

Curriculum

English Language Arts

Effective Language Arts instruction is essential in every student's education. English language arts encompasses the areas of speaking, listening, reading and writing. Without proficiency in the four components of ELA, students cannot fully participate in the educational process. Therefore, at LPCS, we focus intensely on early literacy to ensure that every child has an opportunity to learn and grow.

Reading-LPCS integrates a variety of programs into cohesive ELA instruction.

- ***Orton Gillingham (OG):*** In grade pre-k through third and in fourth through sixth grade intervention classes, we utilize the Orton Gillingham sequence. OG is a multisensory (visual (seeing), auditory (hearing), kinesthetic (moving), tactile (touching)) structured language methodology. It is research-based and has been proven to be effective for more than 80 years. Based on best teaching practices, OG provides a structured and sequential format moving from concrete to abstract and from simple to complex. There is sufficient repetition to achieve automation and considerable scaffolding techniques to support students at any level. Every part of the OG method utilizes multisensory procedures for inputting and reinforcing information, this is what distinguishes OG from other phonics programs. The approach systematically addresses syllabic, morphemic, syntactic and semantic levels. It breaks apart the grammatical, phonological and morphological components of language. The approach is derived from an understanding of the neurological basis of learning reading and spelling. In the most simple terms it helps our students understand the alphabetic code, teaches them the science of reading, how words are broken down and the rules of reading and spelling. These characteristics make the Orton-Gillingham method applicable to ALL students.
- ***Reading Mastery:*** In grades kindergarten and one, we supplement our Orton Gillingham sequence with *Reading Mastery*. *Reading Mastery* is a complete basal reading program

that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps - modeling new content, providing guided practice, offering individualized practice, and applying skills.

- ***Wonders:*** In grades two through six, we teach literacy by utilizing *Wonders*. *Wonders* is filled with exemplars, award-winners, and other high-interest literary and informational texts that range across many genres, eras, and cultures.
- ***Literature:*** In grades fifth through eighth, we utilize our own literacy sequence which encompasses works of fiction, nonfiction and poetry.
- ***Lexia:*** *Lexia* supplements the literacy curriculum in grades pre-k through six. *Lexia Reading Core5* provides an explicit, systematic, personalized learning experience and delivers norm- and criterion-referenced performance data and analysis. This research-proven, the technology-based system accelerates reading skills development; predicts students' end-of-year performance; and provides teachers with data-driven action plans and skill builders to help differentiate instruction. Students work independently to develop reading skills in a structured, sequential manner with a focus on foundational skills to develop automaticity and fluency, listening and reading comprehension with complex text, and academic and domain-specific vocabulary to improve comprehension.
- ***Accelerated Reader (AR):*** AR is utilized in grades second through eighth to help incentivize and monitor independent reading. We uncover a student's AR level through a quick standardized assessment (STAR test). Each student is aware of their AR level and is able to access books in our library to meet their level. Once they have read a book, they take a short comprehension quiz and are able to earn incentives for their independent reading.

Writing

- ***Write Tools:*** *The Write Tools* is a research-based approach to the writing process for the major types of writing (expository, persuasive/opinion, and narrative). This writing approach not only provides teachers with the science behind the writing process but also provides teachers with a toolbox of tools to use to challenge all levels of writers throughout the writing process.
- **Shurley Grammar:** *Shurley Grammar* provides a strong grammar base, gives step-by-step instructions, connects grammar and writing, and is fun and exciting for children to learn.

Math

- ***Saxon Math:*** The *Saxon Math* program is implemented for mathematics in grades pre-k through four. Instead of relying on rote memorization, *Saxon Math* is taught incrementally, each lesson building on previous lessons, and results in a deep and lasting understanding of the subject. Studies have shown the effectiveness of cumulative learning through distributed instruction.
- ***Math In Focus:*** *Math in Focus* is taught in grades fifth through eighth. Through consistent use of this concrete-pictorial- abstract pedagogy, the program develops and strengthens mathematical reasoning. This approach develops a deep understanding of the content. In addition to this, at every grade level, and throughout every chapter, problem solving is at the heart of content and instruction. The embedded focus on problem solving encourages students to be flexible thinkers who can represent and apply their thinking. They gain a true understanding of numbers and are able to think about and apply their knowledge rather than rely solely on rote memorization. These factors, as well as the building of confidence in math, help children tackle the demands of higher level mathematics.

Science

Students at LPCS experience science in a hands-on manner as well as through study and application of the processes used by scientists. We utilize the Core Knowledge Sequence for science instruction in grades kindergarten through four. In grades five through eight science is lab based and enhanced by the use of Amplify Science.

Social Studies

Our social studies instruction is geared to provide students an understanding of the shared values of a civilized society, the threads throughout world history that provide a context for our current communities and the complexity of the world. It provides the context and understanding of how humans interact with each other and with the environment over time. Additionally, it offers the crucial knowledge needed to create a framework for understanding the systems of society. At the fifth grade level our students experience AmeriTowne and International Towne as sixth graders. In junior high, we offer an optional trip to Washington D.C. so the students are able to experience our nation's history.

Ability Grouping

Instruction methods at LPCS focus on the idea that not all students start at the same level, learn in the same way, or master skills at the same pace. Flexible ability grouping is used in grades kindergarten through four to address the needs of students at their own individual academic ability level. The instruction for each ability group is designed to challenge every student with concepts and skills appropriate to their particular readiness level while also requiring them to stretch and grow and master new skills.

In grades five and six, modified ability grouping is used within the fifth/sixth grade team structure. Students are provided with the level of instruction that meets their needs. When students progress to junior high, they register for either grade level content or expanded content which offers high school credit for math and Spanish.

Specials (K-4)

- **Art:** Students experience art activities and learn visual arts techniques that develop fine motor skills, like painting, drawing, clay sculpting, etc.
- **Music:** Students begin learning about music through movement, voice, and exposure to instruments.
- **Technology:** Students begin by learning basic computer skills, including typing. As students demonstrate proficiency in standard software, they also begin to enjoy projects in the media arts, including web design, coding, and game development.
- **Physical Education:** In physical education, students are challenged to develop *large* motor skills while learning specific physical competencies and spatial awareness through game play and physical practice. Instructors encourage sportsmanship and team-building.
- **Library:** We work daily to instill a love for reading in our students and support this effort with a weekly library class where students are taught library skills, are read to and are able to check out books at their level to support their reading growth and development.

Electives (5-8)-Elective offerings may include the following.

Active Sports: In this fun-filled elective, you play, learn, and practice active sports, dance and sportsmanship.

Art Projects: Students will select art projects and create them in various mediums. Students will also choose an art piece to study and critique.

Balsa Wood Building: Students will work cooperatively to build efficient, competitive balsa wood structures while learning basic engineering/physics principles involved. A competition component is included and is based on Science Olympiad competition events by the same name.

Book Club: If you love to read and discuss books with others, this is the class for you! Students will be required to read a certain number of pages per week and come to class ready to participate in a group discussion. In the past we have done a group project and also were able to view the movie version of the book and compare and contrast the two. Students will be asked to

try to locate the chosen book at their local public library, or to utilize their e-reader if they own one.

Brain Bowl: Students will work on preparing teams to compete in the local Brain Bowl competition. The school is allowed three teams of 5 with one alternate member, and this class will continue in second semester. The local competition is held in late January. “Brain Bowl is fast paced like a game show but it is competitive like sports. After playing by the Brain Bowl rules for a few rounds, students begin to pick up on the strategies for building as many points as possible over a series of team to team rounds. Soon they realize that it's not what they know but how they use their knowledge to play the game.”

Brain Science and Meditation: Different meditation and relaxation techniques will be explored, as well as learn about how the brain functions and how we can maximize its potential.

Chicken Nugget 101: Agriculture in the classroom-Denver 4-H will lead this class on the journey to find out which comes first, the chicken or the egg. Students should expect to plan, design and build a chicken coop, gain an in-depth understanding of embryology, and develop a sense of humane animal care. An environment will be created to raise chickens on the LPCS Campus, and have the chance to compete statewide with other youth poultry aficionados at shows like the the Stock Show.

Chess: Rules and strategies will be taught and students will develop their gaming chops in fun play with peers.

Choir: Students will learn to sing with a group. Students will get the chance to perform as well!

Financial Literacy/Stock Market Game: Students in this elective will develop financial literacy and learn about the stock market in a fun and collaborative way. Each team (3-4 students) will develop a stock portfolio to compete with other teams, both at our school and against other teams across the state, country, and even internationally. (<http://www.stockmarketgame.org/>)

Knitting: Students in this class will learn basic knitting skills and will complete simple projects utilizing the skills. The class is open to new knitters as well as experienced knitters. Students will be expected to work on knitting outside of class so that projects can be completed. Every effort will be made to provide materials to students, but in some cases students may have to purchase knitting needles or yarn.

Home Economics: -Students in the class will learn basic cooking and home management skills.

Orchestra: Students in grades five through eight will have the opportunity to join a string orchestra. The orchestra will be open to beginners through advanced players. Students will have the opportunity to learn the violin, viola, cello or bass.

Origami: Students would work cooperatively to develop paper folding skills, starting with basic models and moving toward ever more complex ones as their skill level increases.

Passion Projects: In this class, students will develop one or more projects per semester to complete from conception to completion as independent projects.

Programming and Robotics: Students program two different kinds of robots to complete tasks. Students will also use Legos to engineer attachments to a robot to complete tasks.

Publishing: Students study photography and work on the LPCS yearbook. Students will also discuss journalism and work on the Junior High Newspaper. Additionally, students will bring in advertisements to analyze and create their own.

Python Game Design: This class will focus on learning to program in the language Python and using these skills to make and modify some classic video games.

Study Skills: Students receive study skills support including targeted reading intervention, planning and organizational support, communications support, grade tracking and study strategies. This class is assigned by teacher recommendation.

Video Productions: Students explore aspects of video production from pre-production to post production. Students create original videos as well as edit LPCS TV, which includes visual and

special effects like Chroma key (green screen). That's right! Students will be able to edit green screen videos. This class is closely linked to LPCS TV.

Technology

Technology is integrated with a balanced approach at LPCS. We are aware that we are helping to develop 21st century learners, but at the same time we are holding on to the need to develop. It is used as a learning enabling tool, an output tool, an assessment tool, and a subject for study. Research-based and proven software programs are integrated in the regular curriculum. Students are taught to become very familiar with computers, through explicit instruction on keyboarding, basic navigation and important applications such as word processing, spreadsheet, email, Google Drive applications and presentation software.

Students are responsible for appropriate behavior on the school device and network as detailed in the school's Student Code of Conduct in relation to general school behavior. They must comply with specific computer rules including those outlined specifically within the Technology Use and Responsibility Agreement. Communications on the information networks are public and users should not expect that files stored on school equipment, or accounts will be private. General school rules for student behavior, conduct and standards will apply. Although, students' have access to computers throughout their elementary years, it is not until junior high that we institute the 1-1 technology program where students are loaned and responsible for their own device.