



## Curriculum Guide

The Meridian School's mission is at the forefront of the planning and development of the school's educational program. In promoting a balance of mind and heart, Meridian's four core curricular subjects—math, science, social studies, and literacy and language arts— and six specialist subjects make up the foundation of the program. Each content area focuses on the acquisition of a set of given outcomes at each grade level in order to provide a scaffolded sequence of skills that result in fifth grade students who are well-prepared for middle school and beyond. Students balance their time between individual and collaborative work, reflecting on progress, and taking actions to further their academic skills.

Meridian has carefully considered and chosen the standards included in the curriculum. These standards reflect the skills and competencies our educators have deemed characteristic of students who are well-rounded critical thinkers and problem-solvers. These standards include Common Core Standards, Next Generation Science Standards, National Core Arts Standards, International Society for Technology Education standards, and others. Although Meridian's curriculum is aligned to these standards, teachers have the flexibility to approach the curriculum using techniques they feel most effectively fulfill Meridian's mission and philosophy.

Meridian's curriculum guide is an evolving document; as demands for skills and competencies change, so does Meridian's curriculum. Meridian's adaptations to these changes reflect the school's commitment to helping students emerge as contemplative, contributing, and empathetic members of their local and global communities.

For a more detailed version of our current curriculum map, please visit <https://meridianschool-public.rubiconatlas.org/Atlas/Public/View/Default>

# First Grade

First grade students develop the social and communication skills needed to successfully work together, resolve conflicts, and become responsible citizens. Building trust, empathy, and tolerance creates a safe learning environment. Engaging, multidisciplinary activities integrate a variety of teaching strategies. They also strengthen important academic skills while allowing for a wide range of student responses and creative choices. Students are encouraged to challenge themselves and support each other as learners, recognizing that “no brain is the same” and “no brain is the best.” Cooperative learning activities promote the development of appropriate social skills, as students learn strategies to meet their needs and the needs of others with fairness. Citizenship emphasizes caring for the community and planet in ways appropriate for children, such as separating recycling and compost from garbage and working to restore Meridian Park.

	FALL	WINTER	SPRING
<p><i>Literacy &amp; Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> <li>• Touring the classroom</li> <li>• Rules for conferring</li> <li>• Knowing yourself as a reader</li> <li>• What Reading Workshop looks like and sounds like</li> <li>• Learning routines</li> <li>• Introducing library</li> <li>• Introducing word wall</li> <li>• Management of book bins book folders, or book baggies</li> <li>• Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the story in sequence</li> <li>• Use a graphic organizer (B-M-E) Personal connection to characters</li> <li>• Character-to-Self connection (Are they like or unlike you?)</li> <li>• Partner conversations and etiquette:</li> <li>• Do you agree/disagree?</li> <li>• Use evidence from the text to support ideas</li> <li>• Choosing books (Easy/Just Right/Hard)</li> <li>• Reread for new ideas</li> <li>• Retell big idea across fingers</li> <li>• Retell in sequence across fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting places to read</li> <li>• How partners encourage each other when reading</li> <li>• How partners provide constructive feedback</li> <li>• Looking at beginnings and endings of words to help with decoding</li> <li>• Recognizing compound words</li> <li>• Finding the smaller words within the bigger words</li> <li>• Decoding multi-syllabic words</li> <li>• Using context clues to figure out unfamiliar words</li> <li>• Reading past unfamiliar words then coming back to them</li> <li>• Retelling a story after reading silently</li> <li>• Use of punctuation when reading for expression</li> </ul>
<p><i>Writing</i></p>	<ul style="list-style-type: none"> <li>• Build good habits as writers</li> <li>• Learn how to utilize the writing center</li> <li>• Learn how to utilize the writing tools (paper choice, pens, markers, date stamp...)</li> <li>• Learn how to generate ideas for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying important ideas in a text</li> <li>• Develop ideas about text</li> <li>• Use text to support ideas</li> <li>• Reflect on ideas</li> <li>• Grow and change ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Writers write for an audience of readers</li> <li>• Developing topics from own lives</li> <li>• Writers use details to clarify concepts to readers</li> <li>• Describe their characters in detail to make</li> </ul>

	<p>(thinkpads, lists, sketch pictures, draw map of the heart; things the writers love)</p> <ul style="list-style-type: none"> <li>• Write stories from their lives</li> <li>• Create map of the heart</li> <li>• Learn initial editing routines (name and date)</li> <li>• Share writing with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Learn ways to start conversations</li> <li>• Learn prompts to keep conversations going</li> <li>• Share ideas with partner</li> </ul>	<p>them interesting to the reader</p> <ul style="list-style-type: none"> <li>• Use dialogue to draw reader into the story</li> <li>• Use tools for editing and revision process</li> <li>• Rereading work to check for organization</li> <li>• Writers are accountable for editing their piece for presentation and ease of reading.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Solves addition and subtraction story problems to 10</li> <li>• Counts on to add and counts back to subtract.</li> <li>• Adds and subtracts to 10</li> <li>• Finds the unknown number in an addition equation</li> <li>• Counts by ones and by tens to 60: reads and writes numbers to 60</li> <li>• Uses the symbols <math>&lt;</math>, <math>=</math>, and <math>&gt;</math> to compare two numbers</li> <li>• Reads a graph and answers questions about the data</li> </ul>	<ul style="list-style-type: none"> <li>• Solves addition and subtraction story problems to 14</li> <li>• Solves subtraction combinations using related addition facts (e.g. <math>10-8=2</math> because <math>8+2=10</math>)</li> <li>• Counts on to add and counts back to subtract</li> <li>• Develops strategies for adding to 20 and subtracting to 10</li> <li>• Finds the unknown number in addition and subtraction equations</li> <li>• Counts by 1's and by 10's to 120; reads and writes numbers to 120</li> <li>• Understands that the two digits of a 2-digit number tell how many tens and ones are in the number</li> <li>• Compares pairs of 2-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>• Adds 2-digit numbers that are multiples of 10, such as <math>30 + 40</math> and <math>20 + 50</math></li> <li>• Finds 10 more or 10 less than various 2-digit numbers</li> <li>• Subtracts 2-digit numbers that are multiples of 10, such as <math>40-20</math> and <math>60-30</math></li> <li>• Identifies and describes 2- and 3- D shapes</li> <li>• Puts shapes together to make larger shapes</li> <li>• Divides circles and rectangles into two and four equal parts, and describes the parts using words like <i>halves</i>, <i>half of</i>, <i>fourths</i>, <i>quarters</i>, <i>a fourth of</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Solves addition and subtraction story problems to 20</li> <li>• Solves story problems that involve adding three numbers</li> <li>• Understands the commutative and associative properties of addition</li> <li>• Solves subtraction combinations using related addition facts</li> <li>• Uses strategies for adding and subtracting to 20</li> <li>• Demonstrates fluency with addition and subtraction facts to 10</li> <li>• Understands the meaning of the equal sign and identifies equations that involve addition and subtraction as true or false</li> <li>• Counts by ones and by tens to 120; reads and writes numbers to 120, and can represent a number of objects up to 120 with a written numeral</li> <li>• Compares pairs of 2-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>• Adds 2-digit numbers that are multiples of 10 using at least two different strategies; can explain how these strategies work.</li> <li>• Puts three objects in order by length; compares the lengths of two objects indirectly by using a third object</li> <li>• Measures length using nonstandard units such as popsicle sticks, linking cubes, and so on</li> <li>• Tells and writes time to the hour and half hour on analog and digital clocks</li> <li>• Constructs and reads graphs, and answers</li> </ul>

			questions about the data
<i>Social Studies</i>	<ul style="list-style-type: none"> <li>• Participate in group classroom activities by listening, questioning, conversing</li> <li>• Communicate thoughts and ideas through conversation with others *empathetically*</li> <li>• Understand the difference between a group plan and individual plan</li> <li>• Reflect on learning strengths and challenges</li> <li>• Compare and contrast differences and likenesses as learners</li> <li>• Celebrate group work</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast globes and maps using a Venn diagram.</li> <li>• Create a map of North America to include the physical features, landforms, oceans, cities, and man-made landforms (e.g. Space Needle)</li> <li>• Label a compass rose.</li> <li>• Use a map legend and symbols to identify locations on a map in North American and continent of study</li> <li>• Students will locate the major landforms and oceans in North American and continent of study</li> </ul>	<ul style="list-style-type: none"> <li>• Create a nonfiction text poster with headings and bullets</li> <li>• Read nonfiction text for information - highlight important information, transfer information into another medium</li> <li>• Sort simple facts into relevant groups/headings in order to answer questions</li> <li>• Explain how their environment is the same as and different from the continent of study</li> </ul>
<i>Science</i>	<ul style="list-style-type: none"> <li>• Use five senses to observe the natural world</li> <li>• Use labels in scientific drawings</li> <li>• Create scientific drawings</li> <li>• Identify major structures of plants (seeds, roots, stems, leaves)</li> <li>• Understand the life cycle of plants and trees and what they need to grow</li> <li>• Compare and contrast seeds by size and color.</li> <li>• Predict and observe what seeds need to grow.</li> <li>• Recognize that trees and plants are used to make things that we use, such as food or clothing.</li> <li>• Classify products that are made and not made from trees and plants.</li> <li>• Record products made from trees and plants.</li> <li>• Maintain plants outside their natural environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a simple experiment to answer a question</li> <li>• Formulate questions they have about something they have seen or observed</li> <li>• Record, Interpret and share the findings from their experiments with the group</li> <li>• Analyze data organized and displayed in a bar graph to determine important and relevant information</li> <li>• Explain something they have seen or observed and orally express these ideas to a group</li> <li>• Work together with other students to answer a question or discuss an idea</li> <li>• Makes predictions of new outcomes based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Develop criteria to decide if something is living or nonliving</li> <li>• Classify things as living or nonliving, based on those criteria</li> <li>• Recognize that living things grow, reproduce, and need food, air, and water</li> <li>• Record observations in words and drawings.</li> <li>• Make comparisons among a variety of animals.</li> <li>• Communicate ideas through writing, drawing, and discussion.</li> <li>• Read to enhance understanding of the basic needs of organisms and the diversity of life.</li> <li>• Apply what students know about plants and animals to what students know about themselves.</li> <li>• Maintain animals outside their natural environments.</li> </ul>