

St. James Episcopal School Curriculum Map

Grade: Primary

Quarter	ELA	Math	Science	Social Studies	Other
1 st	<u>Oral Language</u> - 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 <u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> - 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. <u>Storybook Reading and Storytelling</u> - 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. <u>Emerging Literacy Skills in Reading and Writing</u> - 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	<u>Mathematical Reasoning and Number Sense</u> - 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.	<u>Scientific Reasoning</u> Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, and toe.	<u>Orientation in Time</u> - Sequence chronologically and describe three images of events or phases of a single event, occurring at temporally distinct times, that has been experienced. <u>Autonomy, Social Skills, and Work Habits</u> - 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.	<u>Music</u> - Identify the direction from which a sound originates. - Listen to, sing, and perform, children's songs and finger plays with others. <u>Visual Arts</u> - 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. <u>Movement and Coordination</u> - 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 <u>Bible</u> - The Story of Creation - Noah - Abraham - Isaac and Rebekah

St. James Episcopal School Curriculum Map

Grade: Primary

	- muscle control. - Tear, fold, and paste/glue paper.				<u>Themes</u> - Healthy Me - All About Me - Friends and Family - Community - Transportation - Fall
2 nd	<u>Oral Language</u> Continue Quarter 1 - 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 - 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 Identify and describe objects on the basis of specific properties discerned through the five senses: hearing.	<u>Orientation in Time</u> Continue Quarter 1 - 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> - 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 - 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 - 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 - Create paintings (non-representational) - Create paintings (representational). <u>Movement and Coordination</u> Continue Quarter 1 - 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> - Joseph - Baby Moses - Moses - David and Goliath - Jonah

St. James Episcopal School Curriculum Map

Grade: Primary

	individual object, or person within view: Indicate the object, person, or picture that has been designated. - 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. <u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> Continue Quarter 1 <u>Storybook Reading and Storytelling</u> Continue Quarter 1 - Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end. <u>Emerging Literacy Skills in Reading and Writing</u> Continue Quarter 1 - Produce written marks on both horizontal and vertical surfaces.			group. - 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.	- Daniel - Mary - Joseph - Jesus is born - Jesus (Temple) <u>Themes</u> - On the Farm - Apples - Pumpkins/Halloween - Turkeys - Thanksgiving - Reindeer - Christmas
--	---	--	--	--	--

St. James Episcopal School Curriculum Map

Grade: Primary

3rd	<u>Oral Language</u> Continue Quarter 1 and 2 - 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. <u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> Continue Quarters 1 and 2 <u>Storybook Reading and Storytelling</u> Continue Quarters 1 and 2 - 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 <u>Emerging Literacy Skills in Reading and Writing</u> Continue Quarters 1 and 2 - 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 drawing or photograph. - Draw horizontal and vertical	<u>Mathematical Reasoning and Number Sense</u> Continue Quarters 1 and 2 - 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.	<u>Scientific Reasoning</u> Continue Quarter 1 and 2 Identify and describe objects on the basis of specific properties discerned through the five senses: taste, sight and touch	<u>Orientation in Time</u> Continue Quarter 1 and 2 - Use a weekly calendar to locate and name the current day of the week. - Identify the following by name: clock, schedule, and calendar. <u>Orientation in Space</u> Continue Quarter 2 <u>Autonomy, Social Skills, and Work Habits</u> Continue Quarter 1 and 2 - 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.	<u>Music</u> Continue Quarter 1 and 2 - 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 <u>Visual Arts</u> Continue Quarter 1 and 2 - Demonstrate memory of visual details by identifying what is
-----------------------	--	---	--	--	---

St. James Episcopal School Curriculum Map

Grade: Primary

	lines between two end points.				different after a collection of objects is examined, removed from sight, altered, and reintroduced. • 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. <u>Movement and Coordination</u> Continue Quarter 1 and 2 • Act out a simple pantomime • Coordinate motor activity to carry out a goal with a partner or group. <u>Bible</u> • 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 <u>Themes</u> • Winter • Snow • Polar animals (Arctic and Antarctic) • People • Valentine's Day • Pets • Zoo animals • The Rainforest • St. Patrick's Day
--	-------------------------------	--	--	--	---

St. James Episcopal School Curriculum Map

Grade: Primary

4 th	<u>Oral Language</u> Continue Quarter 1, 2 and 3 - 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. <u>Nursery Rhymes, Poems, Fingerplays, and Songs</u> Continue Quarters 1, 2 and 3 <u>Storybook Reading and Storytelling</u> Continue Quarters 1, 2 and 3 “Read”/tell a story using a wordless picture book. - Identify previously read books by the title and cover. <u>Emerging Literacy Skills in Reading and Writing</u> Continue Quarters 1, 2 and 3 - Recognize the initial letter of one’s first name.	<u>Mathematical Reasoning and Number Sense</u> Continue Quarters 1, 2 and 3 - 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.	<u>Scientific Reasoning</u> Continue Quarter 1, 2 and 3 Select and use scissors to cut straight lines.	<u>Orientation in Time</u> Continue Quarter 1, 2 and 3 - Use a weekly calendar to locate and name the current day of the week. - Identify the following by name: clock, schedule, and calendar. <u>Orientation in Space</u> Continue Quarter 1, 2 and 3 - On a simple map of a single room showing furniture arrangement, indicate one’s own position with an “X.” <u>Autonomy, Social Skills, and Work Habits</u> Continue Quarter 1, 2 and 3 - 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.	<u>Music</u> Continue Quarter 1, 2 and 3 - Indicate the number of sounds heard (up to four sounds). <u>Visual Arts</u> Continue Quarter 1, 2 and 3 - Cut straight lines: Use various tools and techniques in completing art projects <u>Movement and Coordination</u> Continue Quarter 1, 2 and 3 <u>Bible</u> - 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 <u>Themes</u> - Easter - Weather and Clouds - Plants - Insects - Lifecycles - Dinosaurs - Ocean - Summer
-----------------	---	---	---	--	---

Core Knowledge Preschool Sequence: Level I
Bible