Bixby SCHOOL

Preschool - 5th Grade Curriculum Guide

Introduction

The program at Bixby is designed to support and encourage children's lively intellects with a flexible active learning curriculum shaped by student interests and individual personalities. Common across the content areas is a shared focus on independent thinking skills - problem-solving, curiosity, conceptual understanding, and critical thinking - and fostering intrinsic motivation. These fundamental elements of progressive education have resulted in a program where academic learning is facilitated by content specialists. The elementary program places equal emphasis upon a whole-child orientation that nurtures self-awareness, self-regulation, character development, and global competence.



"We offer a progressive education where we know each student deeply, provide hands-on learning experiences in small classes with expert teachers, and fuel and celebrate curiosity every day."

Bixby Curriculum Framework



The nature of our program is to be responsive to students. Children don't necessarily learn in ways that are linear or follow our plans. Our central goal is to reinforce each child's inherent brilliance. Doing this means we follow their passions and respond to what they show us they are ready for. For example, while learning to read follows a research-based progression, specific skills and topics may be explored during years that don't adhere strictly to the grade-level curriculum outlined here.

Bixby students graduate having covered all of the curriculum outlined here and more. Still, our primary academic goals are to experience the wonder of discovery, build confidence in our creativity to solve novel problems, and trust our curiosity.

The elementary program begins with a self-contained classroom in kindergarten to ease the children’s transition to later grades, when students move from one content specialist to another. Content specialists teach all courses in grades one through five. There are no self-contained classrooms. Each grade typically enrolls between 15-22 students who are assigned to classes in a mix of whole-grade and small group configurations.

The school’s content specialist program model places a high priority on the depth of learning. The passionate subject-matter expertise of each teacher enables them to prepare highly engaging lessons with significant learning differentiation, to enhance the students’ conceptual understanding and skill development. Hands-on learning, with small-group collaboration and meaningful choices, helps engage students as active learners. Teachers also build the curriculum around student interests within broad guidelines shaped by national, state, and local content standards. This flexibility to respond to student interests helps to foster a high level of student engagement and challenge. Learning assessments provide similar flexibility and guide instruction.

Navigating a typical school day in grades 1-5 requires a high level of responsible independence from students. To help motivate that learning and support each student's emerging strengths and interests, the average school week also includes Free Time at least twice each week. At that time, and during lunch recess, students who have demonstrated enough responsible independence can choose to play and explore in some uniquely appealing learning environments that are not available otherwise.

Bixby SCHOOL
Graduates Are...

Academically Prepared

- Arts (Visual & Performing)
- Engineering & Technology
- Financial literacy
- Health & human development
- Literacy
- Math
- Media Literacy
- Music
- Physical Health & Wellness
- Sciences
- Social Studies/Sciences
- Spanish

Bixby SCHOOL
Graduates Are...

- Investigate the world
- Able to recognize diverse & divergent perspectives
- Communicate ideas
- Take action

Global Citizens

Bixby SCHOOL
Graduates Are...

Independent Thinkers

- Questioning & Curiosity
- Critical thinking & Problem Solving
- Conceptual Learning
- Creative Thinking
- Attention Span & Focus
- Work Ethic & Dependability
- Serious Play

Bixby SCHOOL
Graduates Are...

- Self Aware & Self Care
- Self Regulation
- Socially Aware
- Healthy Relationships
- Responsible

Socially & Emotionally Competent

WHOLE CHILD DEVELOPMENT OVERVIEW

“It is important that students learn at least as much about themselves as they learn about academics each year.”
-Pat Baker, Bixby School Co-Founder

This sentiment continues to drive our school design and curriculum today. Social and emotional learning at Bixby is not simply a complement to our academic program but rather is the foundation of academics.

Nurturing life skills beyond the academic curriculum is essential to whole-child education. Bixby School weaves social and emotional learning (SEL) throughout the students’ day. Specific skill development in self-awareness, social awareness, self-management, relationship skills, and responsible decision-making are incorporated into routine teacher-student interactions. It is also explicitly taught in certain situations. The approach to developing these skills is designed to meet the developmental needs and challenges of students.

Bixby school uses the research-based competencies created by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to guide students' social-emotional learning from preschool to 5th grade. Social-emotional learning is one of the four cornerstones of the Bixby graduate framework.

Teachers utilize Responsive Classroom (a student-centered, social, and emotional learning approach) to cultivate an environment where students can learn to take healthy, safe risks, thereby deepening their understanding and growing as individuals and community members.

“Bixby's mission is to nurture children’s love of learning as they discover their individual gifts and prepare them to make meaningful contributions to the world.”

Bixby Preschool

Bixby preschool is designed to support and encourage children's lively intellects with a flexible, and active learning curriculum shaped by student interests and individual personalities.



Original.

Risktaker.

Curious.

Open-minded.



Preschool Goals

Social skills: We learn how to...

• to enter/leave a group

• to respect other's boundaries, belongings and materials

• effectively resolve conflict

• express and respond with empathy

• display confidence

Communication skills: We learn how to...

• verbally advocate for themselves and make their needs known

• ask an adult for help when needed

• acknowledge when being spoken to

Emotional growth: We learn how to...

- self-regulate-adapt in different situations (i.e. quiet circle
- time/loud music time)
- participate in self-directed and teacher-directed activities
- transition independently from one activity to another
- identify their own needs, to feel and express emotions

How do we achieve our preschool goals?









We Play!

Blocks, cars and trucks





I learn...

- Problem-solving
- To work cooperatively with friends
- To understand concepts around shapes, patterns, and length
- Spatial awareness

Painting





I learn...

- To cross the midline on a vertical surface
- How to develop hand-eye coordination
- To tell a story
- How to make creative choices

Writing, scribbling and drawing



I learn...

- How to express my ideas on paper
- How to use a writing tool
- Basic writing strokes
- How to develop inventive language



Circle time and small groups





I learn...

- To wait and take turns
- Movement using my body
- To sit still, self-regulate and listen
- Cooperation
- How it feels to speak in front of a group
- New songs, books and chants

Dress-up and dramatic play





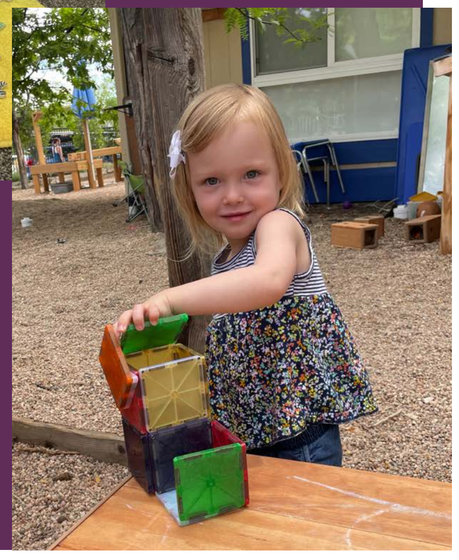
I learn...

- To cooperate with my friends
- I practice what I see happening around me
- Self-confidence and self-esteem building skills
- To express my ideas through social skills
- Problem solving

Puzzles, Lego, magnet tiles, rubberband boards







I learn...

- Simple math concepts like one-to-one correspondence
- About patterns and colors
- How to use my fingers and develop fine motor skills
- About adding and taking away

Books and stories



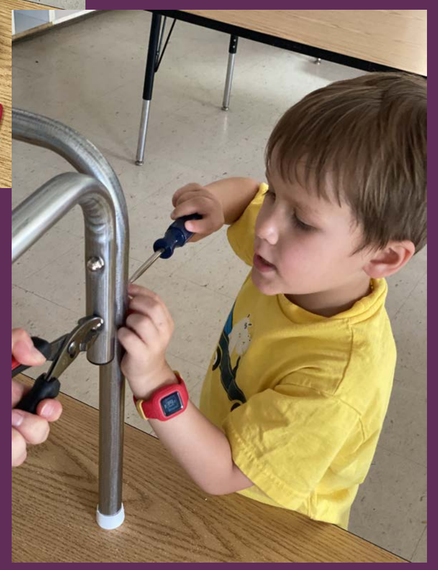
I learn...

- What words look like in a book
- That pictures tell a story
- To make predictions
- To use my imagination
- About the world
- About being focused



When I create





I learn...

- About textures, shapes, and patterns
- I make a mess and have sensory experiences
- To express myself
- To use my imagination
- That art is a story
- How to mix colors experiences
- About art tools and build fine motor



Make Music







I learn...

- Rhythm and listening skills
- Concepts of fast, slow, quiet, and loud.
- To express myself
- To count beats
- About different cultures

Explore









I learn...

- About the world
- Observe things that are the same and different
- To be a nature protector
- About weight, color, size
- To challenge my senses

Other areas where we play and learn.





Having lunch together



Cooking







Sandbox



Swim













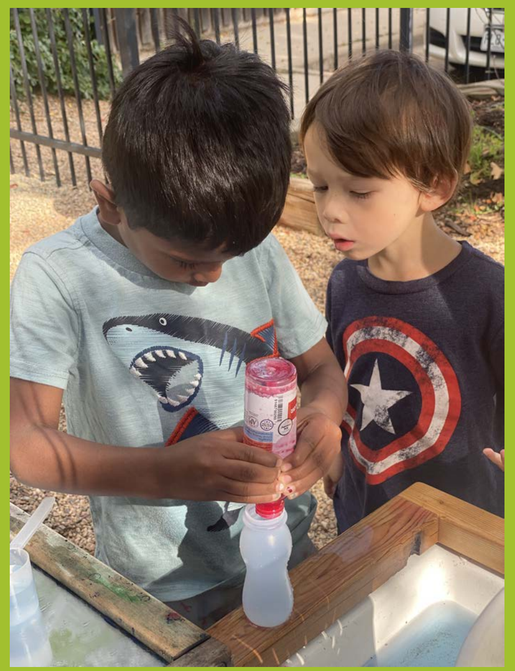


Sensory

Social and Emotional Learning









SEL is the process of developing self-awareness, self-regulation and fostering friendships through social interactions. Children build a foundation for life skills through decision-making and risk-taking.









Welcome Letter



Mystery Reader





Friday Fun Facts



How to Stay CONNECTED





Group teacher

School Calendar

Seesaw

Bixby Buzz

Kindergarten













Kindergarten

Bixby's self-contained kindergarten provides a cohesive learning community for introducing students to the fundamentals of academic learning while building on their play-based experience in preschool and advancing their capacity for responsible, self-directed learning in later grades. In these ways, the kindergarten plays an important transitional role in preparing children for the unique challenges and opportunities of the elementary program.



Kindergarten is a very exciting time for children! They are learning to be a student, and some are experiencing school for the first time!

The kindergarten program provides a balance of engaging classroom routines and experiential learning adventures to develop abilities in four key areas: 1) communication (speaking, listening, discussion); 2) creativity, self-expression, and movement; 2) conceptual learning, analytical reasoning, and problem-solving; 4) self-directed learning and community participation. Routine elements of a typical kindergarten day include learning centers, a reading circle, community gatherings, and table work. Experiential learning adventures each week include Cooking Club and walking to Bridgewalk Pond for nature observation and journaling.

Social/emotional milestones

- **Follows rules or takes turns when playing games with other children**
- **Sings, dances, or acts for you**
- **Does simple chores at home, like matching socks or clearing the table after eating**

Kindergarten

- Students work with content specialists to build a strong foundation and take deep dives Into their areas of interest. Academic as well as critical thinking and problem solving, will be strengthened using experiential learning opportunities.
- See the academic competencies document for detailed Information.

Academically Prepared

Global Citizens

- Visiting local farms and working In the gardens at Bixby to learn about agriculture, science, and the importance of bees and other species.
- Weekly walk and journaling to learn about ecology at Bridgewalk Pond
- Learning about and engaging In a variety of cultural activities from around the world
- Practicing responsible waste management through composting and recycling

Bixby School Graduates are...

Independent Thinkers

- Takes risks and tries new things with support.
- Has a developing sense of time
- Play Is still the most important activity.
- Loves making small decisions, like what they will wear to school.
- Attention span for a 5 year-old is 10-14 minutes

Socially & Emotionally Competent

- Body Safety Curriculum with Blue Sky Bridge
- Follows rules or takes turns when playing games with other children
- Sings, dances, or acts for you
- Does simple chores at home, like matching socks or clearing the table after eating

Kindergarten Academic Competencies

Math

- Whole numbers can be used to name, count, represent, and order quantity
- Composing and decomposing quantity forms the foundation for addition and subtraction
- Shapes are described by their characteristics and position and created by composing and decomposing
- Measurement is used to compare and order objects

Reading

- Communicate using verbal and nonverbal language.
- Develop oral communication skills through a language-rich environment.
- Develop and apply the concepts of print and comprehension of literary texts.
- Develop and apply the concepts of print and comprehension of informational texts.
- Develop basic reading skills through the use of foundational skills.
- Explore the purposes for research and inquiry by accessing resources in collaborative settings.

Writing

- Write opinions using labels, dictation, and drawing
- Write informative/explanatory texts on a topic using labels, dictation, and drawing.
- Write real or imagined narratives using labels, dictation, and drawing.
- Use appropriate mechanics and conventions when creating simple texts.

Science/STEAM

- Motion and Stability: Forces and Interactions
- Energy
- From Molecules to Organisms: Structures and Processes
- Earth's Systems
- Earth and Human Activity

Social Studies

- Ask questions and discuss ideas about the past.
- The sequence of events is important when describing the past.
- Recognize that geographic tools represent places and spaces.
- People live in different places around the world.
- Individuals make choices based on wants.
- Describe choices people make about how to use the money they earn (Personal Financial Literacy).
- Understand that civic participation takes place in multiple groups and in various forms.
- Participate in making fair and reasoned decisions using democratic traditions.

Creative Design

- Identify how artists use visual art and design to communicate.
- Notice and discuss what can be seen in works of visual art and design.
- Investigate the properties of materials to support the planning and making of works of art.
- Recognize that artists and designers contribute and connect to their communities.

Swim & Sports

- Demonstrate body and spatial awareness through movement.
- Locate and move the major parts of the body.
- Understand that physical activity increases the heart rate, making the heart stronger.
- Demonstrate respect for self, others, and equipment.
- Demonstrate the ability to follow directions.
- Apply safe practices, rules, and procedures.

Music (K-1)

- Introduce basic music theory skills through folk and choral music, movement and rhythm games
- Movement: stillness and motion
- Work as a community by exploring folk songs and popular musical theater selections
- Explore acting and emotional connection to music
- Music History: Composer of the month

First Grade

First graders at Bixby School begin to explore the Lower Yard play structure and all of the imaginative and movement fun they can create. They like to take on increased responsibility and they appreciate choice in their free time activities. First grade is a big transition! Students have the opportunity to work with many different teachers as they are introduced to more specific content work. You can often find them outside helping our gardening teacher care for and learn about the vegetation on the Bixby grounds. Of course, swimming class is still a favorite! Adult support and scaffolding help students feel confident in trying new things and exploring where their curiosity takes them.





1st Grade

- Students work with content specialists to build a strong foundation and take deep dives Into their areas of interest. Academic as well as critical thinking and problem solving, will be strengthened using experiential learning opportunities.
- See the academic competencies document for detailed Information.

Academically Prepared

Global Citizens

- Learning about different cultures through books, field trips, guest speakers, and experiential learning opportunities
- Coat drive, Growing Gardens, Museum of Nature and Science
- Practicing responsible waste management through composting and recycling program

Bixby School Graduates are...

- Field trips to expand understanding
- Explores the Lower Yard Play Structure and engages in imaginary play
- Thrives on encouragement and is easily upset with criticism
- Very curious; loves discovery, new Ideas, and asking questions.
- Highly motivated to learn
- Attention span for a 6-year-old is 12-18 minutes

Independent Thinkers

Socially & Emotionally Competent

- Ambitious
- Tremendous capacity for joy
- May be anxious to do well
- May want to be In charge
- Cares a great deal about friends
- Likes doing things for themselves
- Enjoys explaining things and sharing things they like

First Grade Academic Competencies

Math

- The whole number system describes place value relationships within and beyond 100 and forms the foundation for efficient algorithms
- Number relationships can be used to solve addition and subtraction problems
- Visual displays of information can be used to answer questions
- Shapes can be described by defining attributes and created by composing and decomposing
- Measurement is used to compare and order objects and events

Reading

- Communicate using verbal and nonverbal language to express and receive information.
- Use multiple strategies to develop and expand oral communication.
- Apply foundational reading strategies to fluently read and comprehend literary texts.
- Apply foundational reading strategies to fluently read and comprehend informational texts.
- Refine foundational reading skills through understanding word structure, word relationships, and word families.

Writing

- Write an opinion supported by reasons.
- Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.
- Recount real or imagined, sequenced events that include details and a sense of closure.
- Use appropriate grammar, spelling, capitalization, and punctuation.
- Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.

Science/STEAM (1st& 2nd)

- Waves and Their Applications in Technologies for Information Transfer
- From Molecules to Organisms: Structures and Processes
- Heredity: Inheritance and Variation of Traits
- Earth's Place in the Universe
- Matter and Its Interactions
- Ecosystems: Interactions, Energy, and Dynamics
- Biological Evolution: Unity and Diversity
- Earth's Place in the Universe
- Earth's Systems

Social Studies

- Ask questions and discuss ideas about patterns and chronological order of events from the past.
- The diverse perspectives and traditions of families from many cultures have shaped the United States.
- Locate places and spaces using geographic tools.
- Describe the characteristics of a community and how they are influenced by the environment.
- Individuals work in different types of jobs to earn an income
- Plan how to spend, share, and save money (PFL).

Creative Design

- Investigate how visual art and design tell the many stories of people, places or things.
- Question and respond to the stories told and the feelings expressed in works of visual art and design.
- Investigate the properties of materials to support the planning and making of works of art to communicate.
- Identify how artists and designers make connections through personal stories between self, family, and friends.

Swim & Sports

- Demonstrate basic locomotor and non-locomotor skills and rhythmic and cross-lateral movements.
- Demonstrate fundamental manipulative skills.
- Establish a beginning movement vocabulary.
- Identify the body's normal reactions to moderate and vigorous physical activity.
- Work independently and with others to complete work.
- Follow the rules of an activity.
- Develop movement control for safe participation in games and physical activities.

Music (K-1)

- Introduce basic music theory skills through folk and choral music, movement and rhythm games.
- Movement: stillness and motion.
- Work as a community by exploring folk songs and popular musical theater selections.

.

- Explore acting and emotional connection to music.
- Music History: Composer of the month.

Spanish (1st & 2nd)

Oracy and literacy

- Recognizes and reproduces basic greetings (formal and informal), and participates in role-plays.
- Knows how to ask and answer questions about their names and someone else's name.
- Knows how to express basic feelings using common words such as: bien, regular, mal, estupendo, and maravilloso.
- Able to identify and write numbers from 1-10.

Vocabulary and grammar

- Knows and recognizes common Spanish names such as María, Nicolás, Diego, etc.
- Knows vocabulary related to school, clothing, parts of the body, days of the week, months of the year, and weather.
- Understands and applies the endings o and a for masculine and feminine nouns.
- Identifies summer and winter clothing and uses the noun-adjective agreement effectively.
- Knows colors: rojo, amarillo, verde, azul, negro, morado, rosa, gris and blanco.
- Uses some phrases and words to communicate in class. Eg. terminé, si, no, gracias, de nada, hoy es (I'm done, yes, no, thank you, you're welcome, today is)

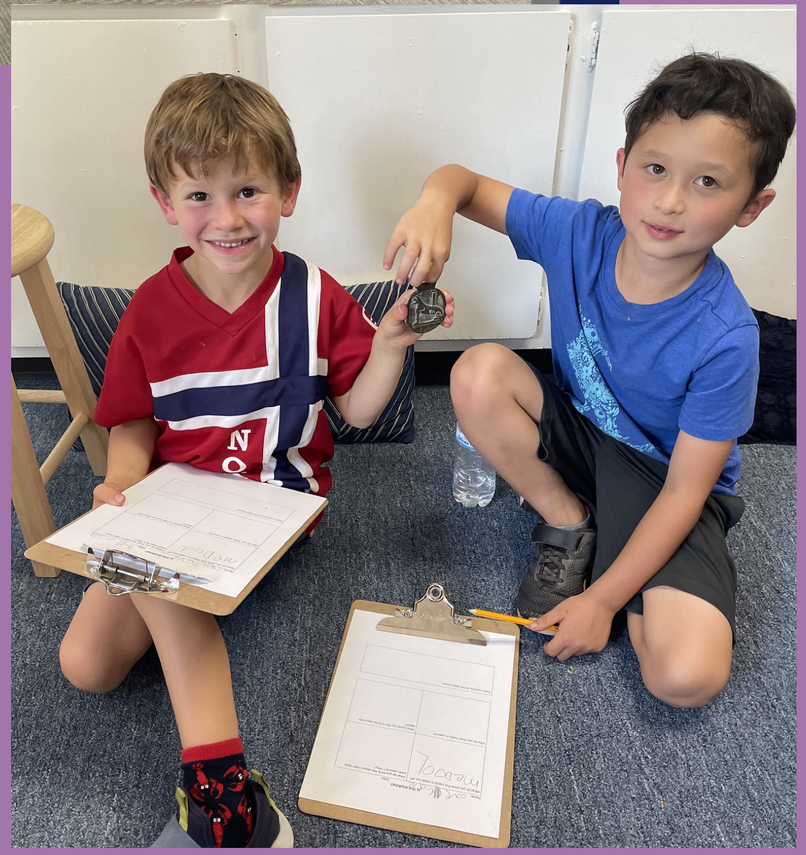
Phonetics and listening comprehension

- Identifies and reproduces vowel sounds independently.
- Recognizes prepositions such as: encima de, debajo de, al lado de
- Understands and follows basic directions such as: mira/observa, escucha, señala, pega, habla, etc

Cultural aspects

- Knows the names of some Spanish-speaking countries.
- Recognizes the colors of some flags from Spanish-speaking countries.
- Knows about the famous Mexican painter Frida Kahlo and is familiar with some of her famous paintings.





2nd Grade

Second grade is an exciting time for students! They are accustomed to working throughout school and take on more responsibility and independence. They will take field trips to learn about various topics ranging from sustainability to mathematical concepts and scientific exploration.

Play is still an important component of learning and the Lower Yard play structure is just one location on the Bixby School property that allows students to engage with their classmates as they climb, imagine, problem solve, and laugh together!

2nd Grade

- Students work with content specialists to build a strong foundation and take deep dives Into their areas of interest. Academic as well as critical thinking and problem solving, will be strengthened using experiential learning opportunities.
- See the academic competencies document for detailed Information.

Academically Prepared

Global Citizens

- Learning about different cultures through books, field trips, guest speakers, and experiential learning opportunities.
- Visiting to the Denver Mint, Growing Gardens, Fiske Planetarium
- Practicing responsible waste management through composting and recycling program

Bixby School Graduates are...

Independent Thinkers

- Field trips to expand understanding
- Explores the Lower Yard Play Structure and engages in imaginary play
- Likes to repeat tasks, work slowly and finish what they start
- Bothered by mistakes and try hard to make their work perfect
- Likes to collect, sort, and classify
- Attention span for a 7-year-old is 14-21 minutes

Socially & Emotionally Competent

- Firm sense of right or wrong
- Needs security, structure, and stability
- Strong likes and dislikes
- Often has a best friend and prefers to work alone or with one friend.
- Inward-looking; sensitive to others' feelings; empathetic

Second Grade Academic Competencies

Math

- The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms
- Formulate, represent, and use strategies to add and subtract within 100 with flexibility, accuracy, and efficiency
- Visual displays of data can be constructed in a variety of formats to solve problems
- Shapes can be described by their attributes and used to represent part/whole relationships
- Some attributes of objects are measurable and can be quantified using different tools

Reading

- Engage in dialogue and learn new information through active listening.
- Deliver presentations while maintaining focus on topic and be prepared to discuss.
- Apply specific skills to comprehend and fluently read literary texts.
- Apply specific skills to comprehend and fluently read informational texts.
- Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Writing

- Write pieces on a topic or book that state opinions and give supporting reasons.
- Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
- Write real or imagined narratives that describe events in sequence and provide a sense of closure.
- Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
- Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.

Science/STEAM (1st & 2nd)

- Waves and Their Applications in Technologies for Information Transfer
- From Molecules to Organisms: Structures and Processes
- Heredity: Inheritance and Variation of Traits
- Earth's Place in the Universe
- Matter and Its Interactions
- Ecosystems: Interactions, Energy, and Dynamics
- Biological Evolution: Unity and Diversity
- Earth's Place in the Universe
- Earth's Systems

Social Studies

- Ask questions and discuss ideas taken from primary and secondary sources
- People of various cultures influence neighborhoods and communities over time.
- Use geographic terms and tools to describe places and spaces.
- People in communities manage, modify, and depend on their environment.
- Resources are scarce, so individuals may not have access to the goods and services they want.
- Investigate costs and benefits to make informed financial decisions (PFL).
- Advocate for ideas to improve communities.
- Identify and compare multiple ways that people understand and resolve conflicts and differences.

Creative Design

- Identify how artists make choices using the language of visual art and design to communicate ideas.
- Share and explain choices made and possible next steps in personal works of visual art and design.
- Plan and create works of art by exploring various media and creating meaning through symbolization.
- Observe and discuss how visual art and design are evident in the everyday life of communities.

Swim & Sports

- Demonstrate the elements of movement in combination with a variety of locomotor skills.
- Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements.
- Use feedback to improve performance.
- Identify healthy habits for personal wellness.
- Demonstrate positive and helpful behavior and words toward other students.
- Apply rules, procedures, and safe practices in the classroom.

Music (2nd & 3rd)

- Basic Music Theory includinsyllables to learn note values/rhythms, introducing sight singing, and learning the notes of the treble clef.
- Work as a community by exploring folk songs and popular musical theater selections. Examples: Selections from The King & I, Shrek, Finding Neverland
- Movement: choreography to choral numbers, introduction to the Waltz, Salsa, and Swing Dancing.
- Exploring acting and emotional connection to music.
- Music History: Composer of the month.
- Recorder – Using the Karate Belt Method
- 3rd Grade may start Ukulele early.

Spanish (1st & 2nd)

Oracy and literacy

- Recognizes and reproduces basic greetings (formal and informal), and participates in role-plays.
- Knows how to ask and answer questions about their names and someone else's name.
- Knows how to express basic feelings using common words such as: bien, regular, mal, estupendo, and maravilloso.
- Able to identify and write numbers from 1-10.

Vocabulary and grammar

- Knows and recognizes common Spanish names such as María, Nicolás, Diego, etc.
- Knows vocabulary related to school, clothing, parts of the body, days of the week, months of the year, and weather.
- Understands and applies the endings o and a for masculine and feminine nouns.
- Identifies summer and winter clothing and uses the noun-adjective agreement effectively.
- Knows colors: rojo, amarillo, verde, azul, negro, morado, rosa, gris and blanco.
- Uses some phrases and words to communicate in class. Eg. terminé, si, no, gracias, de nada, hoy es (I'm done, yes, no, thank you, you're welcome, today is)

Phonetics and listening comprehension

- Identifies and reproduces vowel sounds independently.
- Recognizes prepositions such as: encima de, debajo de, al lado de
- Understands and follows basic directions such as: mira/observa, escucha, señala, pega, habla, etc

Cultural aspects

- Knows the names of some Spanish-speaking countries.
- Recognizes the colors of some flags from Spanish-speaking countries.
- Knows about the famous Mexican painter Frida Kahlo and is familiar with some of her famous paintings.

3rd Grade

Third graders are shifting from learning to read to reading to learn. They have quite a bit of choice in the genres they read and take a bigger role in the topics they study in areas such as creative design and science. Third graders love to share their humor and tend to express it well in their writing at this age. They will explore the grounds of Bixby and the community as they continue to build friendships and learn how to be caring members of the community.



3rd Grade

- Students work with content specialists to build a strong foundation and take deep dives Into their areas of interest. Academic as well as critical thinking and problem solving, will be strengthened using experiential learning opportunities.
- See the academic competencies document for detailed Information.

Academically Prepared

Global Citizens

- Learning about different cultures through books, field trips, guest speakers, and experiential learning opportunities
- Indigenous study, Bixby Bank/donation project
- Practicing responsible waste management through composting and recycling program

Bixby School Graduates are...

Independent Thinkers

Socially & Emotionally Competent

- Field trips to expand understanding
- Full of Ideas; like to talk and explain Ideas; tend to exaggerate
- Explores the Lower Yard Play Structure
- Enjoys responsibility
- Show Increasing Interest In rules, logic, how things are put together, how things work, the natural world, and classification
- Attention span for an 8-year-old is 16-24 minutes

- Loves to share humor
- Likes to socialize and engage In group activities and cooperative work
- Growing sense of moral responsibility and awareness of fairness Issues beyond themselves
- Adjusts well to change
- Body Safety Curriculum with Blue Sky Bridge

Third Grade Academic Competencies

Math

- The whole number system describes place value relationships and forms the foundation for efficient algorithms
- Parts of a whole can be modeled and represented in different ways
- Multiplication and division are inverse operations and can be modeled in a variety of ways
- Visual displays are used to describe data
- Geometric figures are described by their attributes
- Linear and area measurements are fundamentally different and require different units of measure
- Time and attributes of objects can be measured with appropriate tools

Reading

- Participate cooperatively in group activities
- Communicate using appropriate language in informal and formal situations.
- Apply strategies to fluently read and comprehend various literary texts.
- Apply strategies to fluently read and comprehend various informational texts.
- Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
- Write real or imagined narratives that use descriptive details, have a clear sequence of events and provide closure.
- Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
- Gather, interpret, and communicate information discovered during short research projects.

Science/STEAM

- Motion and Stability: Forces and Interactions
- From molecules to Organisms: Structures and Processes
- Ecosystems: Interactions, Energy, and Dynamics
- Heredity: Inheritance and Variation of Traits
- Biological Evolution: Unity and Diversity
- Earth's Systems
- Earth and Human Activity

Social Studies

- Compare primary and secondary sources when explaining the past.
- People in the past influenced the development and interaction of different communities or regions.
- Use geographic tools to develop spatial thinking.
- The concept of region is developed through an examination of similarities and differences in places and communities.
- Producers and consumers exchange goods and services in different ways.
- Create a plan to meet a financial goal (PFL).
- Respect the views and rights of others.
- The origins, structures, and functions of local government.

Creative Design

- Investigate works of art and design to recognize how to create meaning with purpose and intent.
- Demonstrate an understanding of how intent and purpose are informed by research and experimentation.
- Synthesize ideas about personal works of art and imagine possible next steps.
- Plan and create works of visual art and design recognizing various purposes and intentions.
- Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures.

Swim & Sports

- Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports.
- Perform cross-lateral and rhythmic exercises that make a brain-body connection.
- Demonstrate understanding of how the use of self-assessment aids in skill development.
- Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing.
- Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues.
- Demonstrate positive social behaviors during physical activity.
- Identify ways to prevent injuries during physical activity.

Music (2nd & 3rd)

- Basic Music Theory - introduce sight singing and learning the notes of the treble clef.
- Work as a community by exploring folk songs and popular musical theater selections. Examples: Selections from The King & I, Shrek, Finding Neverland
- Movement: choreography to choral numbers, introduction to the Waltz, Salsa, and Swing Dancing.
- Explore acting and emotional connection to music.
- Music History: Composer of the month.
- Recorder – Using the Karate Belt Method
- 3rd Grade may start Ukulele early.

Spanish (3rd & 4th)

Oracy and literacy

- Carries on a simple, basic conversation in Spanish.
- Able to write a short paragraph about themselves and their families
- Understands and applies basic vocabulary for playing board games and traditional games in Spanish
- Writes numbers from 1 to 20 sounding out syllables and using the diphthong-hiatus rule.

Vocabulary and grammar

- Understands and applies the adjective-noun agreement in Spanish.
- Knows and uses the definite and indefinite articles with masculine and feminine nouns appropriately.
- Knows colors, numbers (1-20), the alphabet, family members, classroom objects, traditional games, etc.
- Intuitively conjugates some basic irregular and regular verbs in first, second, and third-person singular.
- Asks and answers simple questions.
- Knows and uses subject pronouns in first and third person singular, assertively

Phonetics and listening comprehension

- Recognizes and replicates the ll, ñ, and r sounds.
- Recognizes and replicates vowel and syllable sounds of basic Spanish words.
- Understands, speaks, and sings Spanish rhymes and songs

Cultural aspects

- Identifies different dialect sounds within the Hispanic cultures.
- Uses the following expressions and idioms in the proper context: ¡Terminé!, ¡Ya voy!, ¿Puedo ir al baño, por favor?,
- ¿Qué significa...?, ¡Bien!, ¡Te toca, me toca, tira!, ¿Cómo se escribe tu nombre?, ¿Me prestas un lápiz, por favor? etc.
- Knows where Spanish is spoken around the world.
- Shows appreciation and is enthusiastic about playing Spanish games and rounds as a team.

4th Grade

Fourth graders will be gaining more independence as they become some of the oldest students in the school. They will be engaging in many experiential learning activities including studying wetlands, the “Bixby Bank” and donation project, and learning about the history of Colorado through field trips, guest speakers, and books. They swim, play, and strengthen the community of learners they have created!





4th Grade

- Students work with content specialists to build a strong foundation and take deep dives Into their areas of interest. Academic as well as critical thinking and problem solving, will be strengthened using experiential learning opportunities.
- See the academic competencies document for detailed Information.

Academically Prepared

Global Citizens

- Learning about different cultures through books, field trips, guest speakers, and experiential learning opportunities
- Wetlands study, Bixby Bank/donation project, history of Colorado, fire ecology, community engagement
- Practicing responsible waste management through composting and recycling program

Bixby School Graduates are...

Independent Thinkers

Socially & Emotionally Competent

- Field trips to expand understanding
- Industrious and Intellectually curious
- Explores the Lower Yard Play Structure
- Beginning to be more aware, wondering about and exploring a bigger world of Ideas, Including Issues of fairness and justice.
- Able to manage more than one concept at a time
- Attention span for a 9-year-old is 18-27 minutes

- More individualistic; likes trying out new ways of dressing and hair styles
- Sometimes Impatient and easily frustrated
- Likes to work with partner of their choice
- Competitive
- Likes to engage in negotiation

Fourth Grade Academic Competencies

Math

- The decimal number system to the hundredths place describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms
- Different models and representations can be used to compare fractional parts
- Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency
- Number patterns and relationships can be represented by symbols
- Visual displays are used to represent data
- Appropriate measurement tools, units, and systems are used to measure different attributes of objects and time
- Geometric figures in the plane and in space are described and analyzed by their attributes

Reading

- Pose thoughtful questions after actively listening to others.
- Create a plan to effectively present information both informally and formally.
- Apply strategies to comprehend and interpret literary texts.
- Apply strategies to comprehend and interpret informational texts.

Writing

- Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
- Write opinion pieces on topics or texts supporting a point of view with reasons and information.
- Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
- Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
- Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning.
- Use a variety of resources to build and communicate knowledge related to open-ended research questions.

Science/STEAM (4th & 5th)

- Energy
- Waves and Their Applications in Technologies for Information Transfer
- From Molecules to Organisms: Structures and Processes
- Earth's Place in the Universe
- Earth's Systems
- Earth and Human Activity
- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Ecosystems: Interactions, Energy, and Dynamics
- Engineering Design

Social Studies (4th & 5th)

- Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado and early United States history.
- The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government.
- Use geographic tools and sources to research and answer questions about United States geography.
- Causes and consequences of movement.
- Trade shaped the development of Early America.
- Examine how individuals use financial institutions to manage personal finances (PFL).
- Construct an understanding of the foundations of citizenship in the United States.
- The origins, structures, and functions of the United States government.

Creative Design

- Uncover how artistic intent can be enhanced through the use of the language of visual art and design.
- Respond to an artist's point of view being mindful of historical, contemporary and cultural context.
- Interpret and evaluate personal work and the work of others with informed criteria.
- Synthesize researched and visual information to imagine, inform and plan possible next steps in personal artmaking.
- Investigate ideas of personal interest to plan and create works of visual art and design.
- Utilize media in traditional and inventive ways to communicate personal intent.
- Investigate and discuss how diverse communities address issues relevant to their culture, place and times

Swim & Sports

- Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills.
- Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills.
- Explain how the health-related fitness components are used to improve physical fitness.
- Analyze opportunities for participating in physical activity and actively engage in teacher-directed and independent activities.
- Assess and take responsibility for personal behavior and stress management.

Music (4th & 5th)

- Basic Music Theory - introduce sight singing and the notes of the Treble and Bass Clefs. Introduction to Key Signatures.
- Movement: Choreography to choral numbers, Top 40 hits, Introduction to the Waltz, Salsa, and Swing Dancing.
- Work as a community by explorin folk songs, popular musical theater selections, and Top 40 Hits. Examples: Selections from Hamilton, Come From Away, and more!
- Encouraging solo singing and performing rhythmic patterns in front of the class.
- Introduction to playing the Ukulele. Children will learn prope form and songs using 3-4 chords
- Explore acting and emotional connection to music.
- Music History: Composer of the month.

Spanish 3rd & 4th

Oracy and literacy

- Carries on a simple, basic conversation in Spanish.
- Able to write a short paragraph about themselves and their families
- Understands and applies basic vocabulary for playing board games and traditional games in Spanish
- Writes numbers from 1 to 20 sounding out syllables and using the diphthong-hiatus rule.

Vocabulary and grammar

- Understands and applies the adjective-noun agreement in Spanish.
- Knows and uses the definite and indefinite articles with masculine and feminine nouns appropriately.
- Knows colors, numbers (1-20), the alphabet, family members, classroom objects, traditional games, etc.
- Intuitively conjugates some basic irregular and regular verbs in first, second, and third-person singular.
- Asks and answers simple questions.
- Knows and uses subject pronouns in the first and third person singular, assertively

Phonetics and listening comprehension

- Recognizes and replicates the ll, ñ, and r sounds.
- Recognizes and replicates vowel and syllable sounds of basic Spanish words.
- Understands, speaks, and sings Spanish rhymes and songs

Cultural aspects

- Identifies different dialect sounds within the Hispanic cultures.
- Uses the following expressions and idioms in the proper context: ¡Terminé!, ¡Ya voy!, ¿Puedo ir al baño, por favor?,
- ¿Qué significa…?, ¡Bien!, ¡Te toca, me toca, tira!, ¿Cómo se escribe tu nombre?, ¿Me prestas un lápiz, por favor? etc.
- Knows where Spanish is spoken around the world.
- Shows appreciation and is enthusiastic about playing Spanish games and rounds as a team.

Health & Human Development

Why study this?

- Level of Comfort
- Observe Teens, Questionnaire/Interview
- Children, Families, Personal Choices
- Wise Person List, Life Map

What are we made of?

- Cells
- Flowers/Fruit
- Mendel, Inheritance
- DNA Structure
- Egg, Sperm
- Teen Changes
- Anatomy
- Hormone = to set in motion

5th Grade





Fifth grade is a wonderful time as students enjoy being the oldest on campus. They will experience more independence and responsibility throughout the year.

The 5th-grade play is just one of the great traditions students will be part of during their 5th-grade year. They will also spend a fun week at Calwood, for an experiential learning trip.

During their 5th grade year, students will strengthen their friendships, their academic knowledge, and most importantly, their understanding of how to be a good member of a community as they prepare to transition to middle school. Family and students are supported as they make decisions regarding their next educational experience.

5th Grade

- Students work with content specialists to build a strong foundation and take deep dives Into their areas of interest. Academic as well as critical thinking and problem solving, will be strengthened using experiential learning opportunities.
- See the academic competencies document for detailed Information.

Academically Prepared

Global Citizens

- Learning about different cultures through books, field trips, guest speakers, and experiential learning opportunities
- Wetlands study, Bixby Bank/donation project, history of Colorado, fire ecology, community engagement
- Practicing responsible waste management through composting and recycling program

Bixby School Graduates are...

Independent Thinkers

Socially & Emotionally Competent

- Field trips to expand understanding
- Very good at memorizing poetry, songs, timetables, geography, and mathematical steps and formulas
- Explores the Lower Yard Play Structure
- Increasingly able to think abstractly
- Enjoys rules and logic; good at solving problems
- Attention span for a 10-year-old is 20-30 minutes

- Generally happy and friendly
- quick to anger and to forgive
- Highly sensitive to and able to resolve friendship and fairness issues
- Appreciate being noticed and rewarded for their efforts
- Benefit from class problem-solving meetings and committee work to plan a field trip
- Cooperative and flexible

Fifth Grade Academic Competencies

Math

- The decimal number system describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms
- Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency
- Formulate, represent, and use algorithms to add and subtract fractions with flexibility, accuracy, and efficiency
- The concepts of multiplication and division can be applied to multiply and divide fractions
- Number patterns are based on operations and relationships
- Visual displays are used to interpret data
- Properties of multiplication and addition provide the foundation for volume an attribute of solids
- Geometric figures can be described by their attributes and specific locations in the plane

Reading

- Collaborate in discussions that serve various purposes and address various situations.
- Present to express an opinion, persuade, or explain/provide information.
- Apply strategies to interpret and analyze various types of literary texts.
- Apply strategies to interpret and analyze various types of informational texts.
- Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.
- Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
- Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
- Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
- Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

Science/STEAM (4th & 5th)

- Energy
- Waves and Their Applications in Technologies for Information Transfer
- From Molecules to Organisms: Structures and Processes
- Earth's Place in the Universe
- Earth's Systems
- Earth and Human Activity
- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Ecosystems: Interactions, Energy, and Dynamics
- Engineering Design

Social Studies (4th & 5th)

- Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado and early United States history.
- The historical eras, individuals, groups, ideas, and themes in North America from European colonization through the establishment of the United States Government.
- Use geographic tools and sources to research and answer questions about United States geography.
- Causes and consequences of movement.
- Trade shaped the development of Early America.
- Examine how individuals use financial institutions to manage personal finances (PFL).
- Construct an understanding of the foundations of citizenship in the United States.
- The origins, structures, and functions of the United States government.

Creative Design

- Investigate and analyze how specific points of view can be communicated through the language of visual art and design.
- Demonstrate an understanding of how works of visual art and design are influenced by the culture of daily life.
- Using a variety of criteria, question and evaluate works of art.
- Using a variety of criteria, question and evaluate works of art.
- Using a variety of criteria, question and evaluate works of art.
- Plan works of visual art and design where the intended meaning is communicated to viewers.
- Apply an understanding of art processes and studio skills to create works of art and design.
- Apply an understanding of art processes and studio skills to create works of art and design.

Swim & Sports

- Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills.
- Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills.
- Understand why feedback can improve performance.
- Demonstrate understanding of skill-related components of fitness and how they affect physical performance.
- Set personal goals for improving health-related fitness.
- dentify personal activity interests and abilities and take responsibility for individual and team performance.
- Work cooperatively and productively in a group.
- Implement safety procedures in the utilization of space and equipment.

Music (4th & 5th)

- Basic Music Theory - introduce sight singing and the notes of the Treble and Bass Clefs. Introduction to Key Signatures.
- Movement: Choreography to choral numbers, Top 40 hits, Introduction to the Waltz, Salsa, and Swing Dancing.
- Work as a community by exploring folk songs, popular musical theater selections, and Top 40 Hits. Examples: Selections from Hamilton, Come From Away, and more!
- Encouraging solo singing and performing rhythmic patterns in front of the class.
- Introduction to playing the Ukulele. Children will learn proper form and songs using 3-4 chords.
- Explore acting and emotional connection to music.
- Music History: Composer of the month

Spanish

Oracy and literacy

- Carries on a simple, basic conversation in Spanish.
- Writes a short paragraph about themselves and their families.
- Understands and applies basic vocabulary for ordering a meal in a restaurant.
- Writes numbers from 1 to 10 sounding out syllables and using the diphthong-hiatus rule.

Vocabulary and grammar

- Understands and applies the adjective-noun agreement in Spanish. Eg. La fresa es roja
- Knows and uses the definite and indefinite articles with masculine and feminine nouns appropriately.
- Knows Spanish names, country names, the alphabet, family members, fruits, and drinks.
- Intuitively conjugates some basic irregular and regular verbs in first, second, and third-person singular.
- Asks and answers simple questions.
- Knows and uses subject pronouns in the first and third-person singular, assertively.

Phonetics and listening comprehension

- Recognizes and replicates the ll, ñ, and r sounds.
- Recognizes and replicates vowel sounds.
- Recognizes and replicates syllable sounds of basic Spanish words.

Cultural aspects

- Identifies different dialect sounds within the Hispanic cultures.
- Uses the following expressions and idioms in the proper context: ¡Terminé!, ¡Gracias!, ¿Puedo ir al baño, por favor?,
- De nada, ¡Bien!, ¿Cómo se escribe tu nombre?
- Knows where Spanish is spoken around the world.
- Understands Spanish songs and plays games effectively.

Health & Human Development

Topics

- Inclusivity
- Styles, Choices
- Gender Identification
- Sexual Orientation
- Peer Relationships
- Embarrassing Moments
- “I Emulate…” Project

Human reproduction and health

- Intercourse, Myths
- Fertilization
- Exponential Growth
- Pregnancy
- Teen Changes, Body
- Image
- Health Self-Exams
- STI Overview

We are

Curious



Be happy that you don't know everything. Here, we think "finding out" is the best part of learning.

THE ART AND SCIENCE OF CREATIVE THINKING.

References

Howard, J., Lopez, N., & Tumminaro, A. (2022). Bixby School Preschool Through Fifth Grade Curriculum Guide.

Wood, Chip. (2017). Yardsticks. Center for Responsive Schools Inc.