



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>

Third Grade

Third grade students search for explanations of how things work and why things happen as they begin to see the bigger world, including issues of justice and fairness. The social-emotional curriculum is developed as carefully as the academic program. Reading and writing are a daily part of third grade life, through the workshop model developed by Teachers College at Columbia University, research reports, personal narratives, fairy tale adaptations, and opinion writing. Students become increasingly adept at applying math to real-life situations. Having a positive attitude toward learning and empathy for others is emphasized. Third graders transition from being “little buddies” to being role models as “big buddies” of the kindergartners. Service learning is developed through projects that reflect the year-long study nonprofits in the local community.

	FALL	WINTER	SPRING
<p><i>Literacy & Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> Learn the routines and expectations of the workshop Learn the organization and function of the reader’s library Have strategies for choosing books Stop and think about what they read Reread to recall what they have read Reread to get back on track with their reading Benefit from getting to know themselves as readers Increase stamina by pushing themselves to read more Set goals Keep track of reading logs work on strategies to keep meaning 	<ul style="list-style-type: none"> Categorizing Non-Fiction texts by topic Making decisions about how to read texts Explore features of Non-Fiction Use text features to support understanding Creating mental fact file to sort information read Chunking text to aid in comprehension Using features to support reading of unfamiliar or tricky words Understanding fact vs. opinion Identifying big ideas Thinking about how information fits together 	<ul style="list-style-type: none"> Modeling of thinking aloud to demonstrate how readers read mystery Studying the setup of mysteries Reading suspiciously to notice clues Reading suspiciously by paying attention to characters in a mystery Reading suspiciously by paying attention to character alibi Reading suspiciously to notice character motive Learning the importance of gathering clues and formulating ideas to solve mystery
<p><i>Writing</i></p>	<ul style="list-style-type: none"> Launching the Writer’s Notebook Completing an interest inventory Using an interest inventory to write an autobiographical paragraph Revising using strategies learned Editing for spelling, punctuation, capitalization, title, name, date Introducing personal narrative genre Collecting personal moments Developing one moment by adding details 	<ul style="list-style-type: none"> Comparing and contrasting the Non-Fiction writing genre Identifying the features in non-fiction writing Creating list of expertise on Non-Fiction topics Researching classroom library for topics of interest Creating a KWL chart of Non-Fiction topics Collecting resources on selected topic 	<ul style="list-style-type: none"> Looking at exemplars of this type of writing Writing small moments Writing moments with tension, keeping the reader in suspense Adding dialogue to stories Adding internal thought to stories Writing step-by-step stories Developing character Developing setting

	<ul style="list-style-type: none"> ● Revising for organization, adding and deleting information, and word choice 	<ul style="list-style-type: none"> ● Interviewing experts on selected topics ● Choosing focused research areas ● Paraphrasing information ● Revising for organization of content ● Revising to discard irrelevant information ● Organizing book lay and design for publishing 	<ul style="list-style-type: none"> ● Sequencing the events of stories ● Revising leads ● Revising endings ● Editing for paragraphs/adding page breaks ● Editing using a checklist
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Understands what it means to multiply; writes story problems or describes situations to match multiplication equations ● Solves multiplication story problems within 100 ● Solves for the unknown in a multiplication equation ● Uses strategies to solve multiplication facts ● Uses addition, subtraction, and multiplication to solve story problems that require more than one step ● Identifies patterns among basic addition and subtraction facts ● Adds and subtracts 2-digit numbers ● Constructs and reads scaled picture graphs and bar graphs, and solves problems using the information in a graph 	<ul style="list-style-type: none"> ● Understands what it means to divide; writes story problems or describes situations to math division equations ● Solves multiplication and division story problems within 100 ● Solves for the unknown in a multiplication or division equation ● Solves division problems ● Demonstrates fluency with multiplication facts ● Identifies patterns among basic multiplication facts ● Rounds numbers to the nearest 10 or the nearest 100 ● Adds and subtracts 3-digit numbers ● Locates and places fractions correctly on a number line ● Recognizes and generates equivalent fractions ● Compares fractions ● Tells time to the minute ● Solves story problems about time ● Estimates and measures liquid volume and mass ● Finds the area of a rectangle ● Divides shapes into parts with equal areas; identifies the area of each part as a fractions of the whole shape 	<p>Uses properties of operations to solve multiplication problems</p> <ul style="list-style-type: none"> ● Demonstrates fluency with multiplication and division facts ● Finds the area of a rectangle by multiplying its side lengths ● Solves area and perimeter problems ● Identifies and constructs different kinds of quadrilaterals ● Sorts and classifies shapes

<p>Social Studies</p>	<ul style="list-style-type: none"> ● Describe personal identity ● Identify aspects that make up a culture ● Identify the impact of human activity on the environment. ● Uses mapping terms to identify locations on earth. ● Describe how the whole ecosystem is affected when one piece is removed. 	<ul style="list-style-type: none"> ● Understand how needs and wants drive a local and global economy ● Describe how trade affected the movement of people across the continent of study ● Define a simple problem reflecting a need or a want that includes specified criteria for success 	<ul style="list-style-type: none"> ● Discuss the differences between political and physical maps ● Identify the impact of colonization on cultures in the continent of study ● Identify and describe art forms throughout the continent of study ● Compare and contrast the continent of study art forms and change over time ● Identify geographical features (topographical features, cities and political boundaries, bodies of water, continents, compass rose)
<p>Science</p>	<ul style="list-style-type: none"> ● Arrange labels of planets in order ● Build and manipulate a model satellite system ● Relate concept of gravity to orbits and satellites ● Compare and contrast a circle with an ellipse ● Explore relationships among metric units of measure ● Calculate actual heights of objects drawn to scale ● Determine relative size using scale drawings of familiar objects ● Calculate radii for scale models of planets ● Make scale model of each planet ● Compare relative sizes of planets ● Calculate distances on a map using scaled distance data ● Create scale drawing from actual distance measurements ● Compare distances of various planets from Sun ● Use term light-year in discussing distances from Earth to distant stars ● Construct constellation models 	<ul style="list-style-type: none"> ● Wiring simple electric circuits ● Predicting, observing, describing, and recording results of experiments with electricity ● Drawing conclusions about circuits from the results of experiments ● Building and using a simple circuit tester ● Using symbols to represent the different parts of an electric circuit ● Building a simple switch ● Applying troubleshooting strategies to complete an incomplete circuit ● Applying information about electric circuits to design and build a flashlight ● Applying information about electric circuits to design and wire a house ● Reading to learn more about electricity ● Communicating results and ideas through writing, drawing, and discussion 	<ul style="list-style-type: none"> ● Examine several soil samples and identify their components ● Test soil samples for sand/silt/clay composition ● Discuss experimental design ● Compare how plants grow in different soil mixtures ● Discuss the needs of plants ● Conduct an experiment to determine the effect of sunlight on plant growth ● Identify plants as producers ● Identify animal body parts ● Record animal behavior ● Observe animal features and behaviors ● Record observations of animal physical features ● Discuss observations with classmates ● Observe animals interacting as secondary and tertiary consumers ● Draw conclusions about animal behavior