



PHILOSOPHY

At 2nd Nature Academy, the Elementary curriculum is skills based, integrated and multi-sensory. The curriculum focuses on social-emotional wellness, interpersonal skills, and conflict resolution. In addition, there is strong emphasis placed on cooperative learning, community outreach, and environmental awareness and responsibility. As with every grade level, critical thinking skills that are age and developmentally appropriate are developed within the classroom. This curriculum is designed to serve as the framework for specific content taught, which may also be influenced by student and teacher interest, school wide activities and current events.

CRITICAL THINKING SKILLS (Intrapersonal, Interpersonal, Logical Intelligence)

- Analyzes: examines and evaluates a situation
- Inferences: derives meaning from clues, hints, evidence
- Interprets: understands and communicates information
- Summarizes: restates in a simplified or condensed version
- Clarifies: restates in an understandable manner
- Sets goals: determines direction and monitors progress
- Sequences: arranges things in order
- Predicts: determines what will happen next
- Compares/contrasts: looks for similarities and differences
- Finds evidence: shows proof to support a given statement
- Reasons: thinks logically about a question or a problem
- Solves problems: resolves situations and conflicts

READING SKILLS (Verbal-Linguistic Intelligence)

- Applies word identification/decoding strategies to decipher meaning from text, including but not limited to:
 - Using context clues
 - Understanding Greek and Latin roots, prefixes and suffixes
- Identifies the meaning of unfamiliar vocabulary by using strategies that unlock meaning
- Reads grade level appropriate:
 - Irregularly spelled (high frequency) words
 - Material with accuracy
 - Material with fluency
 - With purposes and understanding
- Asks and answers questions about key details in text (When developmentally and grade level appropriate, students will be able to: refer explicitly to text, and/or draw inferences from text)
- Describes characters, settings, and major events in a story, using key details from the text (lower elementary); describe characters, settings and events in depth, often referring to text for details (upper elementary)
- Retells and/or recounts stories with key details, and demonstrates an understanding of the central message



READING SKILLS (Verbal-Linguistic Intelligence) – *CONTINUED*

- Explains major differences between books that tell stories and books that give information (lower elementary), tell the difference between stories, poems, drama, and prose (upper elementary)
- Makes reasonable predictions
- Makes inferences and draws conclusions
- Identifies author, illustrator (lower elementary) and understands differing points of view, including first and third person (upper elementary)
- Identifies literary genres through monthly book reports at all grade levels
- By the end of each school year, students should be able to read and comprehend various forms of literature and informational text at grade level

LANGUAGE (Verbal-Linguistic Intelligence)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level

WRITTEN COMMUNICATION (Verbal-Linguistic Intelligence)

- Writes at grade level:
 - Applies word identification-encoding to build and write words
 - Complete sentences using a variety of words and sentence style
 - Using proper sentence structure and punctuation
 - In response to informational text, showing understanding of ideas and concepts
 - Narratives to retell an event or experience
- Expresses thoughts clearly using proper sentence structure and correct punctuation
- Spells grade appropriate high frequency words and words using spelling rules, word families, etc.
- Writes for a range of tasks, purposes (inform, persuade, entertain) and audiences
- Write routinely in a variety of methods and time frames



ORAL COMMUNICATION (Verbal-Linguistic Intelligence)

- Demonstrates interactive listening by following simple verbal instructions and directions to answer questions
- Attends to speaker and waits for appropriate turn to ask
- Makes presentations by orally ordering ideas in a sequence or retelling a story using details
- Holds attention of audience and makes eye contact
- Speaks with fluctuation and good volume

MATH (Logical-Mathematical Intelligence)

- Demonstrates:
 - Number sense
 - Number fluency
 - Math fact fluency
 - Computation skills
 - Critical thinking and problem solving
 - Basic understanding of estimation
 - Math literacy (using math in everyday life)
- Utilizes mental math techniques
- Correctly uses math tools
- Collects and records data
- Understand basic math concepts

SCIENCE (Logical-Mathematical Intelligence, Naturalist)

- Applies inquiry skills (observes, questions, hypothesizes, predicts, investigates, interprets)
- Follows the scientific method
- Works collaboratively to accomplish an investigation
- Understands and uses scientific concepts
- Uses tools correctly and treats them with respect
- Conducts and records scientific observations

SOCIAL STUDIES (Verbal-Linguistic Intelligence, Interpersonal)

- Demonstrate an understanding of:
 - Community, cultures and traditions of diverse populations, including one's own population
 - Citizenship, rights and responsibility
 - Needs, wants, and privileges
 - A basic understanding of concept of government
 - An understanding of basic economics (producers, consumers, goods, services, trade)
 - An understanding of basic geography concepts
 - Basic mapping skills



MOTOR SKILLS (Bodily Kinesthetic)

- Prints legibly using appropriate pencil grasp, letter formation, letter size, and word spacing
- Writes in cursive using appropriate pencil grasp, letter formation, letter size, and word spacing (grades 3 & 4 specific)
- Actively participates in physical education activities
- Has control of body
- Is aware and respects personal space

MUSIC (Musical Intelligence)

- Recognizes and discusses different musical styles, genres, and cultural variations
- Understand grade appropriate vocabulary of music (beat, rhythm, pitch, temp, etc.)
- Demonstrates musical items
- Demonstrates rhythm and beat
- Uses instruments correctly and handles them with respect

VISUAL ARTS (Visual Spatial, Bodily Kinesthetic)

- Understands, selects, and applies media techniques in a multi-step process
- Creates original forms of visual media or works of art
- Uses art supplies, technology, etc. correctly

WORLD LANGUAGES

- Comprehends vocabulary and simple phrases
- Uses everyday terms and vocabulary
- Can answer basic questions
- Is able to use conversational phrases