
P.A.C.E.
Program of Accelerated Curriculum & Enrichment
5th Grade Parent Information

Edison Middle School
May 2022

PACE → Middle School Fast Paced Program

- Designed to meet the unique needs of intellectually and academically gifted students
- Many students are identified early in elementary school, but courses may no longer be best choice depending on student
- Students are developing other passions, have other time commitments
- **Students need not be in Fast Paced courses in middle school to take A-level / Honors courses in high school**

District 200 Middle School Fast Paced Program

FP Language Arts = FPLA	90 mins/day	Grades 6, 7, 8
FP Math	45 mins/day	Grades 6, 7, 8
FP Science*	45 mins/day	Grades 7, 8

* Students must be enrolled in Fast Paced Math and must be strong Language Arts students to take Fast Paced Science.

- Strong language arts skills are necessary for success in High School Honors Biology in 8th grade.
- Strong math skills are necessary for Physics in 10th grade.

Language Arts - PACE v. FPLA/FPM

5th Grade **PACE Language Arts**

- 30 minutes **enrichment** per day during 90 minute regular language arts period
- Main focus
 - Reading and discussion of higher level text

FPLA 6, 7, 8

- Full **replacement** of regular 90 minute language arts block
- Complex texts and analysis
- Additional areas of focus:
 - Vocabulary
 - Writing
 - Grammar
- 2 year acceleration

Math - PACE v. FPM

5th Grade **PACE Math**

- 60 minutes *full replacement*

Fast Paced Math 6, 7, 8

- 45 minutes *full replacement*
- 2 year acceleration in 7th & 8th
- *Tutors should not be needed*

Language Arts - ELA v. FPLA

ELA or FPLA @ Edison

- 6th: ELA 6 or FPLA 6
- 7th: ELA 7 or FPLA 7
- 8th: ELA 8 or FPLA 8

A-Level English @ WWS

- 9th: Freshman English (A)
- 10th: Sophomore English (A)
- 11th: Junior English (A)
- 12th: AP English Electives

Note:

High-achieving students in regular ELA are enrolled in the same A-Level English class as FPLA students.

*FPLA is a more rigorous course for those who truly **ENJOY** the challenge of reading and interpreting complex texts, developing higher level vocabulary, and pushing themselves to improve their research, grammar and essay writing skills.*

Math - Regular/Advanced v. FP

	Regular/Advanced	Fast Paced
6th	Common Core Math 6	Common Core Math 7 & 8
7th	Common Core Math 7	High School Honors Algebra 1 (A)*
8th	High School Honors Algebra (A)*	High School Honors Geometry (A)*
9th	Geometry A	Algebra 2 & Trigonometry A
10th	Algebra 2 & Trigonometry A	Precalculus A
11th	Precalculus A	AP Calculus BC
12th	AP Calculus AB/BC and/or AP Statistics	AP Statistics

Science - Regular v. FP

	Regular	Fast Paced
6th	Science 6	Science 6
7th	Science 7	FP Science 7
8th	Science 8	High School Honors Biology A
9th	High School Honors Biology A	Chemistry A
10th	Chemistry A	Physics A
11th	Physics A	AP Science Elective
12th	AP Science Elective(s)	AP Science Elective

Social Studies - Not Fast Paced in Middle School

@ Edison

- Social Studies 6 - World History: 500-1500 AD
- Social Studies 7 - U.S. History: 13 Colonies - Civil War and Restoration
- Social Studies 8 - U.S. History: Constitution, Industrialization - Civil Rights

@ WWS

- 9th - AP Human Geography, World Civ. (A)
- 10th - AP U.S. History
- 11th - AP Government
- 12th - AP Economics, AP European History, AP Psychology

High School A-Level Expectations:

- Independent, proactive learner
- Takes ownership of learning
- **ENJOYS** working with peers to think critically and problem solve
- Demonstrates original and creative thinking in class discussions and assignments

[Wheaton Warrenville South 2022-23 Course Catalog](#)

8th Grade Electives

- 4 semester electives OR
- 2 full year electives OR
- 2 semester electives AND 1 full year elective

*What are your child's interests and passions?
That's what s/he should pursue! There is no
single "right" path for students who qualify for
FP classes!*

Semester Electives

- Art
- Automation and Robotics
- Digital Authorship
- Entrepreneurship
- Performance Seminar

Full Year Electives

- Band
- Chorus
- Orchestra
- High School Level French 1
- High School Level Spanish 1

Middle School Curriculum

<http://www.cusd200.org>

> Departments > Student Learning > Curriculum > Middle School Curriculum

The screenshot shows the top portion of the website. At the top is a navigation bar with a red background and white text. It includes a home icon, a dropdown menu for 'District', 'Site Manager', 'My Account', 'My PassKeys', and a search icon. Below this is a secondary navigation bar with links for HOME, ABOUT US, ADMINISTRATION, BOARD OF EDUCATION, REFERENDUM & ENGAGEMENT, DEPARTMENTS (highlighted), PARENTS & STUDENTS, and STAFF. The main header area features the District 200 logo on the left, the text 'Community Unit School District 200' in the center, and contact information below it. On the right, there are three circular icons representing a calendar, an envelope, and a person. The tagline 'Inspiring in everyone a passion to excel' is positioned at the bottom right of the header.

Curriculum

- ▶ Overview
- ▶ Kindergarten Programs & Curriculum
- ▶ Elementary Curriculum
- ▶ Middle School Curriculum
- ▶ High School Curriculum
- ▶ Homework Recommendations
- ▶ Library Learning Center
- ▶ Expanding Learning Opportunities (eLo)

Community Unit School District 200 > Departments > Curriculum > Middle School Curriculum

Middle School Curriculum

Sixth Grade

[English/Language Arts](#)

[Math 6](#)

[Fast Paced Math](#)

[Social Studies](#)

[Science](#)

[Health](#)

[Physical Education](#)

[Band](#)

[Drama](#)

[Orchestra](#)

[Collaboration and Leadership](#)

[Foundations](#)

[Visual Arts](#)

[Vocal Music](#)

Seventh Grade

[English/Language Arts](#)

[Math 7](#)

[Fast Paced Honors Algebra 1](#)

[Science](#)

[Fast Pace Science](#)

[Health](#)

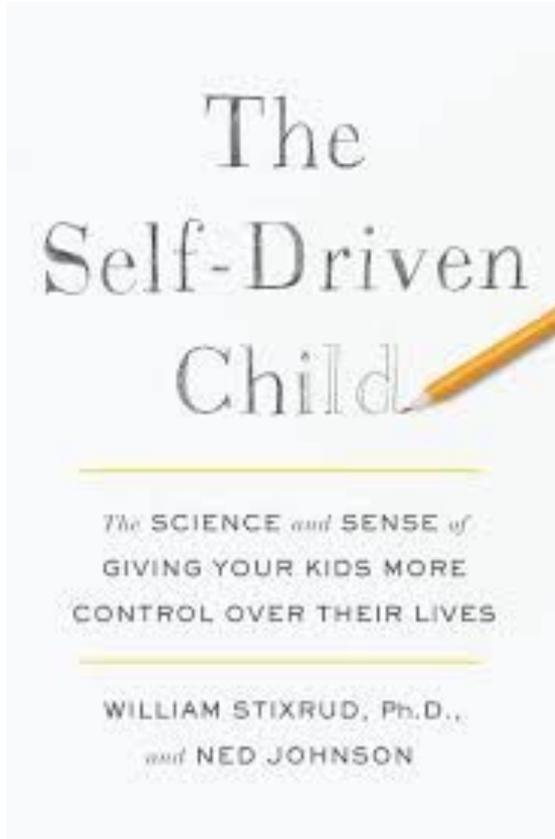
[Physical Education](#)

[Band](#)

[Orchestra](#)

[Digital Literacy](#)

From *The Self-Driven Child*



“Does your child want a brain that is so stressed and tired that she is easily anxious and depressed? Does she want a workaholic brain? Or does she want a brain that is powerful, but also happy and resilient?” (132)

Say to your child: “You’re clearly bright enough to do this. The question is whether it’s healthy for your long-term development.” (133)



SEL

MINDSET / RELATIONSHIPS / LEARNING

RELATIONSHIPS

We believe meaningful teacher and peer relationships build school connectedness.

- Students are connected to school through meaningful teacher-student relationships.
- Students are connected to school through positive peer relationships.
- Students feel a sense of belonging to their school.

MINDSET

We believe teacher mindset and student mindset influence resilience, grit, and hope for the future.

- Teachers believe that all students can grow and learn at high levels.
- Students believe they can grow and learn through effort, resilience and grit.
- Students embrace lifelong learning and possess hope for the future.



SEL

MINDSET / RELATIONSHIPS / LEARNING

LEARNING

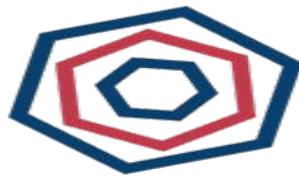
We believe students learn and apply social-emotional skills in a variety of contexts.

- Social-Emotional Learning occurs in a variety of contexts and settings:
 - Integration of standards into classroom instruction
 - Problem-Based, Project-Based, Service-Based Learning
 - Application of skills through co-curricular programming
 - Direct teaching and modeling of social-emotional skills

EMOTIONAL WELLNESS

We believe the emotional well-being of every student should be nurtured and supported.

- Proactive instructional practices on wellness and emotional health
 - Responsive practices for at-risk students
 - Trauma-informed instructional practice
- Growing social-emotional skills in our students is essential to school and life success.



SEL

MINDSET / RELATIONSHIPS / LEARNING

BEHAVIORAL WELLNESS

We believe behavior is shaped by providing clear expectations through direct teaching, modeling, monitoring and giving both positive and corrective feedback.

- Creating and maintaining a safe school environment
- School-wide guidelines for success
- Effective classroom management
- Proactive behavioral practices

All teachers, regardless of level, weave these SEL skills into daily coursework.

Social & Emotional Realities

Gifted students often experience:

- Anxiety
- Perfectionism
- Stress
- Issues with peer relationships
- Concerns with identity and fit ([Imposter Syndrome](#))

Important to note:

- A child gifted in one area may not be gifted in another
- No two gifted children are alike
- **Parents and teachers must model balance and help reduce stress/anxiety**
- We can teach strategies and provide tools for dealing with SEL concerns

Executive Functioning (EF)

- Organizing papers
- Writing down assignments
- Taking notes
- Studying
- Writing with structure

Gifted children are often more likely to encounter these struggles than other students.

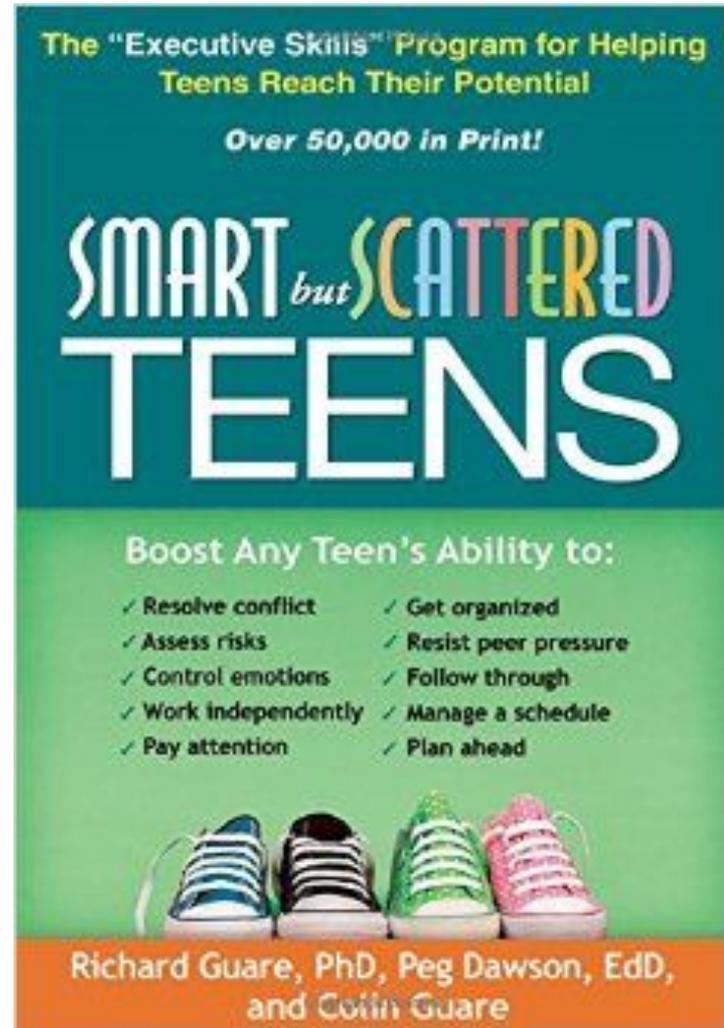
Why? Initially gifted children find learning and school to be very easy. If you are able to easily understand your lessons, memorize the key details, and recall them later, there is little motivation to develop a set of study skills.

But middle school is harder! Many gifted students hit **“the wall”** in middle school.

<https://nurturingwisdom.com/is-executive-functioning-the-missing-link-for-many-gifted-students/>

Book Recommendation

If your child struggles with Executive Functioning Skills, this is an excellent resource.





THERE IS NO
PATH TO
HAPPINESS:
HAPPINESS IS
THE PATH.

BUDDHA

culturetrip.com

If your student looks forward to his/her Fast Paced classes and **finds joy** in them, FP is a good fit.

If he/she dreads the class(es) or is experiencing extreme stress, anxiety or frustration, a different path may be better at this time.

It's more than okay to mix and match FP and regular courses, especially if your child has other passions and interests such as sports and the performing arts.

Help your child find the right balance so they can be **appropriately challenged but happy**, not stressed and anxious.

Questions? Concerns?

Please email or call the counseling office
at 630-682-2053 **by JUNE 2.**

Mr. Tim Hower, 6th Grade Counselor

timothy.hower@cusd200.org