills in literary criticism through participation in the Sutherland Awards process.
- Continued exposure to storytelling in the oral tradition, developing active listening skills, vocabulary, appreciation of story structure and elements such as rhythm, repetition, alliteration, etc.
- Author visits.



## **Inquiry**

Fourth grade students further their understanding and practice of inquiry by:

- Developing increasing independence in locating books in the library through online catalog searching and finding books by call numbers.
- Gaining experience in using various types of information available in the library, including online encyclopedias and other databases.
- Expanding awareness of the importance of identifying reliable data sources.
- Receiving additional group research instruction and assistance in coordination with homeroom teachers as appropriate for a given homeroom project.

## **Diversity, Equity, and Inclusion**

Over the course of the fourth grade year, students experience:

- A continuation of the curricular theme “Sharing Voices: What is the Sound of Your Voice?”
- Thinking about what each of them feels is important to say to others.
- Listening to others’ expressions of lived experience with respect.
- Voting (including participation in the Sutherland Award voting process)
- Discussion of additional ways of using one’s voice as a citizen in a democracy.
- Introduction of the question of “What voices might be missing?”
- Thinking about character perspective and opinion
- Discussion of point of view
- Exposure to a wide spectrum of inclusive fiction and non-fiction through book talks, read-alouds, book displays, and in-house curated bibliographies.

## **Grade 5**

### **Literature Appreciation**

Students will learn to appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth through:

### **Exposure to a wide spectrum of literature**

Introduction to critical book review through participation in the Sutherland Awards process  
Continued exposure to storytelling in the oral tradition

## **Inquiry**

Students will be able to use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society.

**Students will build their ability to:**

- Independently navigate the library space through use of Call Numbers
- Articulate an information need and create a basic search strategy
- Independently use keywords and search terms to locate information
- Independently find and use reference materials
- Locate materials and information using advanced features of library catalog
- Students will gain a more complete understanding of the library's online encyclopedias, the library databases, and magazine reference sources.
- Students will independently be able to access these sources, search for information, cite the sources that they use for their research
- Students will be able to research topics on the internet evaluate validity of websites

## **Diversity, Equity, and Inclusion**

**Over the course of the fifth grade year, students experience:**

- A continuation of the overarching question of “What voices might be missing?”
- Thinking about character perspective and opinion
- Discussion of point of view
- Deeper dive into why certain voices may be present and/or missing
- Exposure to a wide spectrum of inclusive fiction and non-fiction through book talks, read-alouds, book displays, and in-house curated bibliographies.

## **Experiences**

### **Grade 3**

#### **Literary/Oral Tradition**

Read-alouds and book talks for recommended authors as well as genres such as science fiction, fantasy, mystery, and adventure. Poetry and a variety of non-fiction subjects are included. Participation in the Sutherland Awards process. Library sessions involve projects and discussions analyzing and evaluating text, illustrations, and the way in which text and illustrations interact and enhance one another.

- Active listening to oral tradition stories told by the librarians.
- Authors and/or illustrators visit the Lower School to share their creative process with students.
- Students are able to drop in to the library individually at unscheduled times to browse the collection or request reader's advisory.

#### **Inquiry**

- Students participate in a series of exercises to review alphabetization, learn the format of fiction and nonfiction call numbers, and practice finding books on the shelves.
- Students complete a practice exercise in online catalog searching which is co-taught by a librarian and the computer teacher during 2-3 weeks of their scheduled time in the computer lab.
- Students are introduced to the library website and the resources it offers.
- Students are able to drop in to the library individually at unscheduled times to work on inquiry projects.

## Grade 4

### Literary/Oral Tradition

- Read-alouds and book talks for recommended authors as well as genres such as science fiction, fantasy, mystery, and adventure. Poetry and a variety of non-fiction subjects are included.
- Participation in the Sutherland Awards process - Library sessions involve activities, projects and discussions analyzing and evaluating text, illustrations, and the way in which text and illustrations interact and enhance one another.
- Participation in the Global Reading Challenge, in which students read books featuring a variety of cultures within the United States and around the world.
- Active listening to oral tradition stories told by the librarians.
- Every year, authors and/or illustrators visit the Lower School to share their creative process with students.

### Inquiry

- Students participate in a series of exercises to practice finding books on the shelves.
- Students complete practice exercises in online catalog searching in the library.
- Students are introduced to the library website and the resources it offers.
- Students receive group research instruction and assistance in coordination with home classroom inquiry projects.
- Students receive individual assistance as necessary when conducting home classroom inquiry projects.
- Students are able to drop in to the library individually at unscheduled times to work on inquiry projects.

## Grade 5

### Literary/Oral Tradition

- Read-alouds and book talks for recommended authors as well as genres such as science fiction, fantasy, mystery, and adventure. Poetry and a variety of non-fiction subjects are included.
- Participation in the Sutherland Awards process. Library sessions involve activities, projects and discussions analyzing and evaluating text, illustrations, and the way in which text and illustrations interact and enhance one another. Discussions take place around the topic of what makes a good picture book or why a book may or may not be “Sutherland worthy”.
- Participation in the creation of the assessment criteria that will be used for the Sutherland committee the following school year.
- Active listening to oral tradition stories told by the librarians.
- Every year, authors and/or illustrators visit the Lower School to share their creative process with students.
- Students are able to drop in to the library individually at unscheduled times to browse the collection or request reader’s advisory.

## **Inquiry**

- Students participate in a year-long project that combines visual and textual skills into a book sharing project that is shared with the entire lower school.
- Students participate in a series of exercises to further differentiate fiction from nonfiction.
- Students complete a refresher exercise in online catalog searching in the library.
- Students are introduced to library and research tools used in the Middle School.
- Students receive group research instruction and assistance in coordination with home classroom inquiry projects.
- Students receive individual assistance as necessary when conducting home classroom inquiry projects.
- Students are able to come to the library individually at unscheduled times to work on inquiry projects.

## **SKILLS**

### **Grade 3**

- Learn the major shelving sections of the library fiction and nonfiction
- Learn to locate thematic book displays
- Learn to locate curated bibliographies, hard copies and online
- Advance active listening skills and awareness of story structure through listening to stories from the oral tradition
- Find the library web page
- Locate the online catalog on the web page

- Do simple catalog searches
- Learn to decode fiction and nonfiction call numbers and begin to be able to use them to look for books with support
- Develop awareness that there are encyclopedias and other research databases available at the library web page
- Recognize that the library offers a growing collection of books representing many cultures, ethnicities, etc.
- Understand that authors have a “voice”:
- Their words on a page have particular rhythms and sounds.
- The words they use, and the fact that they are able to communicate them to others is a powerful ability
- Begin to consider the nature and power of their own voices
- Respect for the voices of others
- Voting as expression of one’s voice and a crucial part of a democratic society
- Ability to discern and discuss important elements of literary criticism: character, setting, word choice, artistic expression in picture books, etc.

## Computer Science

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Third through fifth grade Computer Science develops students' computational and critical thinking skills and shows them how to create, not simply use, new technologies so they can succeed in a tech-driven world.

### Strands

Technology Skills and Computer Science

### All Grades Goals

- Navigate a computer (hardware and software)
- Enhance desire to create using technology
- Enhance growth mindset when using technology

### Grade 3

#### Skills

Navigating a computer (desktop, laptop, Chromebook, iPad)

Identifying how to be a Good Digital Citizen

Keyboarding

Utilizing Google Drive

Programming

Introduction to the laser cutter

## Experiences

- Navigating a computer
- Practice Keyboarding
- Google Drive Files: Fonts: Color It, Highlight It, Name It, Size It
- Programming robots: Dash and Dot
- Programing with Scratch: Name Card
- Digital Fabrication: Felt Project
- Someone You Should Know (introduction to important people in the STEM fields)

## Resources

- Devices: Mac Desktop, Chromebook, iPad
- Keyboarding (Software: Typing Club)
- Google Drive
- Seesaw
- Dash and Dot Robots
- Dremel Laser Cutter (Software: Adobe Illustrator)

## Grade 4

### Skills

Navigating a computer (desktop, laptop, Chromebook, iPad)

Identifying how to be a Good Digital Citizen

Keyboarding

Utilizing Google Drive

Programming

Continued use of the laser cutter

## Experiences

- Navigating a computer
- Practice Keyboarding
- Google Drive Files: My Locker Activity and All About Me
- Programming robots: Ozobots using Ozoblockly
- Programming micro computers: micro:bit using MakeCode
- Programing with Scratch: Jump Game
- Digital Fabrication
- Someone You Should Know (introduction to important people in the STEM fields)

## Resources

- Devices: Mac Desktop, Chromebook, iPad
- Keyboarding (Software: Typing Club)
- Google Drive
- Schoology
- Ozobots and Ozoblockly
- Micro: bit and MakeCode
- Dremel Laser Cutter (Software: Adobe Illustrator)

## Grade 5

### Skills

- Navigating a computer (desktop, laptop, Chromebook, iPad)
- Identifying how to be a Good Digital Citizen
- Keyboarding
- Utilizing Google Drive
- Programing
- Introduction to the vinyl cutter
- Continued use of a laser cutter

### Experiences

- Navigating a computer
- Practice Keyboarding
- Google Drive Files: Pixel Art
- Programming robots: Sphero
- Programming micro computers: Circuit Playground
- Programing with Scratch: Pong Game
- Digital Fabrication: 2D shape to 3D shape
- Someone You Should Know (introduction to important people in the STEM fields)

### Resources

- Devices: Mac Desktop, Chromebook, iPad
- Keyboarding (Software: Typing Club)
- Google Drive
- Schoology
- Sphero
- Circuit Playground
- Cricut and Cameo Vinyl Cutters (Software: Adobe Photoshop, Cricut Design Space)
- Dremel Laser Cutter (Software: Adobe Illustrator)

## Physical Education

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The Physical Education, Health and Wellness Program at The Laboratory Schools focuses on physical skills, fitness, teamwork, sportsmanship, health and wellness concepts. We promote a lifetime of healthy pursuits, stress management techniques, and understanding of anatomy and physiology of the human body. We value experiential learning by doing.

### Strands

- Develop Neuromuscular skills: with which they can perform more competently in all activities. Specific activity skills are stressed so that coordination patterns will develop and carry over into many activities.
- Develop social and emotional skills through self awareness, self management, relationship building and social awareness to help effective participation in group situations. Emphasis is placed on such qualities as cooperation, leadership, team work, sportsmanship, responsible decision making and safety awareness.
- Develop an appreciation for physical activity relating to team sports, individual skills, and social engagement.
- Develop cognitively in sport strategy, rules, and skill application. Promote knowledge of the health benefits associated with being physically active.
- Develop inclusion and equity skills within teams and competitive experiences.
- Provide opportunities for self-expression and creativity within the curriculum.

### Experiences

Students in grades 3-5 are provided with a variety of activities, sports, games, fitness exercises and wellness education, lasting 2-4 weeks to give ample practice time and opportunities to utilize skills in game situations and learn to apply strategy effectively. They are adapted to accommodate individual developmental processes and personal interest.

### Resources

Sports and recreation equipment along with a fitness center, gymnasiums, dance studio, pool, an all purpose field, tennis courts, health classrooms, and track/field facilities are utilized to support our goals. Media technology also plays an integral role in delivering our Health and Wellness pedagogy.

### Skills



swimming, dance, tumbling, gymnastics, floor hockey, team building, volleyball/net games, softball, basketball, soccer, track and field, tennis, and touch football, yoga, health and wellness topics.

## Progress Report Standards

### Social Emotional Learning, Citizenship, & Work Habits

#### Self Awareness & Self Management

- Follows classroom routines and manages transitions
- Works independently, on task, and seeks help when needed
- Shows eagerness and curiosity as a self directed learner
- Shows perseverance when challenged
- Manages homework, where applicable

#### Social Awareness & Interpersonal Relations

- Interacts appropriately with adults
- Interacts cooperatively with peers
- Engages in discussions and participates in lessons

#### Responsible Decision Making

- Resolves conflicts appropriately
- Respects self, others, materials, and facility

#### Skills & Activities

- Understands game rules
- Understands game strategies
- Understands Health, wellness and fitness concepts