



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>

Kindergarten

Our kindergarten program is designed to support the child's social skills, like how to play with other children in a calm, sharing and rewarding way. Students also develop self-awareness and respect for others and emotional skills, for example understanding their feelings. Children develop language, literacy and numeracy skills, such as reading stories and counting objects, while they engage in situations that promote a joy for learning and group activities, such as talking, drawing and making things together with other children their own age. Kindergarten helps children in their ability to make new friends and exposes them to new ideas and concepts.

	FALL	WINTER	SPRING
<p><i>Literacy & Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> • What Reader's Workshop is and how to become a community of readers • How to choose a book you are interested in reading • How to care for and handle books • How readers read by themselves using quiet voices when they read • How readers turn and talk to a partner about the book they are reading • How readers talk and share their thoughts and ideas with a partner • How readers read unfamiliar books by looking at the pictures 9 How readers can reread their favorite books 	<ul style="list-style-type: none"> • Learning how to get started as a reader • Learning to quickly find books we are interested in reading • Learning how to use the cover and flip through books to find one of interest • Learning how to stay in seats during readers workshop so time is not wasted • Learning to use whisper voices during reading time • Learning how to care for books we read • Learning how to help yourself so you do not interrupt others • Learning to read side by side with a partner 	<ul style="list-style-type: none"> • Readers think about the stories and the characters in their books while they read • Readers learn to talk to each other about important things in their books (strong feeling, favorite parts, confusing parts...) • Readers learn to use adhesive tags to mark places they want to talk about with a partner • Readers identify and get to know characters in their books • Readers think and talk about books after they are finished reading • Readers use text evidence to support their thinking • Readers learn ways to keep their talk going
<p><i>Writing</i></p>	<ul style="list-style-type: none"> • What is storytelling • How writers tell stories • What is writer's workshop • What does a writing center look like • What does a writer look like when writing • What does a writer do when they are writing • How writers get ideas for writing 	<ul style="list-style-type: none"> • What is a label, sign, list book • What is the purpose/function of a label, sign and list book • How to write a label, sign and label book using phonemic awareness skills and writing it with their grapho-phonics skills • How to stretch out sounds they hear and 	<ul style="list-style-type: none"> • Stretching stories across more than one page • Planning stories sequentially • Using labels to add print to illustrations • Using and adding punctuation • Including setting- time and place • Adding dialogue } Adding speech

	<ul style="list-style-type: none"> • Writers visualize their ideas • Writers tell ideas to a partner • Writers tell their own stories and write about them 	<p>getting it down on paper</p> <ul style="list-style-type: none"> • How to read and revise the labels, signs, label books and list books we write • How to revise and rewrite if you hear more sounds • Using an alphabet chart for writing • How to choose topics for a label book • How to write a label book • Learning the purpose/function of signs • How to revise, edit, and get ready to publish and celebrate 	<p>bubbles</p> <ul style="list-style-type: none"> • Adding onomatopoeia • Revising and editing • Publishing
<p>Mathematics</p>	<ul style="list-style-type: none"> • Counts to 20 by ones • Counts forward to 10 starting with numbers other than 1 • Writes numerals 0–10 (reversals are OK) • Counts sets of objects accurately in the range of 1–10 • Can tell the number of objects counted in the range of 1–10 • Tells “how many” objects in the range of 1–10 without moving the objects • Compares sets of objects in the range of 1–10, and tells which set has more and which has less • Describes two-dimensional shapes (triangle, square, circle, rectangle, hexagon) by number of sides, number of corners, and so on • Names two-dimensional shapes (triangle, square, circle, rectangle, hexagon) in the environment • Sorts two-dimensional shapes by attributes (number of sides/corners, sides are of equal length or different lengths, and so on) • Draws two-dimensional shapes (circle, square, triangle) 	<ul style="list-style-type: none"> • Counts to 40 or more by ones • Counts forward to 32 starting with numbers other than 1 • Writes numerals 0–10 to represent a number of objects (reversals are OK) • Counts sets of objects accurately in the range of 1–20 • Can tell the number of objects counted in the range of 1–20 • Tells “how many” objects in the range of 1–20 without moving the objects • Compares sets of objects in the range of 1–10, and tells which set has more and which has less • Understands length as something that can be measured • Compares the lengths of two objects and describes the difference using words like shorter and longer • Sorts objects into groups, counts how many in each group, and puts the groups in order from least to most • Describes two- and three-dimensional shapes and objects • Describes the location of objects using words like above, below, beside, in front of, behind, and next to 	<ul style="list-style-type: none"> • Counts to 100 by ones • Counts to 100 by tens • Writes numerals 0–20 • Reversals of individual numerals are OK, but not reversals of digits. Writing the number 5 backward is common among young students and OK even now, but it is not OK to write 13 as 31. • Understands that each number means 1 more than the one before it • Compares sets of objects in the range of 1–10, and tells which set has more and which has less • Compares numbers in the range of 1–10, and tells which is more and which is less • Shows addition and subtraction using objects, fingers, drawings, numbers, or equations • Solves addition and subtraction story problems, and adds and subtracts within 10 • For any number to 10, finds different pairs of numbers that combine to make that number, and records them (e.g., $8 = 5 + 3, 4 + 4, 6 + 2, 7 + 1$, and so on) • For any number 1–9, finds the other

		<ul style="list-style-type: none"> Identifies two- and three-dimensional shapes by name Tells whether shapes are two-dimensional (flat) or three-dimensional (solid) Sorts two- and three-dimensional shapes in various ways Builds and draws two- and three-dimensional shapes 	<p>number needed to make 10</p> <ul style="list-style-type: none"> Adds and subtracts quickly and easily to 5 Understands that teen numbers are 10 and some more Understands weight as something that can be measured Compares the weights of two objects and describes the difference using words like lighter and heavier Puts smaller shapes together to make larger shapes
Social Studies	<ul style="list-style-type: none"> Classroom and School Expectations Authority figures and roles Basic problem solving and social skills expectations Question words Conversational skills and expectations Questioning Skills Sharing Thoughts and Ideas Simple Story telling Participate in group classroom activities by listening, questioning, conversing Clearly communicate thoughts and ideas through conversation Follow given directions 	<ul style="list-style-type: none"> Share characteristics and components of maps Give examples of different type of maps Identifies different types of geographical features Draws and labels various types of maps Draw and write about their place in their place on the map in order from micro to macro Asking and responding to comparison questions about maps Drawing and writing to support their perspective and knowledge of maps Creating physical representations of maps Reading maps to discuss characteristics of people and places Comparing people, places, and environments on a map 	<ul style="list-style-type: none"> Share characteristics of people and places Identify components that define an individual identity Give examples of human needs Explain why human and environmental needs change in relation to the world State the topic identified in a given text Retell the details relevant to the topic of a text Ask clarifying questions about unknown words Write Informational text State a main topic Use details to support a main topic
Science	<ul style="list-style-type: none"> Use labels in scientific drawings Use five senses to observe the natural world Create scientific drawings Compare and contrast plant life over time Make predictions Write and draw observations Gather information through informational 	<ul style="list-style-type: none"> Sketch (record) their observations in nature Investigate and explore the local place Explore/Experiment with color and shade and how it connects to nature and the environment. Recognize and identify shapes found in 	<ul style="list-style-type: none"> Describe the life cycle of a Caterpillar/Butterfly Predict what will happen to a Caterpillar/Butterfly if its needs are not met. Describe the changes a

	texts	<p>the natural world</p> <ul style="list-style-type: none">● Recognize elements of landscape from macro to micro (big picture to small details)	<p>Caterpillar/Butterfly will undergo during its life cycle:</p> <ul style="list-style-type: none">● Size● Visual Changes● Compare Caterpillars/Butterflies at the various stages of the life cycle
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