Pre-Kindergarten Curriculum

In Pre-K, our goal is to provide a readiness curriculum which prepares each student for a successful transition to kindergarten. Our Pre-K curriculum is academically and socially balanced to provide challenging and rich experiences in living and learning with others.

Math

- Recognizes numbers 0 to 10.
- Performs rote counting 1 to 20.
- Counts 1 to 10 objects, actions or sounds.
- Forms groups of 0 to 10 objects and matches the correct number to each group.
- Arranges groups of objects in one-to-one correspondence.
- Compares groups of objects to determine more, less, or same/equal to using one-to-one correspondence.
- Participates in solving simple addition and subtraction number stories by joining and removing objects.
- Identifies and describes the similarities and differences of objects.
- Sorts and classifies objects by their attributes.
- Recognizes, copies, extends and generates patterns.
• Locates objects using position and direction words, such as next to and behind.
• Compares and sorts geometric shapes by common attributes.
• Recognizes, copies, extends, and generates patterns.
• Recognizes, identifies and describes 2- and 3-dimensional shapes.
• Compares and orders objects by size, weight, height and length.
• Identifies and compares coins by size and markings.
• Sequences events using time concepts, such as morning/afternoon/night.
• Explores the purpose and use of clocks and calendars.
• Collects and displays data about people, objects, and events using objects, pictures and graphs.

Sounds of language

• Learning nursery rhymes, songs and poems
• Experimenting with international, rhythm and pitch.
• Rhythmic games involving languages.
• Identifying the sounds of language.

Listening and oral language

• Recalling vocabulary on a given theme
• Classifying words according to various criteria; words designating animate or inanimate objects, word families.
• Listening to a wide variety of traditional oral texts
• Discussing different pieces of writing

Writing

• Using a sheet of paper
• Discovery types of lines
• Arranging traces on straight lines
• First writing attempts
• Copying regular forms, words or letters.
• Exploring how alphabetical writing works
• Discovering the spatial organization of written information

Science

• Playing construction games
• Assembly and taking objects apart
• Discovery the properties of natural materials
• The notion of air and water
• Observing the effects of light
• Body parts
• Discovery, observing and describing nature
• Learning practical activities such as gardening or caring for animals
• Identifying varied environments
• Learning to identify sources of pollution
• Learning basic rules of health education
• Developing sensory capacities

**Social Studies**

Content in this area is integrated thematically through literature and corresponding activities, and is aimed at meeting the major program goals through:

• Gaining cultural knowledge and perspective towards tolerance and world peace.

• Democratic understanding and sense of its values, rights and responsibilities towards fostering and appreciation of freedom for all people.

• Social participation to develop the critical thinking skills necessary for group problem solving on the local, national and global level.

• Equip students with the historical basis necessary for the understanding of the social and political problems and concerns of their own time.

**Multi-cultural and holiday based themes and celebrations**

• Columbus and the Native Americans in the New World.

• Halloween

• Thanksgiving

• Hanukkah, Christmas, Ramadan, Kwaanza, Chinese New Year
Kindergarten Curriculum

Reading and Oral Comprehension

Reading

The reading curriculum is centered on the acquisition of solid reading skills, and includes work in the following areas: Phonics, Phonemic awareness, Reading Mechanics and Vocabulary.

The curriculum is centered on phonics and phonemic awareness with the use of workbooks, manipulative, and supporting materials such as interactive reading books, readers, and large scale texts. Every lesson enables the children to work on reading, writing, phonemic awareness and vocabulary development. The kindergarten teacher employs read-aloud, guided reading, shared reading, interactive writing or journal writing in the daily lessons. Furthermore, students work as a whole class, in small and large groups, and individually to develop their literacy skills. In addition, centers are used for small-group work. This approach complements whole-group work with individualized attention, and balances the large text of big books with phonics-based readers. Moreover, the acquisition of literacy skills is seen in the wider context of reading and writing as a whole.

Phonics

The phonics program includes work on the following subjects:

- the sounds of the consonants
- the sounds of the short vowels
- introductory work on the long vowels and vowel blends
- sound to letter correspondence
- matching upper and lower case letters
- recognizing sight words
- digraphs
Phonemic awareness

Recent research indicates that a strong phonics base alone is not enough to provide the tools for reading, and that in addition phonemic awareness skills should be taught explicitly to beginning readers. Accordingly, the new reading program incorporates the teaching of these skills which include:

- recognizing initial, final and medial sounds
- identifying rhymes
- substituting phonemes
- blending sounds
- demonstrating sylabic segmentation.

Reading mechanics

Students work on applying their phonics and phonemic awareness knowledge and focus on the following concepts:

- tracking from left to right
- recognizing that letters make sounds and that sounds create words
- decoding according to phonics principles
- recognizing parts of a book
- reading sentences.

Vocabulary

The vocabulary program begins with an exploration of the world around us, and continues in earnest in January with work using a published vocabulary program. The program includes direct instruction using child-centered stories, poems, picture cards and a workbook. Students work on the following concepts:

- recognizing the word as represented by a picture
- recognizing the word auditory
- differentiating between concrete and abstract nouns
• understanding that a word may have more than one meaning
• recognizing a word in different contexts

Forms of Writing

Writing in Kindergarten progresses from personal writing to writing that’s more inventive and reflective.

• Letters, Words, Sentences
• Writers explore letters, sounds and words.
  Writers use letters to make words.
  Writers put words together in sentences.
• Personal Writing
• Recording
  Recalling and Remembering
• Subject Writing
• Describing
  Corresponding
  Informing
• Creative Writing
• Imagining

Social Studies

Content in this area is integrated thematically through literature and corresponding activities, and is aimed at meeting the major program goals through:

• Gaining cultural knowledge and perspective towards
tolerance and world peace.

- Democratic understanding and sense of its values, rights and responsibilities towards fostering and appreciation of freedom for all people.
- Social participation to develop the critical thinking skills necessary for group problem solving on the local, national and global level.

In kindergarten, thematic learning and multi-cultural holiday celebrations remain the best way to present social science content within the FAS curriculum.

Topics include:

- Columbus and the Native Americans in the New World.
- Halloween
- Thanksgiving
- Hanukkah, Christmas, Ramadan, Kwanzaa, Chinese New Year
- Valentine’s Day
- Martin Luther King and African Americans
- Washington and Lincoln, Presidents day
- Earth Day

**Mathematics**

The following content strands are emphasized:

<table>
<thead>
<tr>
<th>Numeration</th>
<th>Write numbers; observe merging patterns. Exposure to and review of ordinal numbers and placement terminology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Computation</td>
<td>Develop meaning for operations and problem-solving skills. Fill the missing addend.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Data and Chance</td>
<td>Bar graphs; discuss outcomes</td>
</tr>
<tr>
<td>Geometry</td>
<td>Look for symmetry in leaves Find triangles and quadrilaterals in randomly folded paper.</td>
</tr>
<tr>
<td>Measurement and Reference Frames</td>
<td>Count money. Read analog and digital clock times; develop sense of an hour’s duration.</td>
</tr>
<tr>
<td>Patterns, Functions and Algebra</td>
<td>Identify an object using its attributes. Identify and generate numbers that follow a function rule.</td>
</tr>
</tbody>
</table>

Science

Science is an integral part of the FAS curriculum, and is taught in both programs simultaneously. Kindergarten features:

- **Environmental Education: Water**
  - What is water?
  - The Water Cycle
  - Why is water essential for life?
  - How do we use water?
  - Water conservation

- **The Living World**
  - Food webs
  - Observation and comparison of animals.
  - Classification of animals.
  - Animal movements
  - Animals and their habitats.
  - Humans and their environment.
  - Recycling.

- **The Human Body**
  - The 5 senses
  - Body movement
Teeth
Nutrition
Hygiene

• **Matter**
  Air
  Electricity
  Gas
  Solids and liquids
First Grade Curriculum

Reading and Oral Comprehension

- Learn the short and long vowel letters and sounds.
- Decode consonant/short vowel/consonant sounds, blending those sounds into the words they spell.
- Learn the long vowel sounds.
- Decode various consonant/long vowel letter combinations in single syllable words, blending those sounds into words they spell.
- Learn the phonetic rules governing the above and short long vowel pronunciations.
- Decode syllables composed of the above into the multi-syllabic and compound words they spell.
- Read common word families.
- Learn consonant blends.
- Learn contractions.
- Learn r-controlled letter vowel sounds.
- Read common, irregular sight words.
- Read aloud with expression for content and to increase fluency.
- Read silently for sustained periods of time.
First Grade Curriculum

Reading and Oral Comprehension

- Learn the short and long vowel letters and sounds
- Decode consonant/short vowel/consonant sounds, blending those sounds into the words they spell.
- Learn the long vowel sounds.
- Decode various consonant/long vowel letter combinations in single syllable words, blending those sounds into words they spell.
- Learn the phonetic rules governing the above and short long vowel pronunciations.
- Decode syllables composed of the above into the multi-syllabic and compound words they spell.
- Read common word families.
- Learn consonant blends.
- Learn contractions.
- Learn r-controlled letter vowel sounds.
- Read common, irregular sight words.
- Read aloud with expression for content and to increase fluency.
- Read silently for sustained periods of time.
• Choose and read books for individual enjoyment and knowledge.
• Understand the difference between fiction and nonfiction.
• Identify the title and author of a book.
• Identify and describe events in terms of a beginning, middle, and end of a story.
• Retell stories and events sequentially.
• Discuss characters, settings, and main events in a story.
• Listen to decipher meaning, and discuss short stories, fables, poetry, legends, folktales, and novels read by chapters over time.

Phonics and Spelling

• Add, delete, or change target sounds to change words (e.g. change cow to how; pan to an).
• Apply single word vocabulary knowledge to determine compound words.
• Read contractions.
• Read “s” and “es” plural endings.
• Read “ed” and “ing” verb tense endings.
• Recognize simple classifications of nouns, verbs and adjectives.
• Spell three- and four-letter short vowel words and grade appropriate sight words correctly.
Literature

The exciting new reading program Gear-Up provides a balance of fiction and nonfiction. Gear-Up includes carefully leveled books specifically designed to help students learn and practice the skills appropriate for each stage of reading development. These innovative student books include explicit skill activities for phonological and phonemic awareness, phonics, word study, comprehension, and oral fluency. This is complimented with materials from SRA Reading Laboratories. This provides our students with a range of reading levels that enable all students to learn independently and at their own pace.

Writing

First grade students are introduced to Basic Writing Skills and begin to learn the Traits of Effective Writing.

- The Steps in the Writing Process:
  
  Prewriting.
  
  Writing the first draft.
  
  Revising.
  
  Editing and proofreading.
  
  Publishing.

- Traits of Effective Writing:
  
  Stimulating ideas.
Logical organization.

Personal voice.

Original word choice.

Smooth sentences.

Correct and accurate copy.

**Grammar Skills**

- Capitalization of proper nouns.
- Capitalization of the first word of a sentence.
- Capitalization in titles and forms of address.
- The proper use of the comma.
- The correct use of the apostrophe in contractions and possessives.
- Proper punctuation for dialogue and letter writing.
- Correct end punctuation.
- Correct pronoun use, including pronoun-antecedent agreement.
- Correct verb form and tense, including subject-verb agreement.
- Rules of correct and effective expression at the sentence level.
- Rules of diction within the context of a sentence.
- Rules of sentence boundaries, including avoiding run-ons and fragments.
Forms of Writing

<table>
<thead>
<tr>
<th>Sentences</th>
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<tbody>
<tr>
<td>Writing Sentences</td>
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<table>
<thead>
<tr>
<th>Personal Writing</th>
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<tbody>
<tr>
<td>Writing in Journals</td>
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<tr>
<td>Writing Personal Narratives</td>
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<tr>
<td>Writing Notes and Letters</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Subject Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Book Reviews</td>
</tr>
<tr>
<td>Writing a Description</td>
</tr>
<tr>
<td>Biographical Writing</td>
</tr>
<tr>
<td>How-To Writing</td>
</tr>
<tr>
<td>Making Alphabet Books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story and Poetry Writing</th>
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<tbody>
<tr>
<td>Writing Stories</td>
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<tr>
<td>Writing Poems</td>
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<table>
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<tr>
<th>Report Writing</th>
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</thead>
<tbody>
<tr>
<td>Writing Reports</td>
</tr>
</tbody>
</table>

Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New World</td>
<td>Christopher Columbus sails to the New World in 1492</td>
</tr>
<tr>
<td></td>
<td>Map Columbus route from Europe across the Atlantic Ocean to the New world.</td>
</tr>
<tr>
<td></td>
<td>Columbus meets Native American Peoples.</td>
</tr>
<tr>
<td></td>
<td>Europeans follow and come to North America.</td>
</tr>
<tr>
<td>Settlement in the New world</td>
<td>Jamestown Life</td>
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<tr>
<td></td>
<td>Plymouth Plantation</td>
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<td></td>
<td>Colonial – native American relations</td>
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<tr>
<td></td>
<td>The Powhatan Indians</td>
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<td></td>
<td>Captain John Smith</td>
</tr>
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<td></td>
<td>Pocahontas</td>
</tr>
<tr>
<td></td>
<td>John Rolf</td>
</tr>
<tr>
<td></td>
<td>The first Colonial Thanksgiving</td>
</tr>
</tbody>
</table>
Colonial Settlement Late 1600s to early 1700’s

Middle Colonies:
Atlantic crossing sailing conditions
Arriving in Colonial America
Establishing a farm.
The Gristmill.

Southern Colonies:
Plantations
Tobacco
Indentured servants to slaves.

New England Colonies
Ship building
Whaling
Cabinet making
The city of Boston
New England towns and seaports.

Mathematics

The following content strands are emphasized:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Operations and Computation</td>
<td>Learning addition and subtraction facts, fact families, and extended facts. Beginning informal work with properties of numbers and problem solving.</td>
</tr>
<tr>
<td>Data and Chance</td>
<td>Collecting, organizing, and displaying data using tables, charts, and graphs. Exploring concepts of chance.</td>
</tr>
<tr>
<td>Geometry</td>
<td>Exploring 2- and 3- dimensional shapes.</td>
</tr>
<tr>
<td>Measurement and Reference Frames</td>
<td>Using tools to measure length, capacity, and weight. Time and money. Using U.S. customary and metric measurement units.</td>
</tr>
</tbody>
</table>

Science

Science is an integral part of the FAS curriculum, and is taught in both programs simultaneously. The first grade features:

- **Environmental Education; Water**
  - The forms of water
  - The properties of water
  - The water cycle
  - Water conservation

- **The Living World**
  - Insect parts
  - Parts of a butterfly
  - The life cycle of a butterfly
  - Parts of a plant
  - The life cycle of a plant
  - Classification and comparison of animals

- **The Human Body**
  - The 5 senses
  - Mobility
  - Teeth
Nutrition
Hygiene
• Matter
  Air
  Electricity
  Dangers of gas
  Solids and liquids
2nd Grade Curriculum

Reading and Oral Comprehension

- Use implicit information from a passage to make inferences about the motives or behaviors of characters.
- Synthesize explicit and implicit information to make predictions or draw conclusions about a text.
- Describe the main idea of a passage.
- Describe a supporting idea in a passage.
- Compare and contrast elements from two texts.
- Synthesize information from texts to make predictions or draw conclusions.

Vocabulary

Lessons begin dictionary style with alphabetized word lists and definitions and end with fascinating grade-appropriate nonfiction narratives that include the lesson words in context. A variety of exercises help students see how interesting words really are. Students in second grade also learn how to use a thesaurus.
Phonics and Spelling

- Recognize vowel and consonant sounds and blends in varying positions within a word.
- Compound words.
- Understand the correct use of contractions and what they mean.
- Root/base words.
- Common words that are vital to reading fluency, especially those that do not follow basic rules of sound-letter correspondence.

Literature

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify ideas and make connections between literary works. Students are encouraged to learn and practice different strategies for getting involved with literature. Active reading strategies include predicting, questioning and visualizing. Students are also expected to circle, highlight, underline and take notes. This is complimented with an extensive independent reading program and with materials from SRA Reading Laboratories. This provides our students with a range of reading levels that enable all students to learn independently and at their own pace.

We use the "Wonders" Language Arts series, by McGraw Hill. The newest and latest in standardized curriculum.
Writing

Second grade students learn The Steps in the Writing Process and demonstrate Traits of Effective Writing.

- The Steps in the Writing Process
  - Prewriting.
  - Writing the first draft.
  - Revising.
  - Editing and proofreading.
  - Publishing.
- Traits of Effective Writing
  - Stimulating ideas.
  - Logical organization.
  - Personal voice.
  - Original word choice.
  - Smooth sentences.
  - Correct and accurate copy.

Grammar Skills

- Capitalization of proper nouns.
- Capitalization of the first word of a sentence.
- Capitalization in titles and forms of address.
- The proper use of the comma.
- The correct use of the apostrophe in contractions and possessives.
- Proper punctuation for dialogue and letter writing.
- Correct end punctuation.
- Correct pronoun use, including pronoun-antecedent agreement.
- Correct verb form and tense, including subject-verb agreement.
- Rules of correct and effective expression at the sentence level.
- Rules of diction within the context of a sentence.
- Rules of sentence boundaries, including avoiding run-ons and fragments.

Forms of Writing

Students write narrative, expository, and descriptive texts.

<table>
<thead>
<tr>
<th>Sentences and Paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Sentences</td>
</tr>
<tr>
<td>Writing Paragraphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Writing</th>
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<tbody>
<tr>
<td>Writing in Journals</td>
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<tr>
<td>Writing Personal Narratives</td>
</tr>
<tr>
<td>Writing Notes and Letters</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing News Stories</td>
</tr>
<tr>
<td>Writing About Math</td>
</tr>
<tr>
<td>Writing Book Reviews</td>
</tr>
<tr>
<td>How--To Writing</td>
</tr>
<tr>
<td>Writing Business Letters</td>
</tr>
<tr>
<td>Creating Posters</td>
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</table>

<table>
<thead>
<tr>
<th>Story, Play and Poetry Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Stories</td>
</tr>
<tr>
<td>Writing Plays</td>
</tr>
<tr>
<td>Writing Poems</td>
</tr>
</tbody>
</table>
# Report Writing

| Writing Reports | Making Picture Dictionaries |

## Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Colonial America – 1700's</td>
<td>The Eastern Woodland Indians Colonial Life The physical and human geography of the 13 colonies. The geography of the territories. The capital moves from Jamestown to Williamsburg Slavery Frontier Life Daniel Boone</td>
</tr>
<tr>
<td>The French and Indian War</td>
<td>English – Iroquois alliances The Iroquois Nation French Huron Alliances The Hurons The French and Indian War The 7 continents The World’s major oceans Compass Directions Major Land forms.</td>
</tr>
</tbody>
</table>

## Mathematics

The following content strands are emphasized:

<table>
<thead>
<tr>
<th>Operations and Computation</th>
<th>Using money to develop place-value and decimal concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data and Chance</td>
<td>Collecting, organizing, and interpreting data using tables, charts, and graphs. Identifying landmarks in data sets, including range, median, mode, and mean. Exploring concepts of chance.</td>
</tr>
<tr>
<td>Measurement and Reference Frames</td>
<td>Using tools to measure length, capacity, weight and volume. Using U.S. customary and metric measurement units.</td>
</tr>
<tr>
<td>Patterns, Functions and Algebra</td>
<td>Exploring number patterns, rules for number sequences, relations between numbers, and attributes.</td>
</tr>
</tbody>
</table>

**Science**

Science is an integral part of the FAS curriculum, and is taught in both programs simultaneously. The second grade features:

- **Environmental Education:**
  
  Water  
  Earth and the water planet.  
  3 kinds of water.  
  Water in the air.  
  Water conservation.  
  Ways of saving water.

- **The Living World**
  
  Plants.  
  Animals.
The Life cycles of plants and animals.

- **The Human Body**
  The 5 Senses.
  Caring For Your Teeth.
  Growth.
  Food and Nutrition.
  Personal hygiene

- **Nutrition**
  Food pyramids.
  Simple animal classification and characteristics.
  Simple plant classification and characteristics.

- **Matter**
  Gases.
  Solids.
  Liquids.
  Electricity.
  Dangers of electricity.
3rd Grade Curriculum

Reading and Oral Comprehension

- Use explicit information to identify the main idea or primary purpose of a text or part of a text.
- Identify explicit details from a passage and provide answers to "who," "what," "where," "when," "why," and "how" questions about the text.
- Use implicit information from a passage to make inferences about the motives or behaviors of characters.
- Use implicit information from a passage to summarize or draw conclusions.
- Draw connections between and among various pieces of information in a text.
- Synthesize explicit and implicit information to make predictions or draw conclusions about a text.
- Describe the main idea of a passage.
- Describe a supporting idea in a passage.
- Compare and contrast elements from two texts.
- Synthesize information from texts to make predictions or draw conclusions.
Vocabulary

Identifies the correct definition of a word in the context of a sentence.

- Identifies the synonym of a word or phrase in context of a sentence, phrase or passage.
- Distinguishes among subtle shades of meaning in choosing an appropriate word or words to fill in blank(s) in a sentence.
- Efficiently use a dictionary for specific word meanings.
- Efficiently use a thesaurus to enhance written assignments.

Literature

Students read and respond to a variety of literature. They begin to find ways to clarify ideas and make connections between literary works. Students are encouraged to learn and practice different strategies for getting involved with literature.

Active reading strategies include predicting, questioning and visualizing. Students are also expected to circle, highlight, underline and take notes.
Phonics and Spelling

Learning the sound structure of language is essential for reading fluency, and building phonemic awareness. It is important that students are able to recognize familiar words and can decode unfamiliar ones. Third grade students will be able to recognize common words that are vital to reading fluency, especially those that do not follow basic rules of sound correspondence. Third graders also learn to recognize vowel and consonant sounds and blends in varying positions within a word. Our students also understand the correct use of contractions and what they mean, as well as plurals and recognizing compound words. Misspellings of commonly used words including words with affixes and words that display improper plurals are also considered.

Phonics builds decoding skills which helps students in their reading. Spelling develops encoding skills which helps students in their writing.

Writing

Third grade students learn The Steps in the Writing Process and demonstrate Traits of Effective Writing.

- The Steps in the Writing Process
  Prewriting.
  Writing the first draft.
  Revising, Editing, and proofreading.
Publishing.

- Traits of Effective Writing
  - Stimulating ideas.
  - Logical organization.
  - Personal voice.
  - Original word choice.
  - Smooth sentences.
  - Correct and accurate copy.

**Grammar Skills**

- Capitalization of proper nouns.
- Capitalization of the first word of a sentence.
- Proper punctuation for dialogue and letter writing.
- Correct end punctuation.
- The correct use of the apostrophe in contractions and possessives.
- Correct pronoun use, including pronoun-antecedent agreement.
- Correct verb form and tense, including subject-verb agreement.
- Rules of diction within the context of a sentence.

**Forms of Writing**

Students write narrative, expository, persuasive, and descriptive texts.
### Sentences and Paragraphs
- Writing Basic Sentences
- Combining Sentences
- Writing Paragraphs
- Writing a Summary

### Personal Writing
- Writing in Journals
- Writing Personal Narratives
- Writing Notes and Letters

### Subject Writing
- Writing Family Stories
- Writing Book Reviews
- How-To Writing

### Story, Play and Poetry Writing
- Writing Time-Travel fantasy
- Writing Poetry

### Report Writing
- Writing Book Reports
- Writing Photo Essays

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### Social Studies: Houghton Mifflin History Social-Science

<table>
<thead>
<tr>
<th>Unit</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and Geography</td>
<td>The Places We Live</td>
</tr>
<tr>
<td></td>
<td>Our Land and Resources</td>
</tr>
<tr>
<td>America's Early Communities</td>
<td>Old and New Communities</td>
</tr>
<tr>
<td></td>
<td>Communities in History</td>
</tr>
<tr>
<td>People Move From Place to Place</td>
<td>Newcomers Settle</td>
</tr>
<tr>
<td></td>
<td>People From Many Places</td>
</tr>
<tr>
<td>Community Government</td>
<td>Being an Active Citizen</td>
</tr>
<tr>
<td></td>
<td>Our Government</td>
</tr>
</tbody>
</table>
Making Economic Choices | Economics Every Day
Communities and Trade

Celebrating People and Cultures | Looking at Culture
Holidays and Heroes

Mathematics

The following content strands are emphasized:

| Numeration                  | Counting patterns                  |
|                            | Place value                        |
|                            | Reading and writing whole numbers  |
|                            | through 1,000,000.                 |
|                            | Fractions, decimals and integers.   |
| Operations and Computation | Multiplication and division facts   |
|                            | extended to multi-digit problems.   |
|                            | Working with properties.            |
|                            | Operations with fractions and money.|
| Data and Chance             | Collecting, organizing, and        |
|                            | displaying data using tables,      |
|                            | charts, and graphs.                |
|                            | Exploring concepts of chance.      |
| Geometry                   | Exploring 2- and 3- dimensional     |
|                            | shapes and other geometric concepts.|
| Measurement and             | Recording equivalent units of      |
|                            | length.                            |
| Reference Frames | Recognizing appropriate units of measure for various items.  
Finding the areas of rectangles.  
Using multiplication arrays, coordinate grids, thermometers, and map scales to estimate distances. |
|------------------|--------------------------------------------------------------------------------------------------|
| Patterns, Functions and Algebra | Finding patterns on the number grid. Solving Frames and arrows puzzles having two rules.  
Completing variations of “What’s My Rule?” activities.  
Exploring the relationship between multiplication and division.  
Using parentheses in writing models.  
Naming missing parts of number models. |

**Science**

Science is an integral part of the FAS curriculum, and is taught in both programs simultaneously. The third grade features:

- **Environmental Education**: Water  
  Water cycle.  
  Sustainable Development
- **The Living World**  
  Animal Classification  
  Life cycles of animals
- **The Human Body**  
  Human Skeleton  
  Nutrition and Health
- **Earth Science**  
  Solar System  
  Geology and Volcanoes
- **Matter**  
  Electricity  
  Circuits  
  Electric Safety
4th Grade Curriculum

Reading and Oral Comprehension

- Use explicit information to identify the main idea or primary purpose of a text or part of a text.
- Identify explicit details from a passage and provide answers to "who," "what," "where," "when," "why," and "how" questions about the text.
- Use implicit information from a passage to make inferences about the motives or behaviors of characters.
- Use implicit information from a passage to summarize or draw conclusions.
- Draw connections between and among various pieces of information in a text.
- Synthesize explicit and implicit information to make predictions or draw conclusions about a text.
- Describe the main idea of a passage.
- Describe a supporting idea in a passage.
- Compare and contrast elements from two texts.
- Synthesize information from texts to make predictions or draw conclusions.

Vocabulary
• Identifies the correct definition of a word in the context of a sentence.
• Identifies the synonym of a word or phrase in context of a sentence, phrase or passage.
• Distinguishes among subtle shades of meaning in choosing an appropriate word or words to fill in blank(s) in a sentence.
• Efficiently use a dictionary for specific word meanings.
• Efficiently use a thesaurus to enhance written assignments.

Phonics and Spelling

The structural conventions of the English language are focused upon. Students examine prefixes, suffixes, inflectional endings, and words that are related by spelling pattern and meaning, thus focusing on comparing words and on discovering structural patterns and relationships among words.

Spelling develops encoding skills which helps students in their writing.

Literature

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify ideas and make connections between literary works. Students are encouraged to learn and practice different strategies for getting involved with literature. Active reading strategies include
predicting, questioning and visualizing. Students are also expected to circle, highlight, underline and take notes.

Writing

Fourth graders write clear, coherent and focused essays. The writing exhibits the student's awareness of the audience and purpose. Essays contain formal introductions, supporting evidence and purpose. Students progress through The Steps in the Writing Process and demonstrate Traits of Effective Writing.

- The Steps in the Writing Process
  Prewriting.
  Writing the first draft.
  Revising.
  Editing and proofreading.
  Publishing.
- Traits of Effective Writing
  Stimulating ideas.
  Logical organization.
  Personal voice.
  Original word choice.
  Smooth sentences.
  Correct and accurate copy.
Grammar Skills

- Capitalization of proper nouns.
- Capitalization of the first word of a sentence.
- Capitalization in titles and forms of address.
- The proper use of the comma.
- The correct use of the apostrophe in contractions and possessives.
- Proper punctuation for dialogue and letter writing.
- Correct end punctuation.
- Correct pronoun use, including pronoun-antecedent agreement.
- Correct verb form and tense, including subject-verb agreement.
- Rules of correct and effective expression at the sentence level.
- Rules of diction within the context of a sentence.
- Rules of sentence boundaries, including avoiding run-ons and fragments.
Forms of Writing

Students write narrative, expository, persuasive, and descriptive texts.

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<thead>
<tr>
<th>Paragraphs and Essays</th>
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<tbody>
<tr>
<td>Building paragraphs</td>
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Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>Florida Early History</td>
<td>The physical and human geography of Florida.</td>
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<tr>
<td></td>
<td>The major nations of Indians, including their geographic distribution, economic activities, legends, and</td>
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<tr>
<td>religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. The early land and sea routes to, and European settlements in, with a focus on the exploration of the North Pacific. The Spanish exploration and colonization of <strong>FLORIDA</strong> including the relationships among soldiers, missionaries, and Indians. The placement and function of the Spanish missions</td>
<td></td>
</tr>
</tbody>
</table>

| **Pioneer America** | Native American Indian Population decrease and relocation Continued westward expansion The pioneers The settlement of the plains The Mexican – American War and the Alamo |
The Gold Rush

Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment. The story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. How the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

Students prepare a report and project based on research. This offers students the opportunity to gather information and to use information from books, magazines, the internet. They are encouraged to include illustrations, charts, maps or other material within the text to facilitate the meaning of their research. A project in the form of a visual aid is also presented to the class which reinforces the chosen topic.

Current Events
Mathematics

The following content strands are emphasized:

| Numeration                                      | Reading, writing, and comparing whole numbers through millions, decimals through thousandths, negative numbers to -20, and fractions. Understanding relations between fractions, decimals, and percents. Locating fractions and mixed numbers on a number line. Generating equivalent fractions. |
| Data and Chance                                  | Creating, reading, and interpreting graphs. Identifying landmarks in data sets, including range, median, mode, and mean. Listing all possible outcomes in simple situations. Using fractions to quantify probabilities. Using experimental results to make predictions. |
| Geometry                                         | Locating points on a coordinate grid. Drawing and measuring angles. Classifying angles as acute, obtuse, or right. Classifying lines as parallel, intersecting, or perpendicular. Recognizing and using transformations. |
# Mathematics

## Measurement and Reference Frames
- Including reflections and rotations.
- Understanding the relationship between reflections and line symmetry.
- Building 3-dimensional shapes.
- Describing, comparing, and analyzing 2-dimensional and 3-dimensional figures.
- Using tools to measure length, area, volume, weight, temperature, and time.
- Developing personal references for inches, centimeters, feet, meters, and yards.
- Estimating lengths and weights.
- Finding areas and perimeters of rectangles, parallelograms, and triangles.
- Finding volumes of rectangular prisms by counting cubic units.
- Calculating elapsed time.
- Using correct units in all measurements.
- Calculating distances using map scales.

## Patterns, Functions and Algebra
- Using letters and other symbols for unknowns.
- Simplifying expressions containing parentheses.
- Creating, extending, and describing patterns.
- Using formulas for finding the area of simple geometric figures.
- Determining rules that relate numbers in pairs.
- Finding missing numbers in tables.
- Translating among verbal, numerical, and graphical representations.
- Understanding and writing number models for number stories.

# Science

Science is an integral part of the curriculum, and is taught in both programs simultaneously. The fourth grade features:

- Environmental Education; Water Creek Habitat.
  - Aquatic plants and animals.
Habitat Awareness.

Water Conservation.

Hydro-Electric Power.

• The Living World

  Native Plants and Animals
  Organisms live and grow.
  Habitats/ adaptations.
  Invasive Species.

• The Human Body
  The Digestive System
  Respiration
  Circulation

• Space
  The Solar System.
  Planet Mars.
  Mission to Mars at Chabot Space and Science Center.

• Matter
  Chemical Substances.
  Chemical reactions.
  Properties of Solids.
  Liquids.
  Gases.
5th Grade Curriculum

Reading and Oral Comprehension

- Use explicit information to identify the main idea or primary purpose of a text or part of a text.
- Identify explicit details from a passage and provide answers to “who,” “what,” “where,” “when,” “why,” and “how” questions about the text.
- Use implicit information from a passage to make inferences about the motives or behaviors of characters.
- Determine whether information included in a passage consists of fact or opinion.
- Use explicit and implicit information to determine the author's likely intent for writing a passage or for including certain information in a passage.
- Synthesize explicit and implicit information to make predictions, draw conclusions, or formulate hypotheses about a text.
- Describe the main idea of a passage.
- Describe a supporting idea in a passage.
- Compare and contrast elements from two texts.
• Read and discuss various writing genres including diary, articles, autobiography and biography.

Vocabulary

• Identifies the correct definition of a word in the context of a sentence.
• Identifies the synonym of a word or phrase in context of a sentence, phrase or passage.
• Identifies the antonym of a word in context of a sentence, phrase or passage.
• Distinguishes among subtle shades of meaning in choosing an appropriate word or words to fill in blank(s) in a sentence.
• Efficiently use a dictionary for specific word meanings.
• Efficiently use a thesaurus to enhance written assignments.

Phonics and Spelling

The structural conventions of the English language are focused upon. Students examine prefixes, suffixes, inflectional endings, and words that are related by spelling pattern and meaning, thus focusing on comparing words and on discovering structural patterns and relationships among words.

Phonics builds decoding skills which helps students in their reading. Spelling develops encoding skills which helps students in
their writing.

Literature

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify ideas and make connections between literary works. Students are encouraged to learn and practice different strategies for getting involved with literature. Active reading strategies include predicting, questioning and visualizing. Students are also expected to circle, highlight, underline and take notes. This is complimented with an extensive independent reading program and with materials from SRA Reading Laboratories. This provides our students with a range of reading levels that enable all students to learn independently and at their own pace.

Writing

Fifth graders write clear, coherent and focused essays. The writing exhibits the student’s awareness of the audience and purpose. Essays contain formal introductions, supporting evidence and purpose. Students progress through The Steps in the Writing Process and demonstrate Traits of Effective Writing.

- The Steps in the Writing Process
Prewriting.
Writing the first draft.
Revising.
Editing and proofreading.
Publishing.

- Traits of Effective Writing
  Stimulating ideas.
  Logical organization.
  Personal Voice.
  Original Word Choice.
  Smooth Sentences.
  Correct, accurate copy.

Grammar Skills

- Capitalization of proper nouns.
- Capitalization of the first word of a sentence.
- Capitalization in titles and forms of address.
- The correct use of the comma.
- The correct use of the apostrophe in contractions and possessives.
- Use a colon to separate hours and minutes and to introduce a list.
- Proper punctuation for dialogue and letter writing.
- Correct end punctuation.
- Correct pronoun use, including pronoun-antecedent agreement.
- Correct verb form and tense, including subject-verb agreement.
- Rules of diction.
- Rules of sentence boundaries, including avoiding run-ons and fragments.

Forms of Writing

Students write narrative, expository, persuasive, and descriptive texts.

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<td>Writing Plays</td>
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<td>Writing Free--Verse Poems</td>
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<th>Corresponding</th>
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</thead>
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<tr>
<td>13 British Colonies</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>The Formation of the New England, Middle, and Southern settlements</td>
<td>The Pilgrims and the Mayflower</td>
<td></td>
</tr>
<tr>
<td>Understanding the differing reasons the British, Dutch and French colonists came to the New World (political, religious, economic)</td>
<td>The Role of the Native Americans (cooperation/conflicts)</td>
<td></td>
</tr>
<tr>
<td>Slavery and African Americans in the Southern Colonies</td>
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<tr>
<th>American Revolution</th>
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</thead>
<tbody>
<tr>
<td>Events causing colonial unrest (Proclamation Line of 1763, Stamp Act, Boston Massacre, Boston Tea Party)</td>
<td>Declaration of Independence</td>
</tr>
<tr>
<td>Support from France (Rochambeau/Lafayette)</td>
<td>Tolliver’s secret by Esther Wood Brady</td>
</tr>
<tr>
<td>Battles of Lexington/Concord, Saratoga, Trenton, Yorktown</td>
<td></td>
</tr>
<tr>
<td>Key individuals/heroes of the revolution</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>Literature</th>
</tr>
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<tbody>
<tr>
<td>The immigration wave at the beginning of the 20th century through Ellis Island.</td>
<td></td>
</tr>
</tbody>
</table>
| World War II | Number the Stars by Lois Lowry
| Europe / The Holocaust | Sadako and the Thousand Paper Cranes by Eleanor Coerr
| Pearl Harbor | Excerpts from the Diary of Anne Frank
| Hiroshima. |

| US Presidents | The 44 Presidents and some their major accomplishments
| The Presidential Election Process |

| US Geography | Location of the 50 state, their names, and their capitals
| Regions: Northeast, Southeast, Midwest, Southwest, West |

| Modern Times | The Civil Rights Movement
| The Emancipation Proclamation and the abolition of slavery |
| The Watson's Go to Birmingham - 1963 by Christopher Paul Curtis |

| Civic Education | US Government – branches of power
| Principles of a democracy
| Development of the Constitution, the Preamble, the Bill of Rights |

Students prepare a report and project based on research. This offers students the opportunity to gather information and to use information from the internet and reference literature. They are
encouraged to include illustrations, charts, maps or other material within the text to facilitate the meaning of their research. A project in the form of a visual aid is also presented to the class which reinforces the chosen topic.

Mathematics

The following content strands are emphasized:

| **Numeration** | Reading, writing, and comparing negative numbers, fractions, whole numbers through billions, and decimals through thousandths. Reading, writing, and interpreting whole-number powers of 10. Translating between exponential and standard notation. Understanding and identifying prime numbers, composite numbers, and square numbers. |
| **Operations and Computation** | Using paper and pencil algorithms to add, subtract, multiply and divide multi-digit whole numbers and decimals. Using mental arithmetic to compute exact answers and to estimate. Rounding from billions to hundredths. Translating among fractions, decimals, and percents. Prime factoring. Converting between fractions and mixed numbers. Adding and subtracting fractions and mixed numbers with unlike denominators. |
| Denominators | Finding least common multiples and greatest common factors. 
Multiplying and dividing fractions. |
| --- | --- |
| **Data and Chance** | Comparing probabilities for different outcomes. 
Comparing theoretical and experimental probabilities. 
Expressing probabilities as fractions, decimals, and percents. 
Drawing justifiable conclusions from data. 
Displaying data in more than one way. 
Formulating a question, carrying out a survey or experiment, recording data and communicating results. 
Drawing and interpreting circle graphs and stem-and-leaf plots. 
Understanding measures of central tendency (mean, median, mode). |
| **Geometry** | Constructing a circle with a given radius or diameter. 
Defining and creating tessellations. 
Measuring and drawing angles including reflex and straight angles. 
Identifying and defining right isosceles and equilateral triangles. 
Plotting points in four quadrants. 
Using translations, reflections, and rotations. 
Solving perimeter, area, and volume problems. 
Understanding the relationship between the volumes of cones/pyramids and cylinders/prisms. 
Finding the surface area of a cube and the area of a circle. 
Identifying angle relationships in triangles and in quadrilaterals. |
| **Measurement and Reference Frames** | Measuring and estimating length, area, volume, weight, and capacity. 
Converting and computing with common units of measure. 
Creating scale drawings. |
| **Patterns, Functions and Algebra** | Evaluating simple algebraic expressions. 
Finding rules for patterns. 
Finding the nth term in a sequence. 
Solving simple open number sentences. 
Working with equations by doing the same thing to both sides. |
Science

Science is an integral part of the FAS curriculum, and is taught in both programs simultaneously. The fifth grade features:

- **Environmental Education; Water**
  
  The Water Cycle.
  
  The main features of a river basin.
  
  Non Point Source Pollution.
  
  Creek Exploration.
  
  Conservation.

- **The Living World**
  
  Observation of live animals to illustrate structure, function and adaptation.
  
  Comparison of major arthropod groups using live mammals and preserved specimens.
  
  Insect metamorphosis.
  
  Animals and their Adaptations.
  
  Insects, Spiders and Other Arthropods.

- **The Human Body**
  
  The Digestive system.
  
  Respiration and Circulation.
  
  The heart and lungs.
Basic First Aid.
Human Reproduction.

- Space
  The Solar System.
  The sun, the moon and moon phases, seasons, day and night.
  Planet Mars.
  Mission preparation.
  Simulated space mission at Chabot Space and Science Center.

- Matter
  What is Air?
  Air Pressure and Barometers.
  Depressions and anticyclones.
  Air Pollution and conservation.
  Wind and Nuclear Energy.