

# LOWER SCHOOL CURRICULUM

	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
<b>mathematics</b>	<ul style="list-style-type: none"> <li>Understanding patterns and number sense</li> <li>Count and measuring manipulatives</li> <li>Compare-greater than/less than</li> <li>Explore 2D shapes and attributes</li> <li>Begin simple addition and subtraction equations</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of the language of numbers</li> <li>Builds on number sense</li> <li>Introduction to money, measurement, tangrams, geometry- attributes</li> <li>Addition and Subtraction equations and expressions</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build number sense and increase confidence with operations</li> <li>Introduction to two and three digit addition and subtraction</li> <li>Geometry and graphing</li> <li>Money measurement</li> <li>Multi-step problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build number sense and increase confidence with operations.</li> <li>Introduction to one and two digit mult and division, multi-digit add/subt, geometry</li> <li>Develop understanding of fractions as number</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build number sense and increase confidence with operations.</li> <li>Practice with two and three digit mult and division</li> <li>Geometry- attributes and identities</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build number sense and increase confidence with operations.</li> <li>More advanced Geometry, Fractions, Graphs</li> <li>Intro to Decimals and Integers</li> </ul>
<p><b>Uses the Math in Focus program and other enrichment materials to build an understanding of mathematical concepts and basic skills. Emphasis on problem solving, communication, flexible thinking, reasoning, and justifying ideas.</b></p>						
<b>literacy</b>	<ul style="list-style-type: none"> <li>Phonological and phonemic awareness</li> <li>Listening and speaking skills</li> <li>Simple retelling of a story- begin, middle, end</li> <li>Text to self connections *Demonstrates understand of concepts of print</li> <li>Able to read a variety of genres and compare</li> <li>Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>Builds on phonemic awareness</li> <li>Guided reading</li> <li>Story sequencing, retelling, problems and solutions.</li> <li>Can provide an opinion and support</li> <li>Literature to support curriculum including: Jan Brett and Beverly Cleary stories</li> </ul>	<ul style="list-style-type: none"> <li>Focus on building strong reading comprehension skills</li> <li>Effective communication through oral and written expression</li> <li>Genre study: Biography, Non-fiction</li> <li>Novel study: Notable Women biography, Rickshaw Girl</li> </ul>	<ul style="list-style-type: none"> <li>Focus on building strong reading comprehension skills</li> <li>Effective communication through oral and written expression</li> <li>Genre Study: Fairy/Folktales/ Pourquoi</li> <li>Novel study: <i>Hundred Dresses, Peril at King's Creek, Sadako and the Thousand Paper Cranes</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on building strong reading comprehension skills</li> <li>Effective communication through oral and written expression and book club discussions</li> <li>Novel Study: <i>Out of My Mind, Sarah, Plain and Tall, Prairie Lotus, Esperanza Rising, and The War That Saved My Life</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on literary terms and figurative language, inference, themes and symbolism, supported ideas from text</li> <li>Effective communication through oral and written expression</li> <li>Novel Study: <i>Tuck Everlasting, Moon over Manifest, Red, White and Whole</i></li> </ul>
<b>writing</b>	<ul style="list-style-type: none"> <li>D'Nealian Handwriting - letters and word spacing</li> <li>Basic sentence structure and punctuation</li> <li>Introduction to Writer's Workshop</li> </ul>	<ul style="list-style-type: none"> <li>D'Nealian Handwriting- master letters and word spacing.</li> <li>Prewriting, write, revise and presentation taught</li> <li>Sentence structure and punctuation</li> <li>Poetry</li> <li>How-to and persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to cursive handwriting</li> <li>Learn 5 sentence paragraph about topic non-fiction and fiction</li> <li>Apply phonics skills to writing</li> <li>Creative writing, poetry, narrative, research report</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build cursive skills</li> <li>Introduction to keyboarding skills</li> <li>Practice the 5 sentence paragraph with graphic organizer</li> <li>Story summary, character analysis</li> <li>Creative writing including stories with dialogue, pourquoi stories</li> </ul>	<ul style="list-style-type: none"> <li>Continue to master cursive and build keyboarding skills</li> <li>More complex 5 sentence paragraph</li> <li>Cite evidence with persuasive writing</li> <li>Narrative self-reflective poetry</li> <li>Grammar/vocabulary work applied to writing</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build keyboarding skills</li> <li>Master the paragraph with topic and concluding sentence emphasis</li> <li>Grammar applied to writing</li> <li>Informative/Analysis paragraphs.</li> <li>Creative writing- poetry for Closing Exercises</li> </ul>
<b>science</b>	<ul style="list-style-type: none"> <li><b>Garden</b> Introduction to Seed Germination</li> <li>Five senses</li> <li>Health</li> <li>Trees, Seeds, Plants - Study of four seasons</li> <li>Engineering design challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Garden</b> Harvest Feast in fall, plant new spring gardens</li> <li>Life cycles of plants and animals</li> <li>Physical features of plants and animals</li> <li>Engineering challenge based on animal adaptations</li> </ul>	<ul style="list-style-type: none"> <li><b>Garden</b> Harvest Feast, plant Three Sisters Garden in spring</li> <li>What do living things need?</li> <li>Plant adaptations</li> <li>Habitats</li> <li>Matter</li> </ul>	<ul style="list-style-type: none"> <li><b>Garden</b> Harvest the Three Sisters Garden, learn garden maintenance</li> <li>Plant and Animal life cycles</li> <li>Force and Motion</li> <li>Electricity and Magnetism</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li><b>Garden</b> Composting Unit</li> <li>Physical features of living things for survival</li> <li>Energy/Motion/Sound Energy</li> <li>Electricity and Circuits</li> <li>Changing Earth</li> </ul>	<ul style="list-style-type: none"> <li><b>Garden</b> Chesapeake Bay Study</li> <li>Basic needs of plants, photosynthesis, food, oxygen</li> <li>Matter, atoms</li> <li>Puberty</li> <li>Water Cycle</li> </ul>
<p><b>All K-5 Science Units derive from the Next Generation Science Standards and engage the girls in areas of Life Science, Earth and Space Science, and Engineering Design. STEAMscopes program used to enrich curriculum</b></p>						
<b>social studies</b>	<ul style="list-style-type: none"> <li><b>Geography</b> Reading a map and map key</li> <li>"Who am I" in the community of RPCS and world</li> <li>Shared community values, traditions, and holidays</li> <li><b>Culminating Research Project:</b> Arctic Animal Report</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography</b> Oceans and Continents</li> <li>The larger Roland Park Community, goods and services, needs of a community</li> <li>Bird study</li> <li><b>Culminating Research Project:</b> Ornithology Project &amp; Poetry Study</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography</b> Me on the Map, Compass Points</li> <li>Ancient Egypt</li> <li>Baltimore History</li> <li><b>Culminating Research Project:</b> Women in History, Microeconomics Unit</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography</b> Review Map Skills, 13 Colonies, Maryland Counties</li> <li>Maryland History - Natural Features, Native Americans, Colonial Maryland, Revolutionary Maryland</li> <li>Text: <i>Maryland: An American Adventure 1440-1790</i></li> <li><b>Culminating Research Project:</b> Native American Unit, Impactful Marylanders Report</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography</b> States of the USA and Regions</li> <li>Westward Expansion</li> <li>Differently Abled Study, partnership with St. Elizabeth School</li> <li><b>Culminating Research Project:</b> States Report Non-Profit Research Unit</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography</b> countries and capitals of the world, Time Zones</li> <li>Country study - culture and festivals</li> <li>United States Government local and national</li> <li><b>Culminating Research Project:</b> Country Report, Delegate Letter Presented at MD State House</li> </ul>
<b>world language</b>	<ul style="list-style-type: none"> <li>Introduction to Romance Languages: French, Spanish, Introduction to Chinese</li> <li>Basic language and culture through games, stories, and songs</li> <li>Introduction to words used in conversation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Romance Languages: French, Spanish, Introduction to Chinese</li> <li>Basic language and culture through games, stories, and songs</li> <li>Introduction to words used in conversation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Romance Languages: French, Spanish, Introduction to Chinese</li> <li>Basic language and culture through games, stories, and songs</li> <li>Introduction to words used in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Students choose either a Romance language or Chinese to study through lower school</li> <li>More in-depth study of key words and time</li> <li>Simulation of travel restaurant or other culture experience</li> </ul>	<ul style="list-style-type: none"> <li>Students continue to study either a Romance language or Chinese.</li> <li>More in-depth study of key words and ideas</li> <li>Language practice by acting out a piece of history or novel</li> </ul>	<ul style="list-style-type: none"> <li>Students continue to study either a Romance language or Chinese.</li> <li>Textbook used to prepare for middle school program - verb conjugation, simple conversation, simulation of travel to country, exposure to culture</li> </ul>
<b>visual arts</b>	<ul style="list-style-type: none"> <li>Introduction to a variety of artist's mediums and forms of expression, study of geometric vs organic shapes, mixed media, color wheels</li> <li>Artist studies include: trip to the BMA to study Monet</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to a variety of artist's mediums and forms of expression</li> <li>Handbuilding with clay</li> <li>Artist studies include: Amate animal art from Mexico, Art of Eric Carle, Maori art, self portraits through history, Tiffany stained glass</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to a variety of artist's mediums and forms of expression, in depth study of color, collage, figure in motion/gesture draw</li> <li>Artist studies include: Degas, Jacob Lawrence, Mondrian, Egyptian and Bangladesh art</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to a variety of artist's mediums and forms of expression, Native American art and craft, Self-portraits, Surrealist clay figures</li> <li>Artist studies include: Chagall, Lichtenstien, Matisse and Monet</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to a variety of artist's mediums and forms of expression, visual texture</li> <li>Art for SPCA Animal Portrait Unit</li> <li>Artist studies include: Warhol, Pop Art, Mythical creatures in art</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to a variety of artist's mediums and forms of expression, mixed media, ceramics, linoleum printing</li> <li>Hat construction based on historic figure</li> <li>Artist studies include: Klimpt/ Madden, Cubist art</li> </ul>
<b>music</b>	<ul style="list-style-type: none"> <li>Introduction to pitch, rhythm, and musical expression through songs, dance, and games</li> <li>Introduction to music styles, and instrument families</li> <li>Two Lower School concert performances plus a performance with the Semiquavers in April</li> </ul>	<ul style="list-style-type: none"> <li>Students begin to differentiate high/low sounds and beat vs rhythm</li> <li>Introduction to quarter/eighth notes and rest</li> <li>zylophone work, pentatonic improvisation</li> <li>Two concert performances</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to accent, measure lines, and meter</li> <li>Review eighth note, quarter note and rest</li> <li>Explore patterns of music using Orff instruments</li> <li>Two concert performances</li> </ul>	<ul style="list-style-type: none"> <li>Review rhythms of eighth notes, quarter, and rest</li> <li>Learn melodic elements sol and mi</li> <li>Introduction to handbell, work with Orff instruments</li> <li>Two concert performances</li> </ul>	<ul style="list-style-type: none"> <li>Master pentatonic scale, practice with sixteenth note rhythm</li> <li>Introduction to Orff instrument - recorder</li> <li>Two concert performances</li> </ul>	<ul style="list-style-type: none"> <li>Student learn choral work - posture, breathing, diction and expression.</li> <li>Work on pitch matching, aural cognition, beat and rhythm</li> <li>Two concert performances</li> </ul>
<b>dance</b>	<ul style="list-style-type: none"> <li>Introduction to basic ballet (pre-ballet)</li> <li>Focus on breathing, movement, posture, spacial awareness and core conditioning</li> <li>Practice performing as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to basic ballet (pre-ballet)</li> <li>Focus on breathing, movement, posture, spacial awareness and core conditioning</li> <li>Practice performing as an ensemble</li> <li>Performance with the Roses in January</li> </ul>	<ul style="list-style-type: none"> <li>Dance instruction in ballet, modern, and partner work</li> <li>Focus on breathing, movement, posture, spacial awareness and core conditioning</li> <li>Practice performing as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Dance instruction in ballet, modern, and jazz</li> <li>Focus on breathing, movement, posture, spacial awareness and core conditioning and yoga</li> <li>Practice performing as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Continue exploring a variety of types of dance</li> <li>Focus on breathing, movement, posture, spacial awareness and core conditioning and yoga</li> <li>Introduction to tap dancing and Flamenco</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore a variety of types of dance</li> <li>Focus on breathing, movement, posture, spacial awareness and core conditioning</li> <li>Introduction to improvisation and composing</li> <li>Featured dances and Maypole at Closing Exercises</li> </ul>
<p>Weekly library classes for all grades. Reading for enjoyment and reading for information taught and developed. Author Visitation series. Destiny Quest online catalogue and many informational research platforms available for student use. Lunch Book Club for grades 3-5</p>						
<b>physical education</b>	<ul style="list-style-type: none"> <li>Explore and refine basic movement patterns</li> <li>Eye-hand and eye-foot coordination through games and activities</li> <li>Introduce good fitness as a life skill, health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>Introduce good fitness as a life skill, health and wellness</li> <li>Introduction to sports skills: badminton, soccer, tennis, basketball</li> <li>Cooperative games, build teamwork and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Introduce good fitness as a life skill, health and wellness</li> <li>Review and development of sports skills: badminton, soccer, tennis, basketball</li> <li>Cooperative games, build teamwork and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Introduce good fitness as a life skill, health and wellness</li> <li>Review and development of sports skills: badminton, soccer, tennis, basketball</li> <li>Cooperative games, build teamwork and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Introduce good fitness as a life skill, health and wellness</li> <li>Review and development of sports skills: badminton, soccer, tennis, basketball</li> <li>Cooperative games, build teamwork and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Introduce good fitness as a life skill, health and wellness</li> <li>Review and development of sports skills: badminton, soccer, tennis, basketball</li> <li>Cooperative games, build teamwork and coordination</li> </ul>
<b>STEAM</b>	<ul style="list-style-type: none"> <li>Design Process</li> <li>iPad apps</li> <li>Coding and Robotics</li> </ul>	<ul style="list-style-type: none"> <li>Design Process</li> <li>iPad apps</li> <li>Coding and Robotics</li> </ul>	<ul style="list-style-type: none"> <li>Design Process</li> <li>iPad apps</li> <li>Coding and Robotics</li> </ul>	<ul style="list-style-type: none"> <li>Design Process</li> <li>iPad apps</li> <li>Coding and Robotics</li> <li>Google Suite</li> </ul>	<ul style="list-style-type: none"> <li>Design Process</li> <li>iPad apps</li> <li>Coding and Robotics</li> <li>Google Suite</li> </ul>	<ul style="list-style-type: none"> <li>Design Process</li> <li>iPad apps</li> <li>Coding and Robotics</li> <li>Google Suite</li> </ul>
<p><b>Social Justice Education</b> Fosters understanding and appreciation for the diverse racial, cultural, and the historical members of our community through books, guest visitors, and rich discussion. Examples include: Affinity Groups known as Branches and Leaves, classroom visits by diversity and inclusion clubs in other divisions, ongoing lessons through daily Morning Meetings and Wellness classes, among others</p>						
<p><b>Social Emotional Learning</b> Responsive Classroom (repsoniveclassroom.org) curriculum used to create a sense of community, personal responsibility, and equity K-5 Toolbox (dovetaillearning.org) program used to support individual growth and wellness K-5 Intentional classes in media literacy, health, self-regulation and friendships</p>						