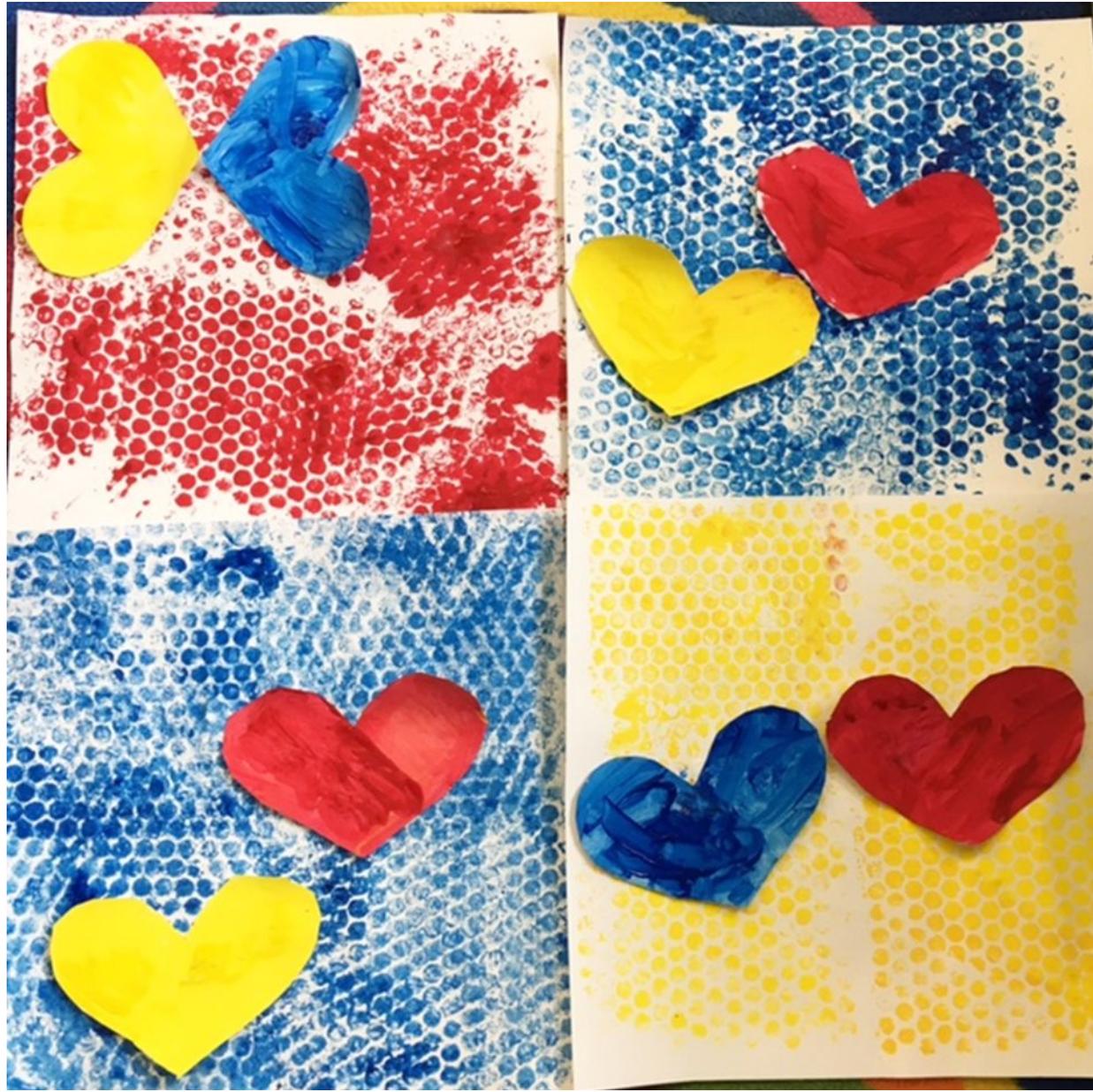


THE MERIDIAN SCHOOL CURRICULUM GUIDE



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 ever evolving 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.

CURRICULUM AREAS

	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 	<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 	<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

	<ul style="list-style-type: none"> • What does a writer do when they are writing • How writers get ideas for writing • Writers visualize their ideas • Writers tell ideas to a partner • Writers tell their own stories and write about them 	<p>writing it with their grapho-phonics skills</p> <ul style="list-style-type: none"> • How to stretch out sounds they hear and getting it down on paper • 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 	<ul style="list-style-type: none"> • Including setting- time and place • Adding dialogue Adding speech bubbles • Adding onomatopoeia • Revising and editing • Publishing
<p><i>Mathematics</i></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 	<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

		<p>of, behind, and next to</p> <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>so on)</p> <ul style="list-style-type: none"> For any number 1–9, finds the other number needed to make 10 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
<i>Social Studies</i>	<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
<i>Science</i>	<ul style="list-style-type: none"> Use labels in scientific drawings Use five senses to observe the natural world Create scientific drawings 	<ul style="list-style-type: none"> Sketch (record) their observations in nature Investigate and explore the local place Explore/Experiment with color and 	<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

	<ul style="list-style-type: none">● Compare and contrast plant life over time● Make predictions● Write and draw observations● Gather information through informational texts	<p>shade and how it connects to nature and the environment.</p> <ul style="list-style-type: none">● Recognize and identify shapes found in the natural world● Recognize elements of landscape from macro to micro (big picture to small details)	<p>not met.</p> <ul style="list-style-type: none">● Describe the changes a Caterpillar/Butterfly will undergo during its life cycle:● Size● Visual Changes● Compare Caterpillars/Butterflies at the various stages of the life cycle
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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.

CURRICULUM AREAS

	FALL	WINTER	SPRING
<p><i>Literacy & Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> • Touring the classroom • Rules for conferring • Knowing yourself as a reader • What Reading Workshop looks like and sounds like • Learning routines • Introducing library • Introducing word wall • Management of book bins book folders, or book baggies • Independent reading 	<ul style="list-style-type: none"> • Tell the story in sequence • Use a graphic organizer (B–M–E) Personal connection to characters • Character-to-Self connection (Are they like or unlike you?) • Partner conversations and etiquette: • Do you agree/disagree? • Use evidence from the text to support ideas • Choosing books (Easy/Just Right/Hard) • Reread for new ideas • Retell big idea across fingers • Retell in sequence across fingers 	<ul style="list-style-type: none"> • Selecting places to read • How partners encourage each other when reading • How partners provide constructive feedback • Looking at beginnings and endings of words to help with decoding • Recognizing compound words • Finding the smaller words within the bigger words • Decoding multi-syllabic words • Using context clues to figure out unfamiliar words • Reading past unfamiliar words then coming back to them • Retelling a story after reading silently • Use of punctuation when reading for expression

<p><i>Writing</i></p>	<ul style="list-style-type: none"> • Build good habits as writers • Learn how to utilize the writing center • Learn how to utilize the writing tools (paper choice, pens, markers, date stamp...) • Learn how to generate ideas for writing (thinkpads, lists, sketch pictures, draw map of the heart; things the writers love) • Write stories from their lives • Create map of the heart • Learn initial editing routines (name and date) • Share writing with a partner 	<ul style="list-style-type: none"> • Identifying important ideas in a text • Develop ideas about text • Use text to support ideas • Reflect on ideas • Grow and change ideas • Learn ways to start conversations • Learn prompts to keep conversations going • Share ideas with partner 	<ul style="list-style-type: none"> • Writers write for an audience of readers • Developing topics from own lives • Writers use details to clarify concepts to readers • Describe their characters in detail to make them interesting to the reader • Use dialogue to draw reader into the story • Use tools for editing and revision process • Rereading work to check for organization • Writers are accountable for editing their piece for presentation and ease of reading.
<p><i>Mathematics</i></p>	<ul style="list-style-type: none"> • Solves addition and subtraction story problems to 10 • Counts on to add and counts back to subtract. • Adds and subtracts to 10 • Finds the unknown number in an addition equation • Counts by ones and by tens to 60: reads and writes numbers to 60 • Uses the symbols $<$, $=$, and $>$ to compare two numbers • Reads a graph and answers questions about the data 	<ul style="list-style-type: none"> • Solves addition and subtraction story problems to 14 • Solves subtraction combinations using related addition facts (e.g. $10-8=2$ because $8+2=10$) • Counts on to add and counts back to subtract • Develops strategies for adding to 20 and subtracting to 10 • Finds the unknown number in addition and subtraction equations • Counts by 1's and by 10's to 120; reads and writes numbers to 120 • Understands that the two digits of a 2-digit number tell how many tens and ones are in the number • Compares pairs of 2-digit numbers using the symbols $>$, $=$, and $<$ • Adds 2-digit numbers that are multiples of 10, such as $30 + 40$ and $20 + 50$ • Finds 10 more or 10 less than various 2-digit numbers • Subtracts 2-digit numbers that are multiples of 10, such as $40-20$ and $60-30$ • Identifies and describes 2- and 3- D shapes 	<ul style="list-style-type: none"> • Solves addition and subtraction story problems to 20 • Solves story problems that involve adding three numbers • Understands the commutative and associative properties of addition • Solves subtraction combinations using related addition facts • Uses strategies for adding and subtracting to 20 • Demonstrates fluency with addition and subtraction facts to 10 • Understands the meaning of the equal sign and identifies equations that involve addition and subtraction as true or false • 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 • Compares pairs of 2-digit numbers using the symbols $>$, $=$, and $<$ • Adds 2-digit numbers that are multiples of 10 using at least two different strategies; can explain how these strategies work. • Puts three objects in order by length; compares the lengths of two objects indirectly by using a third object

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

	natural environments.		
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Second Grade

Students are acquiring new skills while solidifying and becoming fluent and confident in the application of existing skills. Science units include studies of weather, sound and plants. Social Studies units include Seattle History and Global Studies. Place-based educational units include forestry and our study of the city of Seattle. Cross-disciplinary explorations encourage students to integrate their reading, writing, mathematical, and social skills to deepen and share their understanding. Cooperative learning is part of many projects. Students are expected to demonstrate conflict resolution skills and show empathy and respect for others. Service learning projects include garden work with Seattle Tilth and fifth grade “buddies,” community service in the neighborhood, and student-initiated projects.

	FALL	WINTER	SPRING
<p><i>Literacy & Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> Strategies for picking “just right” books Characteristics of good readers Getting to know yourself as a reader Strategies readers use to figure out unknown words Strategies to push yourself to read more Reading with a partner 	<ul style="list-style-type: none"> Identifying important ideas in a text Develop ideas about text Use text to support ideas Reflect on ideas Grow and change ideas Learn ways to start conversations Learn prompts to keep conversations going Share ideas with partner 	<ul style="list-style-type: none"> Tracking the main character across books Exploring themes across books/authors Developing skills in making predictions Creating theories
<p><i>Writing</i></p>	<ul style="list-style-type: none"> Teaching routines and rituals Learning expectations of workshop Learning student and teacher roles in conferring Storytelling Quick publishing The Writing Process 	<p>What is revision?</p> <ul style="list-style-type: none"> Revising to add dialogue to stretch writing Revising to add internal thinking to writing Revising to add/take away unrelated parts Revising for sequence Revising to add character feelings Strategies for revising Revising for a particular purpose 	<ul style="list-style-type: none"> Examine books by authors and discuss elements he/she uses to draw the reader in Developing writing that includes a problem Adding details to expand story How to use descriptive language to enhance a story concept Relevance of following a sequence when writing Including dialogue to make reader feel more involved in the story Strategies for revising Function of illustrations in a story Editing for final presentation

<p><i>Mathematics</i></p>	<ul style="list-style-type: none"> • Solves addition/subtraction story problems to 20 • Add and subtract to 20 using mental strategies • Tells whether a number is odd or even, and explains why • Uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns • Understands that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones • Reads and writes 3-digit numbers using numerals and expanded notation • Adds 2-digit numbers • Uses a number line to show and solve 2-digit addition problems 	<ul style="list-style-type: none"> • Solves one- and two-step addition and subtraction problems to 100 • Demonstrates fluency with addition facts to 20 • Understands that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones • Skip-counts by 5s, 10s, and 100s within 1,000 • Reads and writes 3-digit number using numerals, words, and expanded notation • Uses $<$, $=$, and $>$ to compare 3-digit numbers • Adds and subtracts 2-digit numbers • Adds up to four 2-digit numbers • Mentally adds and subtracts 10 or 100 to or from numbers 100-00 • Uses appropriate tools to measure length in inches and feet • Measures to find out how much longer one object is than another in inches or feet • Solves word problems involving lengths that are given in the same units • Locates numbers on a number line; adds and subtracts on a number line • Solves money word problems involving dollar bills, quarters, dimes, nickels, and pennies • Constructs and reads picture graphs and bar graphs, and solves problems using the information in a graph 	<ul style="list-style-type: none"> • Adds and subtracts to 20; knows addition facts to 20 by memory • Uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns • Adds up to four 2-digit numbers • Adds and subtracts 3-digit numbers using models, sketches, and/or number, and explains strategies for doing so • Uses appropriate tools to measure length in centimeters and meters • Estimates length using units of centimeters and meters • Measures to find out how much longer one object is than another in centimeters and meters • Solves word problems involving lengths that are given in the same units • Solves money word problems involving dollar bills, quarters, dimes, nickels, and pennies and uses the cents and dollars' signs correctly • Measures lengths and displays the results on a line plot. • Recognizes and draws 2- and 3-D shapes, including triangles, quadrilaterals, pentagons, hexagons, and cubes • Divides circles and rectangles into two, three, and four equal parts, and describes the parts using words like <i>halves</i>, <i>half of</i>, <i>thirds</i>, <i>fourths</i>, <i>quarters</i>, <i>a fourth of</i>
<p><i>Social Studies</i></p>	<ul style="list-style-type: none"> • Examine the different expectations of various communities • Work together to create agreements for our classroom community • Read and interpret maps 	<ul style="list-style-type: none"> • Identify reasons for the formation of the Pike Place Market. • Explain how the formation of the Pike Place Market met the needs of farmers and community members in Seattle. 	<ul style="list-style-type: none"> • Identify and label the difference between a country and a continent • Describe different regions by identifying land features, weather, plants and animals

	<ul style="list-style-type: none"> ● Identify what makes seattle special ● Construct a response to community needs (litter speeding cars) *intro service learning ● Identify how poverty affects members of a community ● Identify solutions to homelessness ● Participate in a service learning project that addresses a need in the community 	<ul style="list-style-type: none"> ● Identify the people from Seattle history who had influences on the community today. ● Write a biography about a historical figure from Seattle History. ● Identify informational text features from informational text. ● Use informational text features such as titles, photographs, diagrams, captions, fonts, headings and subheadings from informational text to support understanding of the content within the text. 	<ul style="list-style-type: none"> ● Describe the causes and effects of deforestation ● Distinguish the differences between the people who live in rural areas and cities ● Explain how people share their history and beliefs using folklore ● Write a fictional narrative about a child representing a focus country ● Write a persuasive text that educates others about a problem. ● Assess a problem and recommend solutions. ● Connect homelessness in continent of study to homeless in the U.S.
<p><i>Science</i></p>	<ul style="list-style-type: none"> ● Identify ways weather changes from day to day ● Identify factors that influence weather (sun, air, water) ● Identify the tools used to measure weather. ● Identify suitable clothing to wear during certain types of weather ● Identify materials and colors that absorb or reflect heat ● Measure the temperature in Fahrenheit to the nearest 2 degrees. ● Estimate the wind using a scale and a wind flag ● Create graphs to monitor changes in weather over a period of time ● Analyze data ● Make predictions about weather and compare with what happens. ● Measure weather. 	<ul style="list-style-type: none"> ● Predict how a length or thickness of string, straw, etc. alters the pitch ● Explain how the eardrum processes sound using the knowledge of sound and vibrations ● Verify that higher tension (tighter strings) cause a higher pitch ● Understand the process of plant reproduction ● Create bar graphs and record data of their brassica plant ● Observe the formation of leaves and buds ● Measure and record plant height ● Make predictions about plant growth ● Demonstrate their understanding of pollination by using dried bee to cross pollinate ● Explain how pollinators like bees and plant are interdependent 	<ul style="list-style-type: none"> ● Identify the parts of a seed and a plant ● Understand the process of plant reproduction ● Identify parts of a bee ● Create bar graphs and record data of their brassica plant ● Observe the formation of leaves and buds ● Measure and record plant height ● Make predictions about plant growth ● Demonstrate their understanding of pollination by using dried bee to cross pollinate ● Explain how pollinators like bees and plant are interdependent ● Use content specific vocabulary in their speaking and writing

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 Revising for organization, adding and 	<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

	<p>deleting information, and word choice</p>	<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><i>Mathematics</i></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><i>Social Studies</i></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><i>Science</i></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

Fourth Grade

Fourth grade responds to students' increasing sense of intellectual curiosity and budding social independence. Fourth graders have made the critical transition from learning to read to reading to learn, so assigned texts weave together social studies, science, and math. Learning experiences require students to practice personal integrity, classroom responsibility, and community participation. Character education highlights independence and conflict resolution. Meridian's character education framework supports respectful interactions, the development of trust, and leads students to be contributing members of the community. Regular experience with good citizenship comes from serving as role models for first grade "buddy classes" as well as engagement in service learning and community service projects.

CURRICULUM AREAS

	FALL	WINTER	SPRING
<p><i>Literacy & Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> • Routines, expectations, atmosphere • Library (book baggies, book bins at all times) • Readers Notebook: Three Subjects <ul style="list-style-type: none"> ◦ Independent Reading ◦ Partnership and Book Clubs ◦ Read Aloud • Reading Logs • Just-Right-Books • Read Aloud Note Taking 	<ul style="list-style-type: none"> • Features of Non-Fiction • Determining Importance • Paraphrasing • Skimming • Summarizing • Note Taking and Highlighting • Chunking • Retelling • Comparing and Contrasting • Identifying an author's angle on a subject 	<ul style="list-style-type: none"> • Self-evaluate • Monitor reading • Thinking critically • Interpretation of ideas • Formulating and developing ideas • Gathering evidences to support thinking • Working with a partner to discuss ideas • Listening to deepen conversation
<p><i>Writing</i></p>	<ul style="list-style-type: none"> • Management of materials • Introduce Writer's Notebooks • Generate list of topics students can write • Write entries • Sustain writing • Quick publish to evaluate writing skills 	<ul style="list-style-type: none"> • Gather ideas for writing personal essay • Focus on one event rather than several • Rely on the five senses to make writing interesting • Format of essay • Essay has an introduction, a middle, and an end • Create an outline • Write topic sentences 	<ul style="list-style-type: none"> • Show exemplars of persuasive writing • Generate ideas or subjects to support persuasion • Get reasons to back up claim • Create an outline • Order paragraphs in an essay • Use a planner to order information • Cite examples to support evidence • Engage readers with a compelling

Mathematics

		<ul style="list-style-type: none"> • The writing process 	<p>introduction</p>
	<ul style="list-style-type: none"> • Knows multiplication facts through 10×10, and can easily solve related division facts through $100 \div 10$ • Understands multiplication as a way to compare quantities • Solves story problems that involve multiplicative comparisons • Solve multi-step story problems using addition, subtraction, multiplication, or division • Understands factors and multiples • Understands that a prime number has only 2 factors, while a composite number has more than 2 factors • Understands that in any multi-digit number each digit represents 10 times what it represents in the place to its right • Multiplies 2- and 3- digit numbers by 1-digit number using strategies based on place value and properties of operations; uses equations or labeled sketches to explain strategies • Divides 2-digit numbers by 1-digit numbers using strategies based on place value and the relationship between multiplication and division; uses equations or labeled sketches to explain strategies 	<ul style="list-style-type: none"> • Reads, writes, and compares multi-digit numbers • Rounds multi-digit numbers to any place • Adds and subtracts multi-digit numbers using the standard algorithms, as well as other efficient methods • Uses a visual model to explain why one fraction is equivalent to another. Recognizes and generates equivalent fractions • Compares two fractions with different numerators and different denominators, and explains why one fraction must be greater than or less than another fraction • Writes an equation to show a fraction as the sum of other fractions. • Adds and subtracts fractions and mixed numbers with like denominators • Solves story problems that involve adding and subtracting fractions with like denominators • Writes fractions with denominators of 10 or 100 in decimal notation • Compares decimal numbers with digits to the hundredths place, and explains why one decimal number must be greater than or less than another decimal number • Knows the relative sizes of measurement units within one system of units including metric length, metric mass, customary weight, metric volume, and time • Expresses measurements in a larger unit in terms of a smaller unit • Uses addition, subtraction, multiplication, or division to solve story problems involving distances, intervals of time, liquid volumes, masses of objects, and money • Uses the formulas for area and perimeter of 	<ul style="list-style-type: none"> • Writes equations with a letter standing for the unknown quantity to represent multi-step story problems • Uses mental math, estimation, or rounding to determine whether or not answers to multi-step story problems are reasonable • Identifies and describes patterns in sequences of numbers or shapes. Generates a number or shape pattern that follows a given rule • Multiplies 2-digit numbers by 2-digit numbers using strategies based on place value and properties of operation; uses equations or labeled sketches to explain strategies • Multiplies a fraction by a whole number • Solves story problems that involve multiplying a fraction by a whole number • Converts a fraction with 10 in the denominator to a fraction with 100 in the denominator and uses the strategy to add tenths and hundredths • Makes a line plot to display a data set of measurements in fractions of a unit. Uses the information on a line plot to solve problems that involve adding and subtracting fractions.

		<p>a rectangle to solve problems</p> <ul style="list-style-type: none"> • Uses a protractor to measure and sketch angles • Draws points, lines, segments, rays, angles, and perpendicular and parallel lines. Identifies these in two-dimensional figures • Classifies two-dimensional shapes • Identifies and draws lines of symmetry 	
<i>Social Studies</i>	<ul style="list-style-type: none"> • Summarize and paraphrase informational text in writing • Sequence main ideas • Interpret information presented visually (charts, graphs, timelines) • Understand and explain key events in Washington state history • Compare and contrast the past and the present in Washington state • Read informational text • Interpret information presented visually (charts, graphs, timelines) • Understand and explain key historical events in Oceania • Compare and contrast the past and the present 	<ul style="list-style-type: none"> • Research and paraphrase information from books and online sources • Analyze different resources • Compare and contrast myths from different areas • Compose a research report • Describe the process of trade and commerce. • Compare and contrast the viewpoints of all the parties involved in commerce - buyers, sellers, producers and consumers. • Synthesize historical and current information to produce a project that contrasts viewpoints from all the constituents of trade. • Construct a world map showing how trade is a global activity. 	<ul style="list-style-type: none"> • Describe exploration and colonization of different European countries. • Compare and contrast the viewpoints of the European explorers and settlers with the viewpoints and perspectives of the indigenous peoples they encountered. • Synthesize information to produce video that supports contrasting viewpoints from the constituents of each historical narrative. • Construct a world map showing explorer routes • Analyze maps to see the changing political boundaries due to Europe's colonization • Define key government terms • Describe the roles of citizens and government officials • Distinguish between the 3 branches of government • Compose an idea for a bill • Debate and decide the outcome of Supreme Court case
<i>Science</i>	<ul style="list-style-type: none"> • Examine and compare the hard-boiled egg model to that of the earth • Predict the consequences of plate movement • Model the collision of oceanic and continental plates • Model what happens when two continental plates collide • Construct a model volcano and observe 	<ul style="list-style-type: none"> • Measure the Amount of Litter Produced in the Classroom and Calculate How Long It Would Take To Fill The Entire Classroom With Trash • Explore Ways to Reduce Trash • Determine Concentration Levels of Air Pollution Particles From Different Sites At Meridian Park • Test the pH of Water Samples 	<ul style="list-style-type: none"> • Demonstrate that air takes up space and has weight • Discover that molecules make up air and exert pressure on the surfaces they bump into • Compare the rate of descent of different sized parachutes • Relate an object's ability to float to its density

	<p>its eruption</p> <ul style="list-style-type: none">● Compare a model volcano to a real volcano● Model the movement of plates as they slide past each other● Identify the pattern of the Ring of Fire	<ul style="list-style-type: none">● Compare the Rate of Growth Among Plants That Have Been Watered With Tap, Acid, and 50%/50% Acid and Tap Mix● Examine and Create a Definition of Noise Pollution	<ul style="list-style-type: none">● Construct model wings and observe the effect of moving air on each model● Distinguish differences between different types of engines (rockets, jet, propeller)
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Fifth Grade

Fifth grade emphasizes both group and individual responsibility, in preparation for the transition from Meridian to middle school. 5th Grade students strive to communicate effectively and responsibly with others as they work alone and cooperatively. By setting goals, evaluating progress, and managing their time, fifth graders develop the study skills needed for secondary education. Thematic studies wrap specific subject areas into big-picture learning. Students practice good citizenship through social responsibilities such as volunteering at a food bank, serving as “buddy classes” for second graders, and taking leadership roles in school projects.

CURRICULUM AREAS

	FALL	WINTER	SPRING
<p><i>Literacy & Language Arts</i></p> <p><i>Reading</i></p>	<ul style="list-style-type: none"> ● Making good book choices ● Thinking and talking about reading ● Book genres ● Readers Workshop routines ● Written responses to reading ● Checking understanding ● Solving unknown words 	<ul style="list-style-type: none"> ● Identifying main and supporting characters (protagonists, antagonists) ● Thinking and talking about characters ● Developing and revising a theory about characters ● Making comparisons ● Making inferences ● Making connections across texts ● Character analysis ● Character point of view 	<ul style="list-style-type: none"> ● Identify story elements ● Retell story orally in sequence ● Gather evidence to support ideas ● Make inferences about characters motives for their actions ● Develop and express ideas and theories ● Thinking around the reading ● Rereading to check for understanding ● How to listen and share with a partner ● How to ask “questions” while reading to self-monitor for comprehension ● Working in partnerships to aid in comprehension

<p><i>Writing</i></p>	<ul style="list-style-type: none"> • Writers Workshop routines • Responsibilities of teacher and student • Responsibilities of teachers and students during lessons, peer conferences • Use of the writer's notebook • Deepening understanding of writing process 	<ul style="list-style-type: none"> • Collect entries about personal experiences • Choosing a topic of personal significance • Generating subordinate ideas • Learning the structure of essay • Finding evidence to support a thesis • Elaborating the stem of a the thesis • Crafting the essay: powerful leads, revision strategies, satisfying ending/conclusion 	<ul style="list-style-type: none"> • Identify themes in literature • Developing a thesis • Find evidence to support a thesis • Structuring a literary essay • How to expand on one theme • Defining a "truth" learned
<p><i>Mathematics</i></p>	<ul style="list-style-type: none"> • Knows multiplication facts through 10 x 10, and can easily solve related division facts through $100 \div 10$ • Writes and evaluates numerical expressions with parentheses, and understands that parentheses indicate the order in which operations are to be carried out • Writes expressions to record calculations; interprets expressions without evaluating them • Uses models and strategies to divide 2- and 3- digit numbers by 2- digit numbers with and without remainders • Adds and subtracts fractions with unlike denominators by rewriting the fractions so that they have the same denominator • Estimates the answers to story problems that involve adding and subtracting fractions with unlike denominators, solves the problems, and assesses the reasonableness of the answers • Understands that a fraction a/b means $a \div b$ • Uses models and strategies to multiply a whole number by a fraction • Understands that volume has to do with the amount of space taken up by a 	<ul style="list-style-type: none"> • Understands that in a multi-digit number each digit represents 10 times what it represents in the place to its right, and one tenth what it represents in the place to the left • Explain patterns in the number of zeroes in the answer when multiplying by powers of 10 • Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10 • Reads and writes decimals to thousandths using numbers, words, and expanded notation. • Compares pairs of decimal numbers and uses $>$, $=$, and $<$ symbols to record the comparison • Rounds decimals to the nearest ten, one, tenth, or hundredth • Uses standard algorithm to multiply multi-digit whole numbers • Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers with and without remainders • Uses models and strategies to add and subtract decimals to hundredths 	<ul style="list-style-type: none"> • Generates two number patterns given two different rules, and graphs both of them • Uses models and strategies to divide 2-, 3-, or 4- digit numbers by 2-digit numbers, with and without remainders • Adds and subtracts fractions with unlike denominators • Uses models and strategies to multiply a whole number by a fraction and a fraction by another fraction • Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas • Solves story problems involving multiplication of fractions and mixed numbers • Uses the formulas $V = l \times w \times h$, and $V = b \times h \times t$ to find volume of rectangular prisms • Finds the volume of a solid figure composed of two or more non-overlapping rectangular prisms by calculating the volume of each

	<p>three-dimensional object, and is measured in cubic units</p> <ul style="list-style-type: none"> • Understands that a solid figure which can be packed using “n” unit cubes has a volume of “n” cubic units • Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps 	<ul style="list-style-type: none"> • Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas • Can explain why a given number multiplied by a fraction less than 1 results in a product smaller than the given number and why a given number multiplied by a fraction greater than 1 results in a product greater than the given number • Solves story problems that involve dividing a unit fraction by a whole number and vice versa • Converts among different sized measurement units within a given measurement system, and solves related word problems • Make a line plot to a data set of measurements in fractions of a unit, and solves related problem 	<p>prism and adding the results</p> <ul style="list-style-type: none"> • Locates a point on a coordinate plane based on its ordered pair of coordinates. Identifies the x- and y-coordinates of a given point in a coordinate plane. • Graphs points in the first quadrant of the coordinate plane to represent a problem. Describes the meaning of the values of coordinate points based on the context of a problem. • Understands that the attributes of a category of two-dimensional shapes belong to all the subcategories of that category. • Classifies two-dimensional shapes on the basis of their properties
<p><i>Social Studies</i></p>	<ul style="list-style-type: none"> • Explain Jefferson's role in the Louisiana Purchase. • Explain how Lewis and Clark helped to form the Corps. • Give examples how the journey impacted Native Americans. • Identify the characteristics of successful team. • Explain the impact of the expedition on the expansion of the United States. • Utilize research skills to learn about members of the Corps or topics related to the Corps • Gather information and summarize informational text 	<ul style="list-style-type: none"> • Identify and describe the contributions of key individuals in shaping their country/culture • Explain how key individuals help influence modern day life • Depict daily in life in each country before and after the contributions of each individual • Draw a map of continent of study • Describe key historical figures and their contributions to the founding of the thirteen colonies • Retell motivations and reasons for the founding of the original colonies • Identify historical events that foreshadowed the Revolutionary War • Gather and summarize informational text • Connect American history with present-day American identities 	<ul style="list-style-type: none"> • Utilize research skills to identify specific details of a single historical event • Identify the values that were important to colonists and continue to shape American identity • Gather information and summarize informational text • Connect American history with present-day American identities • Draw and depict life during the colonial times • Explore the relationship between Manifest Destiny and Westward Expansion. • Identify the cause-and-effect relationship between Manifest Destiny and Westward Expansion. • Understand and experience how

			the pioneers recorded their history
<p><i>Science</i></p>	<ul style="list-style-type: none"> ● Identify the steps in the scientific process. ● Formulate measurable questions & make predictions. ● Define and inquiry and give examples as it relates to Lewis and Clark. ● Develop an experiment that incorporates the steps and explain how you would set it up. ● Observe and record data ● Conduct experiments using the chosen variables ● Maintain a record keeping journal of observations and data ● Manipulate variables ● Pollinate flowers using a bee stick ● Organize and Analyze data from the experiment to create a presentation to share with the class. 	<ul style="list-style-type: none"> ● Conduct experiments with Bromothymol Blue (BTB), ammonia, and vinegar to determine the reaction of an acid and a base on the indicator. ● Determine the ph of a gas using BTB. ● Determine whether the gases are heavier or lighter than air, an acid or a base, and whether it is an accelerant or and extinguisher of flame. ● Compare and contrast three gases. ● Describe the physical, emotional and social changes of puberty. ● Explain that puberty is triggered by the endocrine system, specifically the pituitary gland. ● Distinguish among definitions of erection, menstruation, nocturnal emission, ovum, puberty, and sperm. ● Distinguish puberty facts from myths. 	<ul style="list-style-type: none"> ● Using stream table materials to investigate the interactions between water and land. ● Analyzing the materials that make up land and describing these materials on the basis of their properties. ● Communicating the results of an investigation through record sheets, oral and written observations, and drawings. ● Investigating the effects of slope, flow and natural land formations on erosion and deposition. ● Designing and building models of landscapes, predicting how a landscape will affect the flow of water, and relating these modeled effects to land and water interactions on earth. ● Accepting that humans can attempt to control and affect the interactions between land and water.