

# **SHELTON SCHOOL**



## **CURRICULUM OVERVIEW CHART** **Elementary (3/4) – Fifth Grade**

### **UPPER ELEMENTARY SCHOOL**

**SUZANNE STELL**  
**EXECUTIVE DIRECTOR**  
**JUNE SHELTON SCHOOL**  
**& EVALUATION CENTER**  
**17301 PRESTON ROAD**  
**DALLAS, TX 75252**  
**VERSION: 2020-2021 SCHOOL YEAR**

June Shelton School  
2021  
Curriculum Overview Chart  
**ELEMENTARY**

2020-

READING – ELEMENTARY (3/4)	ENGLISH – ELEMENTARY (3/4)	MATHEMATICS – ELEMENTARY (3/4)	SOCIAL SCIENCE-ELEMENTARY (3/4)	SCIENCE – ELEMENTARY (3/4)
<p><b>LANGUAGE THERAPY PROGRAMS</b> <i>Sequential English Education</i> <i>Alphabetic Phonics (Take Flight, MTA)</i> <i>Association Method: Units I, II Beg., II, III</i></p> <p><b>Concepts taught in Reading Therapy:</b> Phonology/Auditory Discrimination Symbol-sound correspondence Syllable Division Morphology Syntax Semantics Fluency Spelling Handwriting Alphabetizing/Dictionary Skills</p> <p><b>EXTENDED READING</b> <b>Comprehension Skills</b> Listening Contextual meaning Following directions Recalling facts Sequencing Paraphrasing Main Idea Drawing conclusions Predicting outcomes Reinforcement of Therapy Strategies</p> <p><b>Appreciation of Literature</b> Literacy Terms/Story Techniques Vocabulary Expansion Novel Coding/Novel Analysis Library Lessons Book Report Writing Experience with Leveled Chapter Books</p>	<p><b>COMPOSITION</b> <b>Sentence/Paragraph/Composition Development</b> Simple, title, topic &amp; summary sentence Writing Paragraphs Continue topic sentence/summary sentence Proofing Spelling corrected Journal Writing Outlining Listening Brainstorming &amp; Mechanics</p> <p><b>Letter Writing</b> <b>Poetry</b> <b>Creative Writing</b> Topics of interest/current events/ literature</p> <p><b>GRAMMAR</b> <b>Parts of Speech</b> Review all</p> <p><b>Sentences-Types</b> Declarative Interrogative Exclamatory Imperative Subject/Predicate Analysis of sentence / Multisensory diagramming</p> <p><b>Punctuation/Capitalization</b> Review commas, end punctuation, capitalization, quotation marks, apostrophes</p> <p><b>VOCABULARY</b> <b>DEVELOPMENT &amp; USAGE</b> Classification, word relationships, categories, analogies, definitions, compare/contrast, following directions, word play Computer-based language study Dictionary and thesaurus skills</p> <p><b>RESEARCH</b> Library skills &amp; Dewey Decimal System Research Paper</p>	<p><b>NUMERATION /COUNTING</b> Review of Roman Numerals Number to quantity/6 - 13 digit numerals Expanded notation Numerical Patterns Linear skip counting-2's-7's/10's FWD-BWD <b>&gt; &lt; THAN TO 1,000,000</b> <b>BEFORE/AFTER TO 1,000,000</b> <b>PLACE VALUE</b> Recognize, read, write up to 7 digits <b>+/- x/+ FACTS</b> <b>+/- STATIC/DYNAMIC TO 4 DIGITS</b> <b>x/+ OF 2 &amp; 3 -DIGIT NUMBERS</b> <b>INTRODUCE x OF 3 DIGITS</b> Multisensory Practice – Static/dynamic <b>WORD PROBLEMS +/-x/ division with key words</b> <b>PROBLEM SOLVING &amp; LOGIC</b> <b>FRACTIONS</b> Identifying Fractions Equalities / Introduction of inequalities w/manipulatives + like denominators (paper/pencil) Writing 1/2 – 1/10<sup>th</sup> Introduction of reduction w/manipulatives +/- fractions with like denominators</p> <p><b>DECIMALS</b> With money <b>GRAPHS</b>-Picture, line, bar, pie, coordinates Introduce Venn diagram; Introduce survey graphing <b>MONEY</b> Review combined amounts / Review coins Intro to Making change to \$10.00 Word problems &amp; +/- with signs &amp; decimals</p> <p><b>TIME</b> Calendar - days, months, before/after Continue hour, 1/2 hour, 5 minute intervals, 1/4 hour, minutes <b>Word problems with time (+/-)</b></p> <p><b>MEASUREMENT</b> Customary measurement to 1/4<sup>th</sup> Liquid measurement Unit conversions- Customary Metric scale capacity, mass Introduction to Area / Perimeter/ Temperature</p> <p><b>GEOMETRY</b> Review all basic shapes and solids Types of triangles Identifying types of angles Lines, points, segments, and rays Perpendicular/Parallel Rectangles- Perimeter, area,</p>	<p><b>GEOGRAPHY:</b> Planets Planet Earth Elements Map skills Review land and water forms Review hemispheres Review major continents Review oceans Longitude/Latitude Rotation of the Earth (seasons) Cultures</p> <p><b>FUNDAMENTAL NEEDS OF MAN</b></p> <p><b>United States by region (1<sup>st</sup> yr):</b> Biomes of regions Grasslands Coastal regions Deserts Wetlands Mountain regions Northern forests</p> <p><b>REGION STUDY (1<sup>st</sup> yr):</b> <b>Focus is on Texas</b> Geography - Capital/Flag/History Culture Economy Research (correlated with English)</p> <p><b>COMMUNITY LIFE (2<sup>nd</sup> yr):</b> Diversity/Immigration Community service Economy of a community Community government Boxville - creation of 3 dimensional town</p> <p><b>EUROPE by region (2<sup>nd</sup> yr):</b> Geography - Countries/capitals/flags Culture Research (correlated with English)</p> <p><b>HEALTH**</b> SEE SCIENCE</p>	<p><b>LIFE (2<sup>nd</sup> year)</b> <b>Roles of living things</b> Needs, Adaptations <b>Animals</b> Vertebrates/invertebrates Habitats and environment Classification and Adaptations</p> <p><b>EARTH (2<sup>nd</sup> year)</b> Earth's water Weather and climate Biomes Planets Land/Water Forms Elements (Atmosphere, Lithosphere, Hydrosphere)</p> <p><b>PHYSICAL – 1<sup>st</sup> yr.</b> Forms of energy Light Magnetism Electricity Sound Properties of matter Solid, Liquid, Gas</p> <p><b>HEALTH – 1<sup>st</sup> yr.</b> Community Safety Dental Health Digestive System Lungs &amp; Smoking Personal Safety Cleanliness Drug and Alcohol Awareness Blood Ears Exercise</p> <p><b>HEALTH – 2<sup>nd</sup> yr</b> Safe At Home, Safe Away Eyes Nutrition Community Health Your Attitude Families Smoking, Drinking and Drug Awareness Illnesses Disabilities Skeletal System</p>

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum –** Organizing by the day/for a specific work task/for homework. This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School  
2021

2020-

Curriculum Overview Chart

	Note taking w/outline Paraphrasing Bibliography Introduce organization tools	<b>PreAlgebra: solve for missing numbers</b> <b>EXPAND CONCEPT DECK</b>	<i>**Taught once weekly in Science or Social Science</i>	<i>**Taught once weekly in Science or Social Science</i>
--	---	--	--	--

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum** – Organizing by the day/for a specific work task/for homework. This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

Curriculum Overview Chart  
**ELEMENTARY**

TECHNOLOGY – ELEMENTARY (3/4)	PHYSICAL EDUCATION – ELEMENTARY (3/4)	LIBRARY – ELEMENTARY (3/4)	ART – ELEMENTARY (3/4)	DRAMA – ELEMENTARY (3/4)
<p><b>COMPUTER FAMILIARITY</b> Parts of computer Using the mouse/trackpad Keyboard familiarity Network login Using Internet Word processing (basic heading and text format)</p> <p><b>CURRICULUM INTEGRATION</b> Students in EC-2<sup>nd</sup> gain familiarity with computer use through work cycle and teacher directed computer activities. Students in 3<sup>rd</sup>/4<sup>th</sup> develop computer usage skills through work cycle activities specifically while using software designed to enrich language arts and math.</p> <p><b>STEM</b> Integrated Science, Technology, and Math curriculum</p> <p><b>CODING</b></p>	<p><b>KINESTHETIC AWARENESS</b> Locomotor skills Non-manipulative skills Manipulative skills Spatial awareness, Effort</p> <p><b>LOW ORGANIZED GAMES</b> Individual &amp; partner activities Small group activities Large group activities</p> <p><b>RHYTHMS AND DANCE</b> Rhythmic basic movement Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b> Cardiovascular fitness Flexibility Strength training Lifetime activities/fitness Assessment</p> <p><b>TEAM AND INDIVIDUAL SPORTS</b> Striking sports Traditional sports Non-traditional sports Group games Individual sports</p> <p><b>INTELLECTUAL/COGNITIVE</b> Awareness Correlation Application Assessment</p> <p><b>SOCIAL/EMOTIONAL</b> Leadership, Teamwork, Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b> Kinesthetic awareness, Physical Fitness</p>	<p><b>INFORMATION LITERACY</b> Task definition Defines problem Formulates questions</p> <p><b>INFORMATION SEEKING STRATEGIES</b> Vocabulary/ Brainstorming Keyword search strategy</p> <p><b>LOCATION AND ACCESS</b> LMC (Library Media Center) location of materials/services Review LMC rules Review circulation procedures Review book care rules Review reference materials Introduction: Internet research Selected online databases Selected educational websites (curriculum based) Encyclopedias/Dictionaries/Atlas Parts of a book Nonfiction and fiction Vocabulary Online catalog-search skills Organization of materials</p>	<p><b>ORIENTATION TO CLASSROOM</b> Classroom behavior Safety Organization of materials</p> <p><b>ELEMENTS OF DESIGN</b> Line Shape Form Texture Value Color Space</p> <p><b>PRINCIPLES OF DESIGN</b> Pattern Contrast Emphasis Balance Movement Rhythm Unity</p> <p><b>ART TECHNIQUES</b> Drawing – imaginative, perspective</p>	<p><b>LANGUAGE/VOICE/SPEECH</b> Gibberish—random sounds to convey meaning Create character voices Communicate meaning with vocal intensity, pitch, volume &amp; speed Communicate meaning with vocal emotions</p> <p><b>CHARACTERIZATION</b> Introduce action drives - Laban’s Theory of Movement Introduce main elements of characterization Create a character</p> <p><b>PANTOMIME</b> Non-verbal communication technique</p> <p><b>IMPROVISATION</b> Simple improvisation/plot Create a scene with improvised dialogue</p> <p><b>STORY DRAMA</b> Plot structure Use of simple props, costumes/ set pieces</p> <p><b>SEMI-FORMAL THEATER/PRODUCTION</b> Integrate drama elements necessary for communication to an audience Voice projection Stage presence/Blocking Theater vocabulary Script/rehearsal strategies</p> <p><b>SENSORY/EMOTIONAL</b></p>
<b>SOCIAL VALUES – CHOICES (3/4)</b>	<b>MUSIC – ELEMENTARY (3/4)</b>			

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum – Organizing by the day/for a specific work task/for homework.** This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

Curriculum Overview Chart

<p><b>SKILLS FOR SUCCESS</b> Communication Skill Decision Making Skill Problem Solving Skill</p> <p><b>RESPONSIBILITY</b> Responsibility at School Why We Go To School Behaviors for Success (Appropriate) Daydreaming (Inappropriate) Bullying (Inappropriate) Showing Off (Inappropriate) Dishonesty (Inappropriate) Responsibility at Home Taking Care of Yourself Taking Care of People &amp; Possessions Habits</p> <p><b>SELF-DISCIPLINE</b> Courage Respect Integrity Perseverance Truth Attitude</p> <p><b>SELF-CONTROL</b> Prudence Communicating Feelings Assertiveness Handling Stress</p> <p><b>CONSIDERATION OF OTHERS</b> Consideration Compassion Tolerance</p> <p><b>Peace Education; Emotional Literacy; Mindfulness</b></p>	<p><b>SINGING</b> <b>FOLK DANCE</b> <b>GAMES- MORE COMPLEX</b> <b>NOTATION</b> Hybrid Notation Pentatonic Scale</p> <p><b>MUSICAL INSTRUMENTS</b> Basic Percussion Melodic Percussion Ukulele Recorder</p> <p><b>MUSIC HISTORY</b> Diverse Music Periods</p>	<p><b>USE OF INFORMATION</b> Accuracy, relevance, comprehensiveness Bibliography</p> <p><b>EVALUATION</b> Follow-up activities/Self-evaluation</p> <p><b>INDEPENDENT LEARNING</b> Seek information related to personal interests and appreciate literature &amp; other creative expressions</p> <p><b>LITERATURE APPRECIATION</b> Multicultural Tall tales Poetry Story elements Genre Award-winning books</p>	<p>Painting - Watercolor/Tempera Oil Pastels Chalk Pastels Model Magic – birds, nests, roses, etc. Papier-mâché</p> <p><b>ART APPRECIATION/HISTORY</b> Introduction to Master Artists such as: Kandinsky, Klee, O’Keefe, Van Gogh, Picasso</p> <p><b>RESPECT FOR SELF AND OTHERS</b></p> <p><b>FINE ARTS PRESENTATION – FOR PARENTS AND CLASSMATES</b></p> <p><b>FOCUS</b> Discovery of creativity Self-expression Skill development Aesthetic awareness Historical appreciation</p>	<p><b>PERCEPTION</b> Develop sense memory in pantomime activities Awareness of imaginary environments Basics of characterization</p> <p><b>IMAGINATION/ STORYTELLING</b> Understanding story and storytelling Develop improvisation skills Develop pantomime skills Creativity in character development</p> <p><b>MOVEMENT/ SPATIAL AWARENESS</b> Develop movement techniques Using movement to express thought and character Develop accuracy in handling imaginary objects</p> <p><b>VOICE/ LANGUAGE</b> Using voice as self-expression Introduction to vocal changes Vocal clarity, volume and rate Introduction to script reading</p> <p><b>SELF-CONCEPT/DISCIPLINE</b> Treating others with respect and kindness Develop listening skills Learning to lead and follow Introduction to memory work Introduction to performance skills</p>
---	--	--	--	---

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum –** Organizing by the day/for a specific work task/for homework. This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

Curriculum Overview Chart  
**FIFTH GRADE**

READING – FIFTH	ENGLISH – FIFTH	MATHEMATICS – FIFTH	SOCIAL SCIENCES – FIFTH	SCIENCE – FIFTH
<p><b>LANGUAGE THERAPY PROGRAMS</b> <i>Sequential English Education</i> <i>Alphabetic Phonics (Take Flight, MTA)</i> <i>Association Method: Units I, II, III</i></p> <p><b>Concepts taught in Reading Therapy:</b> Phonology/Auditory Discrimination Symbol-sound correspondence Syllable Division Morphology Syntax Semantics Fluency Spelling Handwriting Alphabetizing/Dictionary Skills</p> <p><b>EXTENDED READING</b> <b>Comprehension Skills</b> Listening Contextual meaning Following directions Recalling facts Sequencing Paraphrasing Main Idea Drawing conclusions Predicting outcomes Reinforcement of Therapy Strategies</p> <p><b>Appreciation of Literature</b> Literacy Terms/Story Techniques Vocabulary Expansion Novel Coding/Novel Analysis Book Report Writing Library Lessons Experience with Leveled Chapter Books</p>	<p><b>COMPOSITION/WITTEN EXPRESSION</b> <b>Sentence/Paragraph/Composition Development</b> Writing compositions Use of organization tools Continue topic sentence/concluding sentence Journal writing Self-editing Mechanics Punctuation/ Capitalization</p> <p><b>GRAMMAR</b> <b>Parts of speech</b> <b>Sentence types</b> <b>Paragraph types</b> <b>Analysis of Sentence</b> <b>Diagramming</b></p> <p><b>VOCABULARY DEVELOPMENT &amp; USAGE</b> Computer based language study</p> <p><b>RESEARCH</b> Library skills Computer skills Dewey Decimal System Research Paper Note taking w/outline Bibliography Paraphrasing</p>	<p><b>NUMERATION</b> Number recognition through trillions Rounding up to millions <b>COUNTING</b> Review linear and skip counting <b>COMPARING AND ORDERING WHOLE NUMBERS</b> <b>PLACE VALUE THROUGH TRILLIONS</b> <b>EXPANDED NOTATION</b> <b>+/- /x/+ FACTS</b> <b>REVIEW WHOLE NUMBER</b> <b>STATIC/DYNAMIC OPERATIONS +, -, x, ÷</b> <b>WORD PROBLEMS STRATEGIES +, -, x, ÷</b> <b>PROBLEM SOLVING AND LOGIC</b> <b>DIVISIBILITY RULES</b> <b>FACTORING / FRACTIONS</b> Equivalent fractions Reduction of Proper/Improper Lowest common denominator Inequalities with fractions +/- of fractions w/like &amp; unlike denominators Fraction to decimals 10th/100th/1000th Introduction x/+ of fractions Mean, median, mode, range <b>DECIMALS</b> Concept to hundredths Decimal to fraction Review +/- &amp; Intro X/ ÷ of decimals <b>GRAPHS/MONEY/TIME /TEMPERATURE</b> <b>MEASUREMENT</b> To 1/16 on a customary ruler Unit conversions- Customary Metric scale-Linear, capacity, mass <b>GEOMETRY</b> Review all basic shapes and solids Types of triangles Identifying types of angles Lines, points, segments, and rays Perpendicular/Parallel Area/Perimeter <b>INTRODUCTION OF ALGEBRAIC EQUATIONS</b> <b>EXPAND CONCEPT DECK</b></p>	<p><b>ONE-SEMESTER COURSE</b></p> <p><b>GEOGRAPHY:</b> Physical features and land forms Map Skills Compass rose/direction Map key, scale Latitude/longitude Cultural elements</p> <p><b>HISTORY OF NORTH AMERICA:</b> Native Americans European explorers European settlers Slavery in America Colonial times Declaration of Independence American Revolution Introduction to American Government Research (correlated with English)</p> <p><b>HEALTH**</b> SEE SCIENCE</p> <p><i>**Taught once weekly in Science or Social Science</i></p>	<p><b>ONE-SEMESTER COURSE</b></p> <p><b>LIFE</b> Plants Parts of a flowering plant Cell processes Classification and Adaptations</p> <p><b>EARTH</b> Rocks and Minerals Identification Classification Structure of Earth Layers Continental/Oceanic Plates Tectonics Earthquakes Volcanoes</p> <p><b>PHYSICAL</b> Energy, Work, and Machines</p> <p><b>HEALTH **</b> First Aid Facts The Central Nervous System Nutrition The Pulmonary System Emotions Growing Up Drug Awareness The Circulatory System Consumer Awareness The Skeletal and Muscular Systems</p> <p>Research</p> <p><i>**Taught once weekly in Science or Social Science</i></p>

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum –** Organizing by the day/for a specific work task/for homework. This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

Curriculum Overview Chart

**FIFTH GRADE**

TECHNOLOGY – FIFTH	PHYSICAL EDUCATION – FIFTH	LIBRARY – FIFTH	ART – FIFTH	DRAMA – FIFTH
<p><b>KEYBOARDING</b> Typing A-Z, 10 wpm/90% accuracy</p> <p><b>ORGANIZATION OF FILES</b></p> <p><b>NETWORK CONCEPTS</b> Introduce shared file server</p> <p><b>WORD PROCESSING</b> Basic skills from alignment to tabs</p> <p><b>PRESENTATION SOFTWARE</b> Basic skills from layouts to transitions</p> <p><b>GRAPHICS SKILLS</b> Selection, Resizing, Flipping, Moving selection to front/to back</p> <p><b>CONCEPT MAPPING SOFTWARE</b></p> <p><b>USING THE INTERNET</b> Browser interface Saving text and graphics Research on the Internet</p> <p><b>CURRICULUM INTEGRATION</b> Students in 5<sup>th</sup> practice computer skills through activities in all curriculum areas, and specifically using software designed to enrich</p> <p><b>STEM/ CODING</b> Integrated Science, Technology, and Math curriculum</p>	<p><b>KINESTHETIC AWARENESS</b> Locomotor skills Non-manipulative skills Manipulative skills Spatial awareness, Effort</p> <p><b>LOW ORGANIZED GAMES</b> Individual &amp; partner activities Small group activities Large group activities</p> <p><b>RHYTHMS AND DANCE</b> Rhythmic basic movement Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b> Cardiovascular fitness Flexibility Strength training Lifetime activities/fitness Assessment</p> <p><b>TEAM AND INDIVIDUAL SPORTS</b> Striking sports Traditional sports Non-traditional sports Group games Individual sports</p> <p><b>LIFETIME ACTIVITIES</b> Physical fitness Traditional sports Non-traditional sports Individual sports</p> <p><b>INTELLECTUAL/COGNITIVE</b> Awareness Correlation Application Assessment</p> <p><b>SOCIAL/EMOTIONAL</b> Leadership, Teamwork, Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b> Kinesthetic awareness, Physical Fitness</p>	<p><b>INFORMATION LITERACY</b> Task definition Defines problem Formulates questions</p> <p><b>INFORMATION SEEKING STRATEGIES</b> Vocabulary/Brainstorming Keyword search strategy</p> <p><b>LOCATION AND ACCESS</b> LMC (Library Media Center) location of materials/services Review LMC rules Review circulation procedures Review book care rules Review reference materials Introduction Internet research/Online-databases (curriculum-based) Encyclopedias/Thesaurus/Atlas Organization of materials Vocabulary Online catalog-search skills Dewey Decimal System</p> <p><b>USE OF INFORMATION</b> Accuracy, relevance, comprehensiveness Fact, point-of-view, opinion Bibliography</p>	<p><b>ORIENTATION</b> Introduction to Lab Safety Rules Care, Use, &amp; Location of Materials</p> <p><b>ART TECHNIQUES</b> Drawing- sketch, tonal, finished value drawings; various media Painting-watercolor, tempera, brush technique; styles Printing-monoprinting, block printing, collagegraphic printing Collage-mixed media, cutting and application techniques Model Magic Paper-mache</p> <p><b>ART APPRECIATION</b> Elements of Design Principles of Design Slide Presentations with shared inquiry Vocabulary Study of natural and manufactured objects and phenomena Sketchbook-practice &amp; personal expression</p> <p><b>ART HISTORY</b> Slide and video presentations of various artists and periods of Art History Shorewood prints-examination of works of the Masters</p> <p><b>GALLERY DAY</b> Student reports to parents on artwork completed and displayed</p> <p><b>FOCUS</b> Creative Awareness Self-confidence Skill development Art production Respect for self and others</p>	<p><b>SENSORY/EMOTIONAL PERCEPTION</b> Develop sense memory in pantomime activities Develop creativity through story-telling Introduce basics of characterization</p> <p><b>IMAGINATION/ STORYTELLING</b> Understanding story through production of a scripted play Improvisation skills Pantomime skills Group improvisation skills</p> <p><b>MOVEMENT/ SPATIAL AWARENESS</b> Develop movement techniques Using movement to express thought, feeling and emotion Using movement in pantomime Introduction to handling imaginary objects</p> <p><b>VOICE/ LANGUAGE</b> Introduction to breath control Introduction to vocal changes in dramatic activity Vocal clarity, volume and rate Vocal expressiveness Introduction to script reading</p> <p><b>SELF-CONCEPT/DISCIPLINE</b> Treating others with kindness and respect Introduction to team-building skills Introduction to listening and eye contact skills Introduction to stage directions Introduction to memory work Introduction to rehearsal and performance skills</p>
<p><b>SOCIAL VALUES – CHOICES</b></p> <p><b>SKILLS FOR SUCCESS</b> Communication Skill Decision Making Skill Problem Solving Skill</p> <p><b>RESPONSIBILITY</b> Responsibility at School Why We Go To School Behaviors for Success (Appropriate) Daydreaming (Inappropriate) Bullying (Inappropriate) Showing Off (Inappropriate) Dishonesty (Inappropriate) Responsibility at Home Taking Care of Yourself Taking Care of People &amp; Possessions Habits</p> <p><b>SELF-DISCIPLINE</b> Courage, Respect Integrity, Perseverance Truth, Attitude</p> <p><b>SELF-CONTROL</b> Prudence, Communicating Feelings</p>	<p><b>MUSIC – BAND</b></p> <p><b>GENERAL SKILLS</b> Ensemble Entrance, Exit &amp; Seating Instrument Assembly/Care /Maintenance Instrument Identification &amp; History</p> <p><b>TECHNIQUE &amp; PERFORMANCE</b> Selection of wind/percussion instrument Playing Positions Tone Production &amp; Development Performance of the First Five Notes Melodic Study-“Let’s Go Band” Introduction to Major Scales</p> <p><b>MUSIC THEORY, NOTATION &amp; TERMS</b> Staff Construction Key &amp; Time Signature; Tempo Rhythmic &amp; Pitch Studies Idiomatic Phrases</p> <p><b>SOCIAL DEVELOPMENT</b> Team Building &amp; Cooperation Building Self-esteem Emphasizing Success Through Practice Appreciation: Music &amp; Performance</p>	<p><b>SYNTHESIS</b> Organization from multiple sources Paraphrasing</p> <p><b>EVALUATION</b> Self evaluation/Follow-up activities</p> <p><b>INDEPENDENT LEARNING</b> Fiction; non-fiction Seeks information related to personal interests and appreciates literature and other creative expressions</p> <p><b>LITERATURE APPRECIATION</b> Genres Booktalks Poetry</p>		

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum –** Organizing by the day/for a specific work task/for homework. This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School  
2021

2020-

Curriculum Overview Chart

Assertiveness, Handling Stress <b>CONSIDERATION OF OTHERS</b> Consideration, Compassion, Tolerance <b>Peace Education; Emotional Literacy; Mindfulness</b>	<b>MOTOR DEVELOPMENT</b> Posture/Hand – Eye Coordination Fingerings Self control			
---	---	--	--	--

**RESEARCH, PROBLEM SOLVING, & STUDY SKILLS – Taught across the Curriculum –** Organizing by the day/for a specific work task/for homework. This chart outlines The Shelton Upper Elementary School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.