

# **SHELTON SCHOOL**



## **CURRICULUM OVERVIEW CHART** **Grades Early Childhood – Primary**

### **LOWER SCHOOL**

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**17301 PRESTON ROAD**  
**DALLAS, TX 75252**  
**VERSION: 2020-21 SCHOOL YEAR**

Curriculum Overview Chart  
**EARLY CHILDHOOD**

| <b>PRACTICAL LIFE – EARLY CHILDHOOD</b>  | <b>PRE-READING – EARLY CHILDHOOD</b>  | <b>MATHEMATICS – EARLY CHILDHOOD</b>   | <b>SOCIAL SCIENCES – EARLY CHILDHOOD</b>  | <b>SCIENCE – EARLY CHILDHOOD</b>  |
|--|---|--|---|---|
| <p><b>PREREQUISITE FOR ACADEMICS</b></p> <p><b>Practical Life Activities &amp; Vocabulary</b><br/>Development of order<br/>Development of concentration<br/>Development of coordination<br/>Development of independence<br/>Fine Motor development<br/>Control of movement<br/>Pincer grasp<br/>Development of small muscles<br/>Gross Motor Development<br/>Elementary movements<br/>Control of movement<br/>Development of large muscles<br/>Care of self<br/>Care of environment<br/>Inside<br/>Outside<br/>Grace and Courtesy</p>            | <p><b>PREREQUISITE FOR PRE-READING Practical Life Activities and Vocabulary</b><br/><b>Sensorial Activities and Vocabulary</b><br/><b>PRE-READING</b><br/>Rhyming<br/><b>Visual Symbol Recognition</b><br/>Lower Case/Capitals<br/><b>Sound/Symbol Correspondence</b><br/>Identification of sounds / Blending<br/><b>Word Building</b><br/>Beginning reading<br/>Beginning spelling<br/><b>PRE-WRITING</b><br/>Practical Life/Sensorial Exercises<br/>Hand Exercises<br/>Beginning Strokes<br/>Cutting<br/>Metal Insets<br/>Tracing Sandpaper Letters<br/><b>MONTESSORI / SEQUENTIAL ENGLISH EDUCATION (SEE)</b><br/>Phonemes<br/>CVC words/Sight words<br/>Writing letters/words<br/>Memory<br/><b>MONTESSORI / ASSOCIATION METHOD</b><br/>Phonemes &amp; Drop Drills<br/>VC/CV cross drills<br/>Words<br/>Writing Words<br/>Memory<br/><b>ORAL READING COMPREHENSION</b><br/><b>AUTHOR OF THE MONTH</b></p> | <p><b>PREREQUISITE - SENSORIAL CURRICULUM</b><br/>Same/Different<br/>Categories<br/>Discrimination of Size/Shape<br/>Sequencing<br/>Relationship of Size<br/>Greater/Less than Concept<br/>Patterns<br/>Conservation</p> <p><b>INTRODUCTION TO MATHEMATICS</b></p> <p><b>NUMERATION/COUNTING</b><br/>Quantity to numeral<br/>Writing Numerals<br/>Sandpaper Numerals/writing<br/>Concept of Zero; odd/even<br/>Linear 1-100<br/>Skip 10's, 5's, 2's<br/>Patterns in counting/ Before/After<br/>Number line 1 – 20</p> <p><b>PLACE VALUE/DECIMAL SYSTEM</b><br/>Introduction: ones, tens, hundreds, thousands</p> <p><b>OPERATIONS/ ADDITION/SUBTRACTION</b><br/>Introduction to concept/static<br/>Oral story problems<br/>Graphs - simple</p> <p><b>MEASUREMENT</b><br/>Customary - inches to foot<br/>Liquid – cup, gallon<br/>Weight – pound</p> <p><b>JUNIOR GEOMETRY</b><br/>Basic shapes: circle, square, oval, triangle, rectangle, diamond (rhombus), parallelograms, trapezoids, polygons<br/>Basic solids</p> <p><b>PROBLEM SOLVING - INTRODUCTION</b></p> | <p><b>ORAL LANGUAGE DEVELOPMENT:</b><br/><br/>Body/Family/Clothing/House/<br/>Community/Geography/Time<br/>Vocabulary &amp; Descriptive Stories<br/>(Oral Language Books)</p> <p><b>HISTORY:</b><br/><br/><b>Time</b><br/>Before/after<br/>Today, Yesterday, Tomorrow<br/>Day/Night<br/>Morning/afternoon/evening<br/>Hour<br/>Seasons<br/>Days of Week<br/>Months of Year<br/>Linear Calendar</p> <p><b>Time Lines</b><br/>Personal time line<br/>Growth of an adult<br/>Growth of a child</p> <p><b>GEOGRAPHY:</b><br/><br/><b>Globes</b><br/>Sandpaper Globe (Land/Water)<br/>Continent Globe</p> <p><b>Continents - all</b><br/>Planisphere Map<br/>Continent boxes<br/>Continent picture books<br/>Animals of the continent<br/>Cultures<br/><b>Citizen of the World</b></p> <p><b>ARTIST OF THE MONTH</b></p> | <p><b>ORAL LANGUAGE DEVELOPMENT</b><br/>Animals/Plants/Food<br/>Vocabulary &amp; Descriptive Stories<br/>(Oral Language Books)</p> <p><b>BIOLOGICAL – LIFE</b><br/>Living/Non-Living<br/>Plants/Animals<br/>Life Cycle<br/><b>Animals</b><br/>Names<br/>Habitats<br/>Babies<br/>Parts<br/>Tracks<br/><b>Plants</b><br/>Names<br/>Parts<br/><b>Plants, Animals</b><br/>Five Kingdoms<br/>Vertebrate/Invertebrate<br/><b>Planets - The Solar System</b><br/><b>GEOLOGICAL- EARTH Elements</b><br/>Land<br/>Air<br/>Water<br/><b>Land (5) and Water (5) Forms</b><br/><b>ENERGY/PHYSICAL</b><br/><b>Physical</b><br/>Sensorial Discrimination - all senses<br/>Float/Sink<br/>Magnetic/Non-Magnetic<br/><b>States of Matter</b><br/>Solids/Liquids/Gases<br/><b>Light/Sound/Heat</b><br/><b>Nutrition</b><br/><b>Metric measurement</b><br/><b>OUTDOOR LEARNING ENVIRONMENT</b><br/><b>Measurement, Painting, Playhouse, Outdoor Easels, Hammering, Rock Scrubbing, Gardening Etc.</b></p> |
| <p><b>SENSORIAL – EARLY CHILDHOOD</b></p> <p><b>PREREQUISITE FOR ACADEMICS</b></p> <p><b>Sensorial Activities &amp; Vocabulary</b><br/>Development of order<br/>Clarify and classify environment<br/>Development of thinking from concrete to abstract<br/>Develop perception of spatial relationships, similarities and differences<br/>To make child aware of his senses and their use<br/>Visual sense, auditory sense, tactile sense, olfactory sense, gustatory sense, baric sense, thermic sense, stereognostic sense, chromatic sense</p> | <p><b>ENGLISH – EARLY CHILDHOOD</b></p> <p><b>LISTENING SKILLS</b><br/>Discrimination of rhythm<br/>Discrimination basic sounds<br/>Discrimination human sounds<br/>Discrimination speech sounds<br/>Auditory Discrimination/Memory<br/>Directions (1, 2 and 3 part)</p> <p><b>ORAL LANGUAGE DEVELOPMENT</b><br/><b>Shelf Activities</b><br/>Body/Family/Clothing/House/Animals/<br/>Plants/Foods/Community/Geography/<br/>Time<br/><b>Oral Language Books/Cards</b><br/><b>PRE-COMPOSITION</b><br/>Listening and sequencing of stories &amp;</p>   |  |   |   |

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**

(Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower 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

|  |                        |  |  |  |
|--|------------------------|--|--|--|
| Preparation for reading<br>Preparation for mathematics | poems<br>Class stories |  |  |  |
|--|------------------------|--|--|--|

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**  
(Order/organization/sequence of work/work ribbon and/or contracts)  
This chart outlines The Shelton Lower 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  
**EARLY CHILDHOOD**

| MUSIC – EARLY CHILDHOOD   | PHYSICAL EDUCATION - EARLY CHILDHOOD  | LIBRARY - EARLY CHILDHOOD  | ART - EARLY CHILDHOOD  | DRAMA - EARLY CHILDHOOD  |
|---|---|--|--|--|
| <p><b>SINGING</b><br/><b>GAMES</b><br/><b>MOVEMENT</b><br/><b>FOLK DANCING – SIMPLE STEPS AND FORMATIONS</b><br/><b>MUSICAL INSTRUMENTS</b><br/>Basic Percussion<br/>Melodic Percussion<br/><b>MUSIC HISTORY</b><br/>Diverse Music Periods</p>  | <p><b>KINESTHETIC AWARENESS</b><br/>Locomotor skills<br/>Non-manipulative skills<br/>Manipulative skills<br/>Spatial awareness<br/>Effort</p> <p><b>LOW ORGANIZED GAMES</b><br/>Individual &amp; partner activities<br/>Small group activities<br/>Large group activities</p>   | <p><b>ORIENTATION</b><br/>LMC (Library Media Center) location<br/>Introduce LMC rules</p> <p><b>LITERATURE APPRECIATION</b><br/>Theme-related storytimes</p> <p><b>LIBRARY SKILLS</b><br/>Vocabulary</p> | <p><b>ORIENTATION TO CLASSROOM</b><br/>Classroom behavior<br/>Safety<br/>Organization of materials</p> <p><b>INTRODUCE ELEMENTS OF DESIGN</b><br/>Line<br/>Shape<br/>Form<br/>Texture<br/>Value<br/>Color<br/>Space</p> <p><b>ART TECHNIQUES</b><br/>Drawing<br/>Painting - Watercolor/Tempera<br/>Crayons<br/>Play Dough<br/>Markers<br/>Beading<br/><b>ART APPRECIATION/HISTORY</b><br/>Introduction to Master Artists through books and pictures</p> <p><b>FOCUS</b><br/>Discovery of creativity<br/>Self-expression<br/>Skill development<br/>Aesthetic awareness<br/>Patterning</p> | <p><b>SENSORY AWARENESS/ RECALL</b><br/>Identify five senses and purpose<br/>Describe sensory details<br/>Auditory and visual mirroring</p> <p><b>IMAGERY</b><br/>Focus on holding an image<br/>Recall images</p> <p><b>CREATIVE MOVEMENT</b><br/>Body awareness<br/>Vocabulary of movement<br/>Non-verbal communication</p> <p><b>STORY DRAMA</b><br/>Imitating/Improvising Dialogue<br/>Emotional Awareness/Recall<br/>Use of simple props, costumes and set pieces</p> <p><b>LANGUAGE/VOICE/SPEECH</b><br/>Create character voices<br/>Communicate meaning with vocal emotion</p> <p><b>PUPPETRY</b><br/>Introduction to puppet types<br/>Puppet manipulation with voice</p> <p><b>SEMI-FORMAL THEATER / PRODUCTION</b><br/>Integrate drama elements necessary for communication to an audience</p> |
| <p><b>SOCIAL VALUES - CHOICES</b></p> <p><b>SKILLS FOR SUCCESS</b><br/>Communication<br/>Decision Making<br/>Problem Solving<br/><b>RESPONSIBILITY</b><br/>Responsibility at School<br/>Why we go<br/>Behaviors for Success (Appropriate)<br/>Daydreaming (Inappropriate)<br/>Bullying (Inappropriate)<br/>Showing Off (Inappropriate)<br/>Dishonesty (Inappropriate)<br/>Responsibility at Home<br/>Taking Care of Yourself<br/>Taking Care of People &amp; Possessions, Habits<br/><b>SELF-DISCIPLINE</b><br/>Courage, Respect, Integrity<br/>Perseverance, Truth, Attitude<br/><b>SELF-CONTROL</b><br/>Prudence<br/>Communicating Feelings<br/>Assertiveness, Handling Stress<br/>Consideration of Others<br/>Compassion, Tolerance<br/><b>PEACE EDUCATION</b><br/><b>EMOTIONAL LITERACY</b></p> | <p><b>RHYTHMS AND DANCE</b><br/>Rhythmic basic movement<br/>Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b><br/>Cardiovascular fitness<br/>Flexibility<br/>Strength training<br/>Lifetime activities/fitness</p> <p><b>INTELLECTUAL/COGNITIVE</b><br/>Awareness<br/>Correlation<br/>Application<br/>Assessment</p> <p><b>SOCIAL/EMOTIONAL</b><br/>Leadership<br/>Teamwork<br/>Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b><br/>Kinesthetic awareness<br/>Physical Fitness</p> | <p><b>TECHNOLOGY</b></p> <p><b>STEM</b><br/>Integrated Science, Technology, and Math Curriculum<br/><b>BEGINNING CODING</b></p>  |  |  |

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**

(Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower 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  
**PRE-PRIMARY**

| PRE-READING - PRE-PRIMARY   | ENGLISH - PRE-PRIMARY  | MATHEMATICS - PRE-PRIMARY  | SOCIAL SCIENCES - PRE-PRIMARY  | SCIENCE - PRE-PRIMARY   |
|---|--|--|--|---|
| <p><b>PRE-REQUISITE*</b><br/>Practical Life Activities &amp; Vocabulary<br/>Sensorial Activities &amp; Vocabulary<br/><i>*See Early Childhood Pre-requisites – Add Language and Extensions as needed</i></p> <p><b>PRE-READING</b><br/><b>Visual Symbol Recognition</b><br/>Lower Case- print/cursive<br/>Capitals – print/cursive</p> <p><b>Sound/Symbol Correspondence</b><br/>Identification of sounds<br/>Blending</p> <p><b>Word Building</b><br/>Beginning reading<br/>Beginning spelling</p> <p><b>READING THERAPY PROGRAMS</b><br/><b>DECODE/SPELL/WRITE</b><br/><i>SEE</i> - Book I<br/>Introduction CVC words<br/>Sight words<br/>Writing words/sentences<br/><i>Association</i> – Unit I<br/>Phonemes and Drop Drills<br/>VC/CV cross drills</p> <p><b>ORAL READING PRACTICE</b><br/>Linguistic readers<br/>Class Stories/ Experience stories<br/>Comprehension skills<br/>Following directions<br/>Facts<br/>Sequence<br/>Main idea<br/>Working with sound<br/>Inference</p> <p><b>COMPREHENSION</b><br/>Name, category, function, features</p> | <p><b>LISTENING SKILLS</b><br/>Discrimination basic sounds<br/>Discrimination human sounds<br/>Discrimination speech sounds<br/>Auditory Discrimination/Memory<br/>Directions (1, 2, 3 part)</p> <p><b>ORAL LANGUAGE DEVELOPMENT</b><br/><b>Shelf Activities</b><br/><b>Oral Language Books</b><br/><b>Vocabulary Cards</b></p> <p><b>PRE-WRITING/WRITING</b><br/>Practical Life/Sensorial Exercises<br/>Hand Exercises<br/>Cutting<br/>Metal Insets<br/>Tracing Sandpaper Letters<br/>Writing Letters - SEE Program</p> <p><b>PRE-COMPOSITION</b><br/>Listening to stories/poems<br/>Class stories<br/>Writing sentences</p> <p><b>GRAMMAR</b><br/>Parts of Speech – oral and with manipulatives<br/>Nouns &amp; Verbs</p> <p><b>SPELLING</b><br/>Movable alphabet<br/>Sequential English Education</p> | <p><b>PREREQUISITE</b><br/><b>SENSORIAL CURRICULUM</b> - continued<br/><b>MATHEMATICS</b><br/><b>NUMERATION/COUNTING</b><br/>Recognition to 4 digits<br/>Counting<br/>Sandpaper Numerals &amp; number writing<br/>Odd / Even<br/>Less than / Greater than / Equal to<br/>Greatest / Least, introduction<br/>Linear 1-100<br/>Skip 10's, 5's, 2's<br/>Patterns<br/>Before/After<br/>Number line 1 – 20<br/><b>DECIMAL SYSTEM/OPERATIONS</b><br/>With Manipulatives<br/>Addition: to 4 digits (paper/pencil) static<br/>Subtraction: 4 digits (paper/pencil) Static<br/><b>MEMORIZATION (INFORMAL)</b><br/><b>ORAL STORY PROBLEMS +, -</b><br/><b>FRACTIONS</b> – 1 whole, 1/2, 1/3, 1/4<br/><b>GRAPHS</b> - simple<br/><b>MONEY</b><br/>Introduction to penny, nickel, dime, quarter, money value<br/><b>TIME</b><br/>Hour, 1/2 hour<br/><b>MEASUREMENT</b><br/>Customary - inches to feet, feet to yards<br/>Liquids – gallons, cups<br/>Weight – pounds, ounces<br/><b>JUNIOR GEOMETRY</b><br/>Basic shapes - labels, bases, expanded language – circle, square, triangle, rectangle, diamond (rhombus), trapezoid, parallelogram<br/>Basic solids<br/><b>PROBLEM SOLVING</b></p> | <p><b>ORAL LANGUAGE DEVELOPMENT:</b><br/>Body/Family/Clothing/House/Community/Geography/Time<br/>Vocabulary &amp; Descriptive Stories</p> <p><b>HISTORY:</b><br/><b>Time</b><br/>Before/after<br/>Today, Yesterday, Tomorrow<br/>Day / Night<br/>AM-PM<br/>Morning/afternoon/evening<br/>Time to Hour<br/>Seasons<br/>Days of Week<br/>Months of year<br/>Linear Calendar</p> <p><b>Time lines</b><br/>Personal time line<br/>Timeline of Life</p> <p><b>GEOGRAPHY:</b><br/><b>Globes</b><br/>Sandpaper Globe (Land/Water)<br/>Continent Globe</p> <p><b>Continents - all</b><br/>Continent Map<br/>World Cultures<br/>Map Study<br/>Continent Boxes<br/>Animals of the Continents</p> | <p><b>ORAL LANGUAGE DEVELOPMENT:</b><br/>Animals/Plants/Food<br/>Vocabulary &amp; Descriptive Stories (Oral Language Books)<br/><b>BIOLOGICAL – LIFE</b><br/>Living/Non Living<br/>Plants/Animals<br/>Vertebrates/Invertebrates<br/><b>Animals</b><br/>Review Habitats/Babies/Parts/ Tracks<br/>Skeletal structures<br/>Endangered Species<br/>Life Cycle<br/><b>Plants</b><br/>Names (Trees, Flowers, Leaves)<br/>Parts<br/>Growing Cycles<br/>Study of Leaves<br/><b>GEOLOGICAL- EARTH</b><br/><b>Planets-The Solar System</b><br/><b>The Planet Earth</b><br/>Earth's Layers<br/>Rocks; Minerals<br/>Land (5) /Water (5) Forms<br/>Oceans/Shells<br/>Weather<br/><b>ENERGY/PHYSICAL</b><br/>Sensorial Discrimination - all senses<br/>Float/Sink<br/>Magnetic/Non-Magnetic<br/><b>Matter</b><br/>Solids/Liquids/Gases<br/>Light/Sound/Heat</p> |

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**

(Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower 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  
**PRE-PRIMARY**

| SOCIAL VALUES - CHOICES   | PHYSICAL EDUCATION - PRE-PRIMARY  | LIBRARY - PRE-PRIMARY  | ART - PRE-PRIMARY  | DRAMA - PRE-PRIMARY  |
|---|---|--|--|--|
| <p><b>SKILLS FOR SUCCESS</b><br/>Communication<br/>Decision Making<br/>Problem Solving</p> <p><b>RESPONSIBILITY</b><br/>Responsibility at School<br/>Why we go<br/>Behaviors for Success (Appropriate)<br/>Daydreaming (Inappropriate)<br/>Bullying (Inappropriate)<br/>Showing Off (Inappropriate)<br/>Dishonesty (Inappropriate)<br/>Responsibility at Home<br/>Taking Care of Yourself<br/>Taking Care of People &amp; Possessions, Habits</p> <p><b>SELF-DISCIPLINE</b><br/>Courage, Respect, Integrity<br/>Perseverance, Truth, Attitude</p> <p><b>SELF-CONTROL</b><br/>Prudence<br/>Communicating Feelings<br/>Assertiveness, Handling Stress<br/>Consideration of Others<br/>Compassion, Tolerance</p> <p><b>PEACE EDUCATION</b><br/><b>EMOTIONAL LITERACY</b></p> | <p><b>KINESTHETIC AWARENESS</b><br/>Locomotor skills<br/>Non-manipulative skills<br/>Manipulative skills<br/>Spatial awareness<br/>Effort</p> <p><b>LOW ORGANIZED GAMES</b><br/>Individual &amp; partner activities<br/>Small group activities<br/>Large group activities</p> <p><b>RHYTHMS AND DANCE</b><br/>Rhythmic basic movement<br/>Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b><br/>Cardiovascular fitness<br/>Flexibility<br/>Strength training<br/>Lifetime activities/fitness</p> <p><b>INTELLECTUAL/COGNITIVE</b><br/>Awareness<br/>Correlation<br/>Application<br/>Assessment</p> <p><b>SOCIAL/EMOTIONAL</b><br/>Leadership<br/>Teamwork<br/>Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b><br/>Kinesthetic awareness<br/>Physical Fitness</p> | <p><b>ORIENTATION</b><br/>LMC (Library Media Center) location<br/>Introduce LMC rules</p> <p><b>CIRCULATION</b><br/>Introduce circulation procedures<br/>Introduce book care rules</p> <p><b>LITERATURE APPRECIATION</b><br/>Easy &amp; Easy Readers<br/>Theme-related story times<br/>Genres</p> <p><b>LIBRARY SKILLS</b><br/>Vocabulary<br/>Introduce parts of book (Title Page)</p>   | <p><b>ORIENTATION TO CLASSROOM</b><br/>Classroom behavior<br/>Safety<br/>Organization of materials</p> <p><b>ELEMENTS OF DESIGN</b><br/>Line<br/>Shape<br/>Form<br/>Texture<br/>Color<br/>Space</p> <p><b>PRINCIPLES OF DESIGN</b><br/>Pattern<br/>Contrast<br/>Balance</p> <p><b>ART TECHNIQUES</b><br/>Drawing<br/>Painting - Watercolor/Tempera<br/>Oil Pastels<br/>Markers<br/>Beading<br/>Colored Pencils</p> <p><b>ART APPRECIATION/HISTORY</b><br/>Introduction to Master Artists – Kandinsky, Klee, O’Keefe, Van Gogh, Picasso</p> | <p><b>SENSORY AWARENESS/RECALL</b><br/>Identify five senses and purpose<br/>Describe sensory details<br/>Auditory and visual mirroring</p> <p><b>IMAGERY</b><br/>Focus on holding an image<br/>Recall images</p> <p><b>CREATIVE MOVEMENT</b><br/>Body awareness<br/>Vocabulary of movement<br/>Non-verbal communication</p> <p><b>STORY DRAMA</b><br/>Imitating/Improvising Dialogue<br/>Emotional Awareness/Recall<br/>Use of simple props, costumes, and set pieces</p> <p><b>LANGUAGE/VOICE/SPEECH</b><br/>Create character voices<br/>Communicate meaning with vocal emotion</p> <p><b>PUPPETRY</b><br/>Introduction to puppet types<br/>Puppet manipulation with voice</p> <p><b>SEMI-FORMAL THEATER/PRODUCTION</b><br/>Integrate drama elements necessary for communication to an audience</p> |
| <b>MUSIC – PRE-PRIMARY</b>  |   | <b>TECHNOLOGY</b>  |  |  |
| <p><b>SINGING</b><br/><b>GAMES</b><br/><b>MOVEMENT</b><br/><b>FOLK DANCING – SIMPLE STEPS AND FORMATIONS</b><br/><b>MUSICAL INSTRUMENTS</b><br/>Basic Percussion<br/>Melodic Percussion<br/><b>MUSIC HISTORY</b><br/>Diverse Music Periods</p>  |   | <p><b>COMPUTER FAMILIARITY</b><br/>Parts of computer<br/>Using the mouse/trackpad<br/>Keyboard familiarity<br/>Network login<br/>Using Internet<br/>Word processing (basic heading and text format)</p> <p><b>CURRICULUM INTEGRATION</b><br/>Students in PP-2<sup>nd</sup> gain familiarity with computer use through work cycle and teacher directed computer activities.<br/>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</p> | <p><b>FOCUS</b><br/>Discovery of creativity</p> <p><b>SELF EXPRESSION</b></p> <p><b>SKILL DEVELOPMENT</b></p> <p><b>AESTHETIC AWARENESS</b></p> <p><b>HISTORICAL APPRECIATION</b></p>  |  |

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**

(Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower 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

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | arts and math.<br><b>STEM</b><br>Integrated Science, Technology, and Math<br>Curriculum<br><b>CODING</b> – Thymio Robotics |  |  |
|--|--|--|--|--|

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**

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This chart outlines The Shelton Lower 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

**PRIMARY**

| READING -PRIMARY  | ENGLISH - PRIMARY  | MATHEMATICS -PRIMARY   | SOCIAL SCIENCES -PRIMARY  | SCIENCE - PRIMARY   |
|---|--|--|---|---|
| <p><b>PRE-REQUISITE*</b><br/>Practical Life Activities &amp; Vocabulary<br/>Sensorial Activities &amp; Vocabulary<br/><i>*See Early Childhood Pre-requisites – Add Language and Extensions as needed</i></p> <p><b>LANGUAGE THERAPY PROGRAMS</b><br/><i>Sequential English.</i><br/><i>Alphabetic Phonics</i><br/><i>Association Method</i></p> <p><b>Concepts taught in Reading Therapy:</b><br/>Phonology/Auditory Discrimination<br/>Symbol-sound correspondence<br/>Syllables<br/>Morphology<br/>Syntax<br/>Semantics<br/>Fluency<br/>Handwriting (cursive)<br/>Alphabetizing/Dictionary Skills</p> <p><b>COMPREHENSION</b><br/>Listening<br/>Vocabulary building<br/>Contextual meaning<br/>Following directions<br/>Recalling facts<br/>Sequence<br/>Main Idea<br/>Drawing conclusions<br/>Predicting outcomes<br/>Inference</p> <p><b>ORAL READING FOR DECODING ACCURACY PRACTICE</b><br/>Linguistic readers<br/>Basal readers</p> | <p><b>LISTENING SKILLS</b><br/>Following directions<br/>Comprehension</p> <p><b>ORAL LANGUAGE DEVELOPMENT</b></p> <p><b>COMPOSITION</b><br/><b>Introduction of Sentences</b><br/>Sequencing of ideas for writing<br/>Sentence Formation<br/>Sentence Expanding<br/>(including compound sentences)<br/>Distinction between complete/incomplete sentences<br/>Subject/predicate<br/>Introduce paragraph (title/mechanics)<br/>Beginning proofing (teacher assisted)<br/>Research<br/><b>Punctuation/Capitalization</b> (period, question mark, exclamation point)<br/>Comma (city/state, date, words in a series)<br/><b>Beginning stories</b><br/><b>Book Reports (oral)</b><br/><b>Writing Friendly Letters</b><br/>Opening/closing</p> <p><b>GRAMMAR</b><br/><b>Parts of Speech</b> – all - with manipulatives (Montessori)<br/>Writing and coding</p> <p><b>SPELLING</b><br/>Oral and Written</p> <p><b>WORD STUDY</b><br/>Rhyming<br/>Contractions<br/>Antonyms<br/>Compound words<br/>Synonyms/Homonyms/Homophones<br/>Idioms<br/>Abbreviations<br/><b>Dictionary Skills</b></p> | <p><b>NUMERATION/COUNTING</b><br/>Recognition/read to 4 digits<br/>Odd / Even<br/># to quantity/5 digit numerals<br/>Number line 1 - 1000<br/>Linear/Skip 10's, 5's, 2's - bead chains 1-10-<br/>Rote all with manipulatives (oral/written)<br/>&gt;/&lt; Than to 10,000 (paper/pencil)<br/><b>BEFORE/AFTER</b> to 10,000 (paper/pencil)<br/><b>DECIMAL SYSTEM/OPERATIONS</b><br/>Recognize, read and write<br/>+/- With/without manipulatives<br/>2, 3, 4 digitswith/without regrouping<br/><b>+/- FACT MEMORIZATION</b><br/>Missing Addends<br/><b>PROBLEM SOLVING</b><br/>Introduction to Story Problems<br/>Word problems +/- with key words<br/><b>MULTIPLICATION</b><br/>manipulatives/written<br/><b>INTRODUCTION TO DIVISION</b><br/>manipulatives/written<br/><b>FRACTIONS</b><br/>Equivalents 1, 1/2, 1/4, 1/3<br/>Writing fractions<br/>+ like fractions (manipulatives)<br/><b>GRAPHS</b><br/>Picture, line, bar, pie<br/><b>MONEY</b><br/>Equivalents/Making change to \$1.00<br/>Problem solving<br/><b>TIME</b><br/>Hour, 1/2 hour, 5 minute intervals, 1/4 hour, minute<br/>Before/after<br/><b>MEASUREMENT</b><br/><b>Customary</b><br/>Linear: 1/4", 1/2", 1", feet, yards<br/>Volume – Liquid/Dry – Tsp., cups, pts., gallons<br/>Weight – pounds, ounces<br/><b>Metric</b>-Introduction – mm, cm, meter<br/><b>GEOMETRY</b><br/>Review all basic shapes and solids<br/>Types of triangles, quadrilaterals, curvilinears, quaterfoils<br/>Points, lines, angles<br/>Perimeter / Area<br/>Reinforce with sensorial material (geometric cabinet &amp; constructive triangles)</p> | <p><b>ORAL LANGUAGE DEVELOPMENT:</b><br/>Body/Family/Clothing/House/<br/>Community/Geography/Time<br/>Vocabulary &amp; Descriptive Stories</p> <p><b>HISTORY:</b><br/><b>Time – Cont. from PP</b><br/>Days, Months, Calendars, Clocks<br/><b>Timelines:</b><br/>Timeline of Life<br/>Growth of a Child<br/>Growth to Adult<br/><b>Research</b></p> <p><b>GEOGRAPHY:</b><br/>Weather<br/>Biomes<br/>Arctic<br/>Forests<br/>Plains<br/>Deserts<br/>Mountains<br/>Oceans<br/>Research<br/><b>Globes</b><br/>Sandpaper &amp; Continent<br/>Land and Water Forms<br/>Globe Study<br/>Hemispheres<br/>Cardinal Directions<br/><b>Continents</b><br/>Map Study<br/>Planispheres<br/>Individual Continents<br/>Culture<br/>People<br/>Animals<br/>Customs<br/>Language<br/>Holidays</p> | <p><b>ORAL LANGUAGE DEVELOPMENT</b><br/>Animals/Plants/Food<br/>Vocabulary &amp; Descriptive Stories</p> <p><b>BIOLOGICAL - LIFE</b><br/><b>Living/Non-Living</b><br/><b>Plant/Animal</b><br/><b>Six Kingdoms</b><br/><b>Animals</b><br/>Vertebrates/Invertebrates<br/>Life Cycle<br/>Classification<br/>Vertebrates<br/>Mammal, fish, bird, reptile, amphibians<br/>Habitats, Babies, Parts<br/>Skeletal Structure<br/>Invertebrates<br/>Porifera, Cnidaria,<br/>Platyhelminthes,<br/>Nematoda , Annelida,<br/>Arthropoda, Mollusca,<br/>Echinodermata<br/><b>Plants</b><br/>Parts - Trees, Flowers, Leaves,<br/>Plant, Fruit, Seeds<br/>Growing Cycle<br/><b>GEOLOGICAL- EARTH</b><br/><b>Planets - The Solar System</b><br/>Constellations<br/>Planets<br/><b>The Planet Earth</b><br/>Elements of Land, Air, &amp; Water<br/>Atmosphere, Lithosphere,<br/>Hydrosphere<br/>Rocks and Minerals<br/>Fossils, Earthquakes, Volcanoes<br/>Land (5+) &amp; Water (5+) Forms<br/><b>ENERGY/PHYSICAL</b><br/><b>Sensorial Discrimination (review all senses)</b><br/><b>Magnetic Fields</b><br/><b>Study of Matter</b><br/>Solids, Liquids, Gases</p> |

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum**

(Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower 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

|  |   |  |  |  |
|--|---|--|--|--|
|  | Pre-dictionary and dictionary skills<br>Alphabetizing by 1st – 3rd letter<br>Use of dictionary - looking up words<br>Use of guide words |  |  |  |
|--|---|--|--|--|

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Curriculum Overview Chart

**PRIMARY**

| SOCIAL VALUES – CHOICES  | PHYSICAL EDUCATION - PRIMARY  | LIBRARY - PRIMARY  | ART - PRIMARY   | DRAMA - PRIMARY   |
|--|---|--|---|---|
| <p><b>SKILLS FOR SUCCESS</b><br/>Communication<br/>Decision Making<br/>Problem Solving</p> <p><b>RESPONSIBILITY</b><br/>Responsibility at School<br/>Why we go<br/>Behaviors for Success (Appropriate)<br/>Daydreaming (Inappropriate)<br/>Bullying (Inappropriate)<br/>Showing Off (Inappropriate)<br/>Dishonesty (Inappropriate)<br/>Responsibility at Home<br/>Taking Care of Yourself<br/>Taking Care of People &amp; Possessions, Habits</p> <p><b>SELF-DISCIPLINE</b><br/>Courage, Respect, Integrity<br/>Perseverance, Truth, Attitude</p> <p><b>SELF-CONTROL</b><br/>Prudence<br/>Communicating Feelings<br/>Assertiveness, Handling Stress<br/>Consideration of Others<br/>Compassion, Tolerance</p> <p><b>PEACE EDUCATION</b></p> <p><b>EMOTIONAL LITERACY</b></p> | <p><b>KINESTHETIC AWARENESS</b><br/>Locomotor skills<br/>Non-manipulative skills<br/>Manipulative skills<br/>Spatial awareness<br/>Effort</p> <p><b>LOW ORGANIZED GAMES</b><br/>Individual &amp; partner activities<br/>Small group activities<br/>Large group activities</p> <p><b>RHYTHMS AND DANCE</b><br/>Rhythmic basic movement<br/>Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b><br/>Cardiovascular fitness<br/>Flexibility<br/>Strength training<br/>Lifetime activities/fitness</p> <p><b>INTELLECTUAL/COGNITIVE</b><br/>Awareness<br/>Correlation<br/>Application<br/>Assessment</p> <p><b>SOCIAL/EMOTIONAL</b><br/>Leadership<br/>Teamwork<br/>Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b><br/>Kinesthetic awareness<br/>Physical Fitness</p> | <p><b>ORIENTATION</b><br/>LMC (Library Media Center) location<br/>Introduce LMC rules</p> <p><b>CIRCULATION</b><br/>Review circulation procedures<br/>Review book care rules</p> <p><b>LITERATURE APPRECIATION</b><br/>Fiction; non-fiction; multi-cultural literature<br/>Theme-related storytime<br/>Genres<br/>Award-winning books</p> <p><b>LIBRARY SKILLS</b><br/>Vocabulary<br/>Fiction<br/>Organization of Collection<br/>Fiction vs. Non-Fiction<br/>Parts of book<br/>Title Page/Table of Contents/<br/>Index<br/>Introduction<br/>Dictionary/Encyclopedia/Atlas</p> <p><b>TECHNOLOGY</b></p> <p><b>COMPUTER FAMILIARITY</b><br/>Parts of computer<br/>Using the mouse/trackpad<br/>Keyboard familiarity<br/>Network login<br/>Using Internet<br/>Word processing<br/>(basic heading and text format)</p> <p><b>CURRICULUM INTEGRATION</b><br/>Students in PP-2<sup>nd</sup> gain familiarity with computer use through work cycle and teacher directed computer activities.<br/>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><br/>Integrated Science, Technology, and Math</p> | <p><b>ORIENTATION TO CLASSROOM</b><br/>Classroom behavior<br/>Safety<br/>Organization of materials</p> <p><b>ELEMENTS OF DESIGN</b><br/>Line, Shape, Form, Texture, Color, Space</p> <p><b>PRINCIPLES OF DESIGN</b><br/>Pattern, Contrast, Balance, Movement</p> <p><b>ART TECHNIQUES</b><br/>Drawing<br/>Painting – watercolor, tempa<br/>Oil Pastels<br/>Chalk Pastels<br/>Colored Pencils<br/>Art Appreciation/history<br/>Intro to Master Artists</p> <p><b>FOCUS</b><br/>Self-expression<br/>Skill development<br/>Aesthetic awareness and historical appreciation</p> <p><b>MUSIC - PRIMARY</b></p> <p><b>SINGING</b></p> <p><b>FOLK DANCE</b></p> <p><b>GAMES- MORE COMPLEX</b></p> <p><b>NOTATION</b><br/>Hybrid Notation<br/>Pentatonic Scale</p> <p><b>MUSICAL INSTRUMENTS</b><br/>Basic Percussion<br/>Melodic Percussion<br/>Ukulele<br/>Recorder</p> <p><b>MUSIC HISTORY</b><br/>Diverse Music Periods</p> | <p><b>SENSORY AWARENESS/RECALL</b><br/>Identify five senses and purpose<br/>Describe sensory details<br/>Auditory and visual mirroring</p> <p><b>IMAGERY</b><br/>Focus on holding an image<br/>Recall images</p> <p><b>LANGUAGE/VOICE/SPEECH</b><br/>Gibberish—random sounds to convey meaning<br/>Create character voices<br/>Communicate meaning with vocal intensity, pitch, volume &amp; speed<br/>Communicate meaning with vocal emotions</p> <p><b>CHARACTERIZATION</b><br/>Introduce main elements of characterization<br/>Create a character</p> <p><b>PATOMIME</b><br/>Non-verbal communication<br/>Technique</p> <p><b>IMPROVISATION</b><br/>Create a scene with improvised dialogue</p> <p><b>STORY DRAMA</b><br/>Imitating/Improvising Dialogue<br/>Emotional Awareness/Recall<br/>Plot structure<br/>Use of simple props, costumes, and set pieces</p> <p><b>SEMI-FORMAL THEATER/PRODUCTION</b><br/>Integrate drama elements necessary for communication to an audience<br/>Voice projection<br/>Stage presence/Blocking</p> <p><b>PUPPETRY</b><br/>Manipulation<br/>Construction</p> <p><b>DISCIPLINE</b><br/>Respect – “give and take” onstage</p> |

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June Shelton School  
2021

2020-

Curriculum Overview Chart

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Curriculum<br><b>CODING</b> – Thymio Robotics |  |  |
|--|--|---|--|--|

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