

2020 - 2021 St. James Episcopal School Curriculum Map

Grade: Primary

Quarter	ELA	Math	Science	Social Studies	Other
1 st	<p><u>Oral Language</u></p> <ul style="list-style-type: none"> Name shapes: circle, triangle, square Name colors: ROYGBP Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, and toe. Use quantity words: more-less, one-four <p><u>Nursery Rhymes, Poems, Fingerplays, and Songs</u></p> <ul style="list-style-type: none"> Memorize and recite with others a simple nursery rhyme, poem, or song. Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or finger play. <p><u>Storybook Reading and Storytelling</u></p> <ul style="list-style-type: none"> Attend and listen to illustrate picture books with simple story lines. Find the illustration or object within the illustration of a book that is being described. <p><u>Emerging Literacy Skills in Reading and Writing</u></p> <ul style="list-style-type: none"> Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day, i.e., which are the first and last activities. Recognize the written form of one's first name. Perform activities requiring small 	<p><u>Mathematical Reasoning and Number Sense</u></p> <ul style="list-style-type: none"> Identify pairs of objects as the same or different, with different pairs varying in gross detail. Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color. 	<p><u>Scientific Reasoning</u></p> <ul style="list-style-type: none"> Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, and toe. 	<p><u>Orientation in Time</u></p> <ul style="list-style-type: none"> Sequence chronologically and describe three images of events or phases of a single event, occurring at temporally distinct times, that has been experienced. <p><u>Autonomy, Social Skills, and Work Habits</u></p> <ul style="list-style-type: none"> Recognize and respond to own first and last name, orally and in writing. Orally provide first name and last name. Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, and toe. Recognize and call classmates and teacher by name. Carry out chores and responsibilities that contribute to the well-being and functioning of the group. Sit among other children during a group activity, remaining in own physical space. Return toys and materials to their proper location after use. 	<p><u>Music</u></p> <ul style="list-style-type: none"> Identify the direction from which a sound originates. Listen to, sing, and perform, children's songs and finger plays with others. <p><u>Visual Arts</u></p> <ul style="list-style-type: none"> Identify pairs of objects or images as the same or different. Identify the colors red, yellow, blue, green, orange, purple, and brown, black, and white. Tear: Use various tools and techniques in completing art projects. Create collage (non-representational) Create collage (representational) Paste: Use various tools and techniques in completing art projects. <p><u>Movement and Coordination</u></p> <ul style="list-style-type: none"> Stop and/or start movement in response to a visual or auditory signal. Move through space with or without obstacles, avoiding touching or bumping other individuals or obstacles, by crawling, walking, running, galloping, hopping (same foot and alternate foot), or jumping <p><u>Bible</u></p> <ul style="list-style-type: none"> The Story of Creation Noah Abraham Isaac and Rebekah

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	<ul style="list-style-type: none"> muscle control. Tear, fold, and paste/glue paper. 				<u>Themes</u> <ul style="list-style-type: none"> Healthy Me All About Me Friends and Family Community Transportation Fall
2 nd	<u>Oral Language</u> Continue Quarter 1 <ul style="list-style-type: none"> Adapt the volume of one's voice to different settings and different purposes. Express personal needs and desires verbally in a comprehensible manner. Point to: more-less (fewer), one - four. Point to and use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry). Use increasingly precise nouns related to the home, family, and food. Understand increasingly precise verbs related to the five senses. Describe an event or task that one is in the process of completing. Use temporal words (today; before-after; now; first-last; day-night; current day; week). Carry on a dialogue or conversation with an adult, initiating comments or responding to partner's comments. Given a picture, 	<u>Mathematical Reasoning and Number Sense</u> Continue Quarter 1 <ul style="list-style-type: none"> Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by shape Match rectangular, square, circular, and triangular shapes to outlines of the same configuration and size. Given a collection of assorted shapes, sort and name the circles. Duplicate a pattern of six to ten objects in which one property is alternated. Match objects arranged in a pattern with corresponding pattern card. Recite the number sequence 1 - 4. 	<u>Scientific Reasoning</u> Continue Quarter 1 <ul style="list-style-type: none"> Identify and describe objects on the basis of specific properties discerned through the five senses: hearing. 	<u>Orientation in Time</u> Continue Quarter 1 <ul style="list-style-type: none"> Understand and use temporal words to describe day-to-day occurrences (today-tomorrow; before-after, now, first-last, day-morning-afternoon-evening-night, current day, week, weekend, once upon a time, finally). Classify and describe images of everyday activities according to the time of day with which they are associated (day-night, morning-afternoon-evening). <u>Orientation in Space</u> <ul style="list-style-type: none"> Reproduce a design, using parquetry blocks, mosaic toys, or pegs, by placing the objects directly on top of a design card. Identify these geographic features and environments by name in real life, photos, or drawings: land, water, river, lake, ocean, farm, and city. <u>Autonomy, Social Skills, and Work Habits</u> Continue Quarter 1 <ul style="list-style-type: none"> Practice good hygiene (use bathroom independently, wash hands, etc.), use appropriate table manners (feed self, using fork, spoon and knife, appropriate use of napkin), put on clothing, etc. Wait turn to speak in a 	<u>Music</u> Continue Quarter 1 <ul style="list-style-type: none"> Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different. Listen to and identify environmental sounds. Sing a musical dialogue in which two or more groups answer one another. <u>Visual Arts</u> Continue Quarter 1 <ul style="list-style-type: none"> Create paintings (non-representational) Create paintings (representational). <u>Movement and Coordination</u> Continue Quarter 1 <ul style="list-style-type: none"> Ascend and descend steps, alternating feet. Maintain balance while changing body position without moving through space. Play group games such as Farmer in the Dell, Follow the Leader, Hot Potato, London Bridge, Mother May I?, Ring around the Rosie, and Simon Says. <u>Bible</u> <ul style="list-style-type: none"> Joseph Baby Moses Moses David and Goliath Jonah

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	<p>individual object, or person within view: Indicate the object, person, or picture that has been designated.</p> <ul style="list-style-type: none"> Given a picture, individual object, or person within view: Describe the attributes of an object, person, or picture so that someone else may identify it. Describe an event or task that one has just experienced in the immediate past. Demonstrate understanding of and use spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/row; up-down Use present and past verb tense. <p><u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> Continue Quarter 1</p> <p><u>Storybook Reading and Storytelling</u> Continue Quarter 1</p> <ul style="list-style-type: none"> Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end. <p><u>Emerging Literacy Skills in Reading and Writing</u> Continue Quarter 1</p> <ul style="list-style-type: none"> Produce written marks on both horizontal and vertical surfaces. 			<p>group.</p> <ul style="list-style-type: none"> With advance notice, stop when told and change activities, moving cooperatively to another activity. Draw a simple line drawing (stick figure) of a person, such as a stick figure that includes a head, with eyes, nose, mouth, body, arms, and legs. Greet adults as "Mr. (name)," "Ms. Or Mrs. (name)." Attend and listen while others speak during a group activity. Make requests and acknowledge attempts to meet requests politely. 	<ul style="list-style-type: none"> Daniel Mary Joseph Jesus is born Jesus (Temple) <p><u>Themes</u></p> <ul style="list-style-type: none"> On the Farm Apples Pumpkins/Halloween Turkeys Thanksgiving Reindeer Christmas
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<p>3rd</p>	<p><u>Oral Language</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Answer the telephone appropriately. • Sequence and describe three images of events or phrases of a single event that has been experienced, occurring at temporally distinct times of the day. • Demonstrate understanding of temporal words (today; before-after; now; first-last; day-night; current day; week). • Use spatial words (in-out; in front-behind; at the top of-at the bottom of; under-over; in a line/row; up-down). • Ask or answer questions beginning with who, what, where, when, why. • Give simple, single-step directions. • Understand and use increasingly detailed, elaborated imperatives. <p><u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> Continue Quarters 1 and 2</p> <p><u>Storybook Reading and Storytelling</u> Continue Quarters 1 and 2</p> <ul style="list-style-type: none"> • Answer who, what, and where questions about a read-aloud. • Sequence illustrations of three story events • Retell a story that has been read aloud including characters, a beginning, and an ending <p><u>Emerging Literacy Skills in Reading and Writing</u> Continue Quarters 1 and 2</p> <ul style="list-style-type: none"> • Color a simple drawing staying within the lines. • Draw and use as motifs: horizontal line, vertical line, point, and spiral. • Dictate a caption for a 	<p><u>Mathematical Reasoning and Number Sense</u> Continue Quarters 1 and 2</p> <ul style="list-style-type: none"> • Indicate whether an object belongs to a given collection. • Continue a given pattern of five objects, represented by actual objects or a pattern card, in which one property is alternated (color, size, shape). • Complete puzzles of at least ten interlocking pieces. • Compare two groups of no more than four objects/group and use quantitative vocabulary to describe the groups (more than, less than, the same as). • Name the quantity/amount for one to four items. • Demonstrate one-to-one correspondence with concrete objects, up to four objects. • Construct a collection of objects so that it has the same number of objects as another group, up to four objects • Count groups of objects with up to four items per group. • Given an oral number, create a group with the correct number of objects, up to four objects in a group. • Identify and count up to four pennies. 	<p><u>Scientific Reasoning</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Identify and describe objects on the basis of specific properties discerned through the five senses: taste, sight and touch 	<p><u>Orientation in Time</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Use a weekly calendar to locate and name the current day of the week. • Identify the following by name: clock, schedule, and calendar. <p><u>Orientation in Space</u> Continue Quarter 2</p> <p><u>Autonomy, Social Skills, and Work Habits</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Choose and use a toy or an activity independently for a sustained period of time (at least 10 minutes). • Imitate the position or action of another person. • Carry out single-step oral directions. • Work in an orderly, persistent fashion in completing a task, even if difficulty is encountered. • Follow rules for simple childhood games. 	<p><u>Music</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Vocally or with musical instruments produce sounds that are loud or soft, long or short, according to verbal direction. • Vocally imitate isolated sounds produced by others, approximating intensity, duration, and pitch. • Move to music individually, interpreting and modifying movements according to the temp, intensity, and rhythm. • Imitate clapping pattern sequences of no more than three claps/pattern. • Use musical instruments or other objects to imitate a sequence of no more than three sounds/musical motif made by a single instrument or object. • Move to music with a partner or group, performing very simple movements • Accompany a story or musical piece by introducing sound effects at the appropriate moment <p><u>Visual Arts</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Demonstrate memory of visual details by identifying what is
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	<p>drawing or photograph.</p> <ul style="list-style-type: none"> • Draw horizontal and vertical lines between two end points. 				<p>different after a collection of objects is examined, removed from sight, altered, and reintroduced.</p> <ul style="list-style-type: none"> • Create drawings (non-representational). • Create prints (representational). • Fold: Use various tools and techniques in completing art projects. • Tape: Use various tools and techniques in completing art projects. <p><u>Movement and Coordination</u> Continue Quarter 1 and 2</p> <ul style="list-style-type: none"> • Act out a simple pantomime • Coordinate motor activity to carry out a goal with a partner or group. <p><u>Bible</u></p> <ul style="list-style-type: none"> • Jesus (Baptism) • Jesus Calms the Storm • Jesus Heals • The Good Samaritan • Jesus (the lost sheep/boy) • Jesus (Zacchaeus) • Jesus Feeds the people • Jesus (donkey) • Jesus (garden) • Jesus Dies <p><u>Themes</u></p> <ul style="list-style-type: none"> • Winter • Snow • Polar animals (Arctic and Antarctic) • People • Valentine's Day • Pets • Zoo animals • The Rainforest • St. Patrick's Day
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4 th	<p><u>Oral Language</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • Pair pictures depicting opposites: big-little, cold-hot, dry-wet, full-empty, happy-sad, open-close. • Combine simple sentences using “and.” • Use personal pronouns correctly, especially “I” when referring to oneself. • Answer “what will happen if...” questions. • Understand and use the negative forms of declarative sentences, questions, and imperatives. • <p><u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> Continue Quarters 1, 2 and 3</p> <p><u>Storybook Reading and Storytelling</u> Continue Quarters 1, 2 and 3</p> <ul style="list-style-type: none"> • “Read”/tell a story using a wordless picture book. • Identify previously read books by the title and cover. • <p><u>Emerging Literacy Skills in Reading and Writing</u> Continue Quarters 1, 2 and 3</p> <ul style="list-style-type: none"> • Recognize the initial letter of one’s first name. 	<p><u>Mathematical Reasoning and Number Sense</u> Continue Quarters 1, 2 and 3</p> <ul style="list-style-type: none"> • Identify ordinal position for the first and last. • Match numerals 1- 4 with corresponding quantities. • Identify a one-dollar bill. • Compare sets of numerals 1- 4 to determine more and less, or greater than and less than. • Illustrate the concept of “put together” and “take away” with sets of one - four objects, four items being the maximum in any set. 	<p><u>Scientific Reasoning</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • Select and use scissors to cut straight lines. 	<p><u>Orientation in Time</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • Use a weekly calendar to locate and name the current day of the week. • Identify the following by name: clock, schedule, and calendar. <p><u>Orientation in Space</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • On a simple map of a single room showing furniture arrangement, indicate one’s own position with an “X.” <p><u>Autonomy, Social Skills, and Work Habits</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • Choose and use a toy or an activity independently for a sustained period of time (at least 10 minutes). • Imitate the position or action of another person. • Carry out single-step oral directions. • Work in an orderly, persistent fashion in completing a task, even if difficulty is encountered. • Follow rules for simple childhood games. 	<p><u>Music</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • Indicate the number of sounds heard (up to four sounds). <p><u>Visual Arts</u> Continue Quarter 1, 2 and 3</p> <ul style="list-style-type: none"> • Cut straight lines: Use various tools and techniques in completing art projects <p><u>Movement and Coordination</u> Continue Quarter 1, 2 and 3</p> <p><u>Bible</u></p> <ul style="list-style-type: none"> • Jesus (He is Risen) • Jesus (Catch of the Fish) • Jesus (goes to Heaven) • The Holy Spirit) • Peter and John • The Shipwreck • Paul’s Letter • The Church • John has a vision <p><u>Themes</u></p> <ul style="list-style-type: none"> • Easter • Weather and Clouds • Plants • Insects • Lifecycles • Dinosaurs • Ocean • Summer
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Core Knowledge Preschool Sequence: Level I
Bible