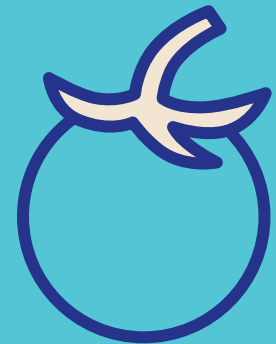
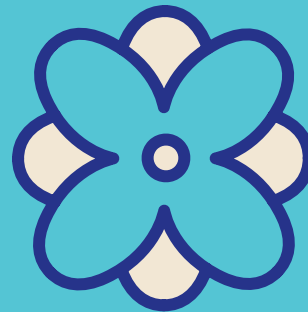


# The Riverbend School Curriculum Guide



Maria Montessori believed that children learn best by doing, and that our role as educators is to give each child opportunities to become an active participant in his or her own education. Recognizing that children have more potential than educators realized, Dr. Montessori developed an educational framework that taps each child’s potential and their natural interest in exploring the world.

Maria Montessori observed that intellectual development takes place in four distinct periods, or stages of development. The first and second stages are the most dynamic periods of intellectual, social, personal, and physical growth. The third and fourth are times of slower, more steady progress.

The Montessori method builds upon these four stages of development by recognizing “sensitive periods” within each stage during which children absorb information. There is a “sensitive period” for all the things

a child must learn in order to become a functioning adult – a period for learning new words, for counting, for using a pencil, for an appreciation of order – every skill for learning and life has a sensitive period when a child is ready to explore and master it. Montessori education maximizes children’s learning potential through hands-on learning experiences and educational opportunities that align with the natural developmental stages of children.

In this book, you will find sections that outline the “sensitivities” and “characteristics” of each stage of development – and detail ways that our Riverbend classrooms are specifically designed to encourage and stimulate learning by offering age-appropriate materials and activities to satisfy children’s intense desire for knowledge.

A Montessori education teaches a child respect for oneself, others, and the

environment. The Montessori method allows each child the ability to grow and foster a strong self-image that provides a foundation of security, independence, and self-confidence. The fundamental motivation of a Montessori education is to guide the child to grow in knowledge and strength as a whole person and thus gain the practical skills and insight that will lay the groundwork for success in future life.

2	<b>FIRST STAGE OF DEVELOPMENT</b> Birth through Age 6
5	<b>CHILDREN'S HOUSE CLASSROOM ELEMENTS</b> Age 15 Months through 6
6	<b>SECOND STAGE OF DEVELOPMENT</b> Ages 6 through 12
8	<b>HISTORY CURRICULUM GUIDE</b> Ages 3 through 12
16	<b>LANGUAGE ARTS CURRICULUM GUIDE</b> Ages 3 through 12
28	<b>MATHEMMATICS CURRICULUM GUIDE</b> Ages 3 through 12
44	<b>SCIENCE CURRICULUM GUIDE</b> Ages 3 through 12
50	<b>THIRD STAGE OF DEVELOPMENT</b> Ages 12 through 18
52	<b>MIDDLE SCHOOL CURRICULUM</b> Ages 12 through 15
54	<b>ART, MUSIC, PHYSICAL EDUCATION, SPANISH, AND TECHNOLOGY</b> Ages 15 Months through 15
56	<b>OUTCOMES BEYOND RIVERBEND SCHOOL</b> Ages 15 and Beyond

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Welcome to our curriculum guide – it is vast! We begin the guide with an overview of our toddler program and a description of their environment. The middle section highlights the skills introduced during the preschool and elementary years. The concrete nature of the materials enables us to present concepts at a much younger age than would normally be expected. Our curriculum guide represents a path of proficiency: concepts are introduced, practiced and explored, then brought to full understanding. The guide culminates with an overview of the Middle School program which provides with the organizational skills, rigor, and preparation needed to succeed in high school and beyond.

BIRTH THROUGH AGE 6

Toddler through Kindergarten

# 1

## First Stage of Development

The foundation for all future studies begins in our Children's House classrooms.

“Never do for a child what he can do for himself.”

DR. MARIA MONTESSORI



### THE TODDLER CLASSROOM

AGES 15 MONTHS TO 3 YEARS

#### Independence comes to life in a safe, warm, caring community

At Riverbend, the earliest stage of self-development begins in a warm atmosphere of understanding, respect, and support. Experienced teachers prepare a rich learning environment that fosters social, physical, emotional, developmental, and psychological growth for each child. The toddler develops attention span, coordination, and feelings of security and independence while participating in individual and group games, world music, story time, and arts. The daily Toddler class routine includes opportunities for large muscle development utilizing indoor and outdoor play areas tailored to our youngest learners. The foundation for learning is developed through prepared activities in practical life and the sensorial areas of the classroom. Our Toddler community allows the natural curiosity of children to flourish in a safe, warm, caring environment.



### THE PRIMARY CLASSROOM

AGES 3 TO 6

#### Continuous opportunities to accomplish – habits for lifelong learning

Our Primary classrooms offer a wide variety of child-sized, developmentally appropriate, self-correcting materials that facilitate the learning of language, mathematics, and the varieties of cultures through music, art, geography, botany, and the physical sciences. Children have the freedom to choose lessons and work at their own pace. Teachers carefully observe each child's readiness and provide lessons to meet their needs and challenges without frustrating the child. Children innately love to accomplish things, and our primary classrooms offer continuous opportunities for children to do just that! The child's ability to choose his or her own lessons and pace of work provides each and every child the opportunity to prepare for self-directed future success. With the freedom to choose among a broad range of manipulative materials, the child develops independence, grows in competence, gains confidence, and achieves positive work habits that will lead to an everlasting appreciation for learning.

#### CHARACTERISTICS OF THIS STAGE

- Great physical growth
- Unconscious intellectual growth
- Order and organization is the goal
- Loves to repeat
- Absorbs everything
- Ego-centered

#### SENSITIVITIES OF THIS STAGE

- Sensory impressions
- Language
- Sense of order & organization
- Movement
- Detail oriented
- Process oriented
- Memorization
- Refinement of senses





# Children's House Classroom Elements



For details on the Primary curriculum, please see the Curriculum Guides beginning on page 8.

## PRACTICAL LIFE

Practical Life is the replication of real-life tasks in the classroom, carefully designed to build independence and important skills. Children are encouraged to experience activities that mimic practical experiences in life — such as buttoning shirts, pouring milk, sweeping the floor and polishing tables — to help them focus on caring for themselves, for others, and for their environment. These exercises help children develop confidence and concentration, increase attention span, and build ideas of sequence and logic, all while developing fine-motor coordination.

## GRACE & COURTESY

We place special importance on teaching children how to be respectful and considerate members of their community. A traditional component of Montessori teachings, Grace and Courtesy lessons are taught through role modeling in a group setting in the classroom. Outside of school, children can then reinforce what they have learned in real-life situations. Other Montessori traditions integrate Grace and Courtesy lessons as well. In our Peace Corner, children learn how to work out conflict in a respectful manner. In our Open Circles, we hold weekly discussions about group dynamics, such as cooperation, active listening and sharing, designed to help our 5- and 6-year-old students work on these issues together as a group.

## SENSORIAL

During this highly absorbent period, toddlers discover the world around them by using all five senses, while primary students continue to marvel at their ability to put sensorial skills and awareness they have mastered to use in the world. The sensorial materials in a Montessori classroom are designed with this in mind. Each set of materials focuses on just one quality — such as of size, shape, color, taste, touch, or sound — to allow the child to grasp the concept. All of this work serves to stimulate and refine the young child's senses, building a strong foundation for cognitive development and learning at the next level. With the foundation they gain from working with sensorial materials, our students are highly successful as they move toward the mathematical, scientific and language-based Elementary curriculum.

## NATURE

Throughout the year, students explore different seasons. As the environment changes, they study the details around them: leaves falling, snowflakes forming, cold air blowing, buds sprouting, and flowers growing. The classroom activities reflect these changes, reinforcing the child's awareness of the fluctuations in our natural world. Primary students also further their study and appreciation of nature through the use of their outdoor classrooms. From planting to painting outside, the outdoor classrooms provide continuous opportunities to explore the outside world within the safety of their Children's House classroom.

## MOVEMENT

Movement is paramount for young learners. That's why our Toddler classroom is designed with so much space for moving and exploring. Specific activities promote gross motor development to help with balance, coordination and body space awareness. Dancing, jumping, hopping, and mimicking body movements are all common practices in our Toddler classes. Primary students also have many opportunities to develop their fine and gross motor skills throughout their classrooms, in their uniquely designed outdoor classrooms, on the playground, and in the Indoor Play Space.

## CULTURAL STUDIES

Beginning at the youngest levels, we teach a respect for diversity in our identification of people, places, and things in our community and throughout the world. Each year, children participate in an International Festival, which is the culmination of in-depth research done on a particular country. Through their investigations, children experience the food, clothing, and traditions of other cultures and other countries around the world and increase their awareness of the world around them.

AGES 6 THROUGH 12

Elementary Grades 1 through 6

# 2

## Second Stage of Development

Children discover the power of active participation in their learning during elementary grades.

“Free the child’s potential,  
and you will transform  
him into the world.”

DR. MARIA MONTESSORI



### THE ELEMENTARY CLASSROOM

GRADES 1 TO 6

#### Harnessing the power of imagination & becoming productive, self-directed learners

In our elementary classrooms, children continue to learn individually and in groups. Long blocks of time encourage extended spans of concentration, uninterrupted by bells to indicate a sudden change of subject. Children learn to set goals, manage their own time, organize projects, and use a variety of resources to accomplish their goals. The elementary program gives children basic learning skills, confidence, self-esteem, an appreciation of other cultures, as well as peaceful techniques for conflict resolution. Imagination is a great power of this age and our program is structured to nurture and support this power. This special mental ability enables the child to imagine what exists or has existed but cannot be seen because of time or distance.



You will find more detail on the Elementary curriculum in the Curriculum Guides beginning on page 8.

#### CHARACTERISTICS OF THIS STAGE

- Great mental growth & imagination
- Move from concrete to the abstract
- Goal oriented
- Social
- Loves knowledge
- Ready to explore the world
- Strong sense of justice & honesty

#### SENSITIVITIES OF THIS STAGE

- Abstract thought
- Social awareness
- Acquisition of culture
- Use of imagination
- Questioning & mental exploration
- Manipulating concepts
- Concentration & intellectual tasks

# History Curriculum Guide

AGES 3 THROUGH 12

Passage of Time

Prehistory

Ancient History

American History

Civics and Government

Economics

Geography



## PASSAGE OF TIME

Identify sequential actions such as first, next, last in stories and use them to describe personal experiences.

Create a personal history by placing photos of yourself at various ages on the Personal Timeline.

Use a standard calendar to keep track of events.

Understand the concept of day and night/rotation and its consequence.

Position of the earth with respect to the sun/inclination of the earth's axis.

Understand the concept of a year and the seasons. Study the months of the year/days of the week.

Use correct words and phrases related to time, e.g., now, in the past, in the future, other periods of time.

Explain that a year is the time that it takes the Earth to go around the Sun one time.

Understand the effects of the Earth's axis and orbit on climate and seasons; torrid zone, frigid zone, temperate zone.

Describe how our area typically changes during each of the seasons, including weather.

Discuss reasons for noting the days that mark the changes in the seasons.

Read an analog clock.

Indicate what time it will be 1-10 hours from the present time.

Study of time zones.

## PREHISTORY

Use the Timeline of Life.

Use the Clock of Eons.

Briefly describe the "Big Bang" theory of the creation of the universe.

PRIMARY  
3 year old  
PRIMARY  
4 year old  
KINDERGARTEN  
GRADE 1  
GRADE 2  
GRADE 3  
GRADE 4  
GRADE 5  
GRADE 6

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Briefly describe the differences between the geologic eras of the Earth's history.
Briefly describe the concept of Pangaea, continental drift, and plate tectonics.
Describe the major forms of life that were found in each era.
Participate in the study of fossils.
Describe, in general terms, the stages of human evolution.
Describe the Fundamental Human Needs: vertical/horizontal.
Observe and describe local and regional historical artifacts, and sites and generate questions about their function, construction, and significance.
Apply the Fundamental Human Needs to Civilizations.
Use picture sets and artifacts of early people.
Study Early Humans.

**ANCIENT HISTORY**

Study Mesopotamia: Sumerians, Phoenicians.
Study Ancient Civilizations.
Identify given centuries along the BCE/CE Timeline.
Explain why we record dates as being BCE/CE.

**AMERICAN HISTORY**

Study American monuments, holidays, and symbols (e.g., eagle, national anthem, Pledge of Allegiance, flag) nation's capital (Washington, D.C.), state capital (Boston), and identify the President.
Discuss reasons for celebrating events or people in national and Massachusetts holidays, e.g., Labor Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Patriot's Day, Flag Day, and Independence Day.
Describe the main characters and their qualities after reading or listening to stories from America and around the world.

PRIMARY 3 year old  
 PRIMARY 4 year old  
 KINDERGARTEN  
 GRADE 1  
 GRADE 2  
 GRADE 3  
 GRADE 4  
 GRADE 5  
 GRADE 6

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Describe qualities and traits after reading or listening to stories about famous Americans.
Explain that Americans have a variety of different religious community, and family celebrations and customs.
Use demographic terms correctly: ethnic groups, religious groups, and linguistic groups.
Study Native Americans.
Review the story of the Pilgrims and the founding of Plymouth colony.
Identify the original 13 American colonies.
Describe the role of women in early America.
Identify the major cities of Colonial America.
Describe the major forces and events that led to the Declaration of Independence and the American Revolution.
Learn about the purpose the United Nations.
Study the charter and the six main "organs" of the United Nations.
Understand the role the United Nations plays to promote peace.
Research the Global Goals for Sustainable Development.

**CIVICS AND GOVERNMENT**

Give examples that show the meaning of authority, fairness, justice, responsibility, and rules.
Give examples that show the meaning of politeness, achievement, courage, honesty, and reliability.
Define and give examples of rights and responsibilities that students as citizens have in the school, e.g., vote in class and school rules.
Give examples of fictional/real people who were good leaders and good citizens and explain the qualities that made them admirable.
Give examples of why it is necessary for communities to have governments.

PRIMARY 3 year old  
 PRIMARY 4 year old  
 KINDERGARTEN  
 GRADE 1  
 GRADE 2  
 GRADE 3  
 GRADE 4  
 GRADE 5  
 GRADE 6

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Give examples of different ways people in a community can influence their local government.

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Study the current geography, political and economic systems, cultural, and every day experiences of a chosen country.

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Research Montessori Model United Nations (MMUN) discussion topics in preparation for the MMUN Conference in New York City.

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Write and prepare speeches for the conference.

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Learn and practice parliamentary procedures.

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Define what a nation is and give examples of different ways nations are formed.

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Give examples of several well-known international organizations and explain their purposes and function, e.g., UN, World Bank, NATO.

**ECONOMICS**

Use words relating to work, e.g., jobs, money, buying and selling.

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Give examples of how family members, friends, or acquaintances use money directly or indirectly to buy things they want.

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Give examples of products that people buy and use.

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Give examples of services that people do for each other.

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Give examples of choices people have about the goods or services they buy and why they have to make choices.

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Give examples of people in the school and community for both producers and consumers.

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Explain what buyers and sellers are and give examples of services that are bought and sold in the community.

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Define what a tax is and the purposes for taxes, e.g., property, sales and income.

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Define specialization in jobs and businesses.

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Define barter, give examples of bartering, and explain how money makes it easier for people to get things they want.

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Define and give examples of natural resources of the USA.

PRIMARY  
3 year old  
PRIMARY  
4 year old  
KINDERGARTEN  
GRADE 1  
GRADE 2  
GRADE 3  
GRADE 4  
GRADE 5  
GRADE 6

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Give examples of limited and unlimited resources and explain how scarcity compels people to make choices about goods and services, giving up some things to get other things.

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Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.

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Give examples of the ways people save their money and discuss advantages and disadvantages of each.

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Define what an entrepreneur is and give examples of entrepreneurs.

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Define profit and describe how profit is an incentive for entrepreneurs.

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Give examples of how changes in supply and demand affected prices in colonial history, e.g., fur, lumber, fish, metals.

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Provide examples of currencies from different countries and explain why international trade requires a system for exchanging currency between nations.

**GEOGRAPHY**

Study the Work of Air.

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Study the Work of Water.

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Study the Composition of the Earth: land, air, water, and fire.

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Study the inner layers of the Earth: inner core, outer core, mantle, and crust.

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Study of the outer layers of the Earth: atmosphere, lithosphere, and hydrosphere.

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Study minerals.

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Study rocks.

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Study volcanoes.

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Identify the seven continents.

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Describe maps and globes to depict geographical information in different ways.

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Describe a map as a representation of a space, e.g., the classroom, the school, the neighborhood, town, city, state, country, or world.

PRIMARY  
3 year old  
PRIMARY  
4 year old  
KINDERGARTEN  
GRADE 1  
GRADE 2  
GRADE 3  
GRADE 4  
GRADE 5  
GRADE 6

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Study the continents.
Describe the difference between a contemporary map and a map in earlier centuries.
Study basic land forms, e.g., lake/island, cape/bay, peninsula/gulf, isthmus/strait, and archipelago/chain of lakes.
Study advanced land forms, e.g., reefs/coasts/beaches/mountains/valleys/plains/canyons/gorges.
Study latitude and longitude lines, e.g., North and South Poles, Eastern, Western, Northern and Southern Hemispheres, Prime Meridian, Equator, Tropic of Cancer, Tropic of Capricorn.
Identify and discuss time zones.
Interpret a map using information from its title, compass rose, scale, and legend.
Read globes and maps and follow narrative accounts using them.
Study the atlas.
Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or biomes.
Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information e.g., rainfall, temperature or population size.
Study biomes.
Study countries.
Study the United Nations.
Identify forms of government and study the three main branches of government: Legislative, Judicial, and Executive.
Study cultures of countries.
Study the importance of a river system on civilizations.
Study the interrelatedness and dependence of all people.

PRIMARY 3 year old  
 PRIMARY 4 year old  
 KINDERGARTEN  
 GRADE 1  
 GRADE 2  
 GRADE 3  
 GRADE 4  
 GRADE 5  
 GRADE 6

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# Language Arts Curriculum Guide

AGES 3 THROUGH 12

- Speaking Skills
- Listening Skills
- Handwriting
- Decoding Skills
- Reading
- Spelling
- Word Study
- Grammar and Syntax
- Punctuation
- Writing
- Research Skills



## SPEAKING SKILLS

Ask and/or answer questions about familiar topics.

Give one-step directions.

Participate in group discussions/follow agreed upon rules.

Express imagination through story telling and word games.

Describe how two things within academic content are alike or different, compare and contrast.

Rephrase ideas and thoughts to express meaning, use correct grammar.

Deliver well organized oral reports with graphic organizers.

“Read” a dramatic part in a play.

Recite short poems from memory.

Rehearse and dramatize stories and plays and or poems using eye contact and voice appropriate to audience.

Tell stories in a logical sequence and summarize.

Express personal opinions and elaborate on personal stories.

Present formal speeches to inform, demonstrate, or entertain, using basic and complex sentence structures.

Participate in classroom discussions and activities.

Use specific or abstract vocabulary words, phrases, and sentences.

Support a conclusion by orally giving facts or logical reasons.

Respond to factual and inferential questions based on academic content.

PRIMARY 3 year old  
PRIMARY 4 year old  
KINDERGARTEN  
GRADE 1  
GRADE 2  
GRADE 3  
GRADE 4  
GRADE 5  
GRADE 6

	PRIMARY 3 year old	PRIMARY 4 year old	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Ask and/or answer questions about familiar topics.	●	●	●	●	●	●	●	●	●
Give one-step directions.	●	●	●	●					
Participate in group discussions/follow agreed upon rules.	●	●	●	●	●	●	●	●	●
Express imagination through story telling and word games.	●	●	●	●	●	●	●	●	●
Describe how two things within academic content are alike or different, compare and contrast.	●	●	●	●	●	●	●	●	●
Rephrase ideas and thoughts to express meaning, use correct grammar.		●	●	●	●	●	●	●	●
Deliver well organized oral reports with graphic organizers.			●	●	●	●	●	●	●
“Read” a dramatic part in a play.			●	●	●	●	●	●	●
Recite short poems from memory.			●	●	●	●	●	●	●
Rehearse and dramatize stories and plays and or poems using eye contact and voice appropriate to audience.			●	●	●	●	●	●	●
Tell stories in a logical sequence and summarize.			●	●	●	●	●	●	●
Express personal opinions and elaborate on personal stories.	●	●	●	●	●	●	●	●	●
Present formal speeches to inform, demonstrate, or entertain, using basic and complex sentence structures.				●	●	●	●	●	●
Participate in classroom discussions and activities.	●	●	●	●	●	●	●	●	●
Use specific or abstract vocabulary words, phrases, and sentences.		●	●	●	●	●	●	●	●
Support a conclusion by orally giving facts or logical reasons.				●	●	●	●	●	●
Respond to factual and inferential questions based on academic content.				●	●	●	●	●	●

**LISTENING SKILLS**

Understand ideas expressed by others.

Understand selected grade level content vocabulary using pictures, action, and objects.

Understand words and phrases related to basic personal and school related information.

Follow oral instructions: simple and complex commands.

Listen purposefully and respond appropriately to text as well as oral presentations. Understand a simple story or poem beginning, middle, and end.

Identify characters in story with traits, behaviors, and feelings.

Summarize plot of story and identify important information.

Summarize story in chronological order.

Make reasonable predictions about what will happen next in a story.

Understand frequently used antonyms.

Understand frequently used synonyms.

Understand the voice of a speaker to a subject.

**HANDWRITING**

Refine fine motor control in preparation for handwriting.

Write in print form: lower and upper case letters with proper formation.

Write in cursive: lower case letters/upper case letters.

PRIMARY 3 year old  
PRIMARY 4 year old  
KINDERGARTEN  
GRADE 1  
GRADE 2  
GRADE 3  
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**DECODING SKILLS**

Identify beginning consonant sounds.

Identify ending consonant sounds.

Identify short vowel sounds.

Know the names of the letters of the alphabet.

Know the symbols of the letters of the alphabet.

Know the sounds of the letters of the alphabet.

Know the order of the letters of the alphabet.

Read 3-4 letter phonetic words.

Read beginning sight words (the, a, said).

Read consonant blends and diagraphs.

Read words ending with a silent "e".

Read other long vowel combinations.

Identify and read phonograms.

Read advanced sight words (through, light, thought).

Read previously learned words that have been classified by themes or topics.

**READING**

Match phonetic words to pictures and objects.

Understand selected grade level content vocabulary using pictures, actions and objects.

PRIMARY 3 year old  
PRIMARY 4 year old  
KINDERGARTEN  
GRADE 1  
GRADE 2  
GRADE 3  
GRADE 4  
GRADE 5  
GRADE 6

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Read simple sentences.
Read phonetic readers.
Read leveled readers.
Read to others with expression and correct pronunciation.
Demonstrate fluency as a reader.
Read with increasing comprehension.
Locate topic and supporting sentences in an informational paragraph.
Use questioning strategies when reading.
Summarize plot, beginning, middle, and end of a story.
Name characters and analyze their behaviors and feelings.
Indicate chronological order of events.
Make reasonable predictions about what will happen next in the story and provide proof from the text using title, illustrations, and personal experience.
Describe setting, characters, and events and support opinions with proof from the text using title, illustrations, and personal experience.
Support individual interpretations or conclusions using evidence from a literary or informational text.
Identify the main idea/event in a paragraph, short essay, and text.
Apply knowledge of word context and phrases to gain meaning from the text.
Use knowledge of synonyms and antonyms to comprehend knowledge of new words.
Read for appreciation.
Use word analysis to gain meaning from a text.

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Identify examples of authors' techniques in genres such as poetry and literature.
Identify imagery in a literary text.
Perform readings of selected texts for an audience.
Read short stories, poetry, and chapter books with comprehension.
Read folktales, mythologies, traditional literature, and novels with comprehension.
Read biographies, plays, and essays with comprehension.
Read and identify facts in informational/non-fiction text with comprehension.
Identify rhyme and rhythm of poetry.
Identify repetition, similes, and sensory images.
Compare and contrast themes across different genres.
Distinguish cause from effect.
Distinguish fact from fiction.
Be able to respond to reading in writing: make reading/writing connections.
Compare and contrast authors' and illustrators' styles and themes.
Draw conclusion from the text.
Categorize information using graphic organizers.
Recognize uses of arguments for and against an issue.

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**SPELLING**

Spell 3–4 letter phonetic words.

Spell beginning puzzle/sight words (the, a, why, how).

Use correct consonant blends and diagraphs in writing.

Spell words ending with a silent “e”.

Use correct long vowel combinations in writing (oa, ee, ea).

Spell advanced puzzle words (through, light, thought).

Use a dictionary with facility.

Use dictionary with Greek and Latin roots of words.

Uses correct spelling of frequently used words.

**WORD STUDY**

Study rhyming words.

Study word families.

Study compound words.

Antonyms: understand frequently used antonyms.

Synonyms: understand frequently used synonym.

Study homophones.

Study contractions.

Use knowledge of prefixes to determine word meaning.

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Use knowledge of suffixes to determine word meaning.

Study homographs.

Alphabetize.

Recognize and use common abbreviations.

Study hyphenated words.

Study idioms and figurative phrases (puns, jokes, palindromes).

**GRAMMAR AND SYNTAX**

Identify each part of speech: noun, adjectives, articles.

Identify each part of speech: verbs, adverbs.

Identify each part of speech: pronouns, prepositions, conjunctions, interjections.

Uses Montessori Sentence Analysis Material to distinguish the parts of a sentence.

Analyze simple sentences for the parts of a sentence.

Construct sentences for analysis.

Analyze complex sentences.

Construct complex sentences for analysis.

Identify different types of nouns.

Identify different types of adjectives.

Identify different types of verbs.

Identify different types of adverbs.

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Write instructions.

Paraphrase and summarize information into a simple written report.

**RESEARCH SKILLS**

Write brief research reports with clear focus and supporting detail.

Apply knowledge of organizational structures in a nonfiction text to determine meaning.

Describe essential features of an effective research report or project: outline information.

Describe essential features of an effective research report or project: prepare bibliography for a report.

Describe essential features of an effective research report or project: prepare table of contents and index.

Use online information resources for collaboration, research, and problem solving.

Develop and use basic dictionary skills: locating words, guide words, simple definition, multiple definitions, and entry/base word.

Create presentations using computer technology, images, sound and/or graphics.

Identify information on title page.

Use table of contents and index.

Initiate a plan for searching for information and locating resources.

Generate questions and gather information from several sources including the Internet.

Glean notes from informational text/multi-media.

Take subject notes from reference books, reference sites, and informational text.

Analyze and interpret information from informational text, graphics, illustrations, and diagrams.

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	PRIMARY 3 year old	PRIMARY 4 year old	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Write instructions.					●	●	●	●	●
Paraphrase and summarize information into a simple written report.					●	●	●	●	●
Write brief research reports with clear focus and supporting detail.					●	●	●	●	●
Apply knowledge of organizational structures in a nonfiction text to determine meaning.					●	●	●	●	●
Describe essential features of an effective research report or project: outline information.						●	●	●	●
Describe essential features of an effective research report or project: prepare bibliography for a report.							●	●	●
Describe essential features of an effective research report or project: prepare table of contents and index.									●
Use online information resources for collaboration, research, and problem solving.					●	●	●	●	●
Develop and use basic dictionary skills: locating words, guide words, simple definition, multiple definitions, and entry/base word.			●	●	●	●	●	●	●
Create presentations using computer technology, images, sound and/or graphics.					●	●	●	●	●
Identify information on title page.				●	●	●	●	●	●
Use table of contents and index.			●	●	●	●	●	●	●
Initiate a plan for searching for information and locating resources.					●	●	●	●	●
Generate questions and gather information from several sources including the Internet.				●	●	●	●	●	●
Glean notes from informational text/multi-media.				●	●	●	●	●	●
Take subject notes from reference books, reference sites, and informational text.					●	●	●	●	●
Analyze and interpret information from informational text, graphics, illustrations, and diagrams.					●	●	●	●	●



# Mathematics Curriculum Guide

AGES 3 THROUGH 12

Fundamentals of the Decimal System

Numerical Place Value

Addition with Materials

Calculate Addition Problems without Materials

Subtraction with Materials

Calculate Subtraction without Materials

Multiplication with Materials

Multiplication without Materials

Division with Materials

Division without Materials

Solving Word Problems

Measurement

Money

Multiples and Factors

Fractions

Operations with Fractions

Improper Fractions: Mixed Numbers

Decimal Numbers

Operations with Decimal Numbers

Fractions, Decimals, and Percents

Ratios and Proportions

Power of Numbers

Negative Numbers

Graphing

Coordinating Graphs

Intro to Statistics

Patterns, Relationships, and Algebra

Pre-Algebra

Geometry

Calculations of Area and Volume



## FUNDAMENTALS OF THE DECIMAL SYSTEM

Count by 10 units.

Associate number to numeral (1 – 10).

Identify odd and even numbers/numerals and counters (1 – 10).

Concept of odd and even numbers.

Count from 11 to 19 by units.

Count from 1 to 100 by units.

Count by tens to 100 combining quantity and symbol.

Count from 1 to 1,000.

Identify numbers by place value.

Recognize quantities up to 9,999.

Recognize quantities up to 9,999,999.

Recognize quantities up to 999,999,999.

Identify and distinguish between multiple uses of numbers (i.e., cardinal numbers and ordinal numbers).

Represent order and compare numbers using expanded notation (i.e., 1,572, 1 thousand + 5 hundreds + 7 tens + 2 units).

Estimate number of objects and verify using objects and drawings to solve related addition and subtraction problems to ten.

Select and use a variety of strategies (front-end, rounding, and regrouping) to estimate quantities.

Compare whole numbers using terms and symbols, i.e., none, one, more than, fewer than, same number of, and one more than.

Identify Greater than (>), Less than (<), and Equal to (=).

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Identify the relationships between quantities involving multiple operations ( $3 \times 4 > 2 + 3$ ).

Apply the order of operations for expressions involving addition, subtraction, multiplication, and division.

### ROUNDING

Round whole numbers to the nearest 10s, 100s, 1000s.

Round whole numbers to nearest unit of ten thousand to one million.

Round mixed numbers to the nearest whole numbers.

Round decimal numbers to nearest unit of tenths, hundredths, or thousandths.

Round fractions to the nearest whole number.

Estimate, calculate, and solve problems involving rounded numbers.

Describe differences between estimates and actual calculations.

Estimate sums, differences, products, and quotients.

### ADDITION WITH MATERIALS

Identify the process of addition using proper nomenclature (addend, plus, combine with, more).

Write number sentences using  $+ - < > =$ .

Add two 1-, 3-, and 4-digit addends without exchanging.

Add two 1-, 3-, and 4-digit addends with exchanging.

Add multiple addends.

Work on exercises leading to the memorization of addition facts tables.

Use and explain the Commutative Law.

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Use and explain the Associative Law.

### ADDITION PROBLEMS WITHOUT MATERIAL

Add numbers up to 5 to 7 digits with or without exchanging.

Demonstrate the ability to use the conventional algorithm for addition (up to 5-digit numbers).

### SUBTRACTION WITH MATERIALS

Identify the process of subtraction using proper nomenclature (minuend, subtrahend, difference, and how much less).

Subtract two 5- to 7-digit numbers with or without exchanging.

Work on subtraction activities leading to the memorization of subtraction facts.

Understand and use the inverse relationship between operations ( $8 + 6 = 14$ ,  $14 - 6 = 8$ ).

### SUBTRACTION WITHOUT MATERIALS

Subtract numbers up to 4 digits with or without exchanging.

Subtract numbers up to 5 to 7 digits with or without exchanging.

Demonstrate the ability to use the conventional algorithm for subtraction (up to 5-digit numbers).

### MULTIPLICATION WITH MATERIALS

Identify the process of multiplication using proper nomenclature (multiplicand, multiplier and product).

Multiply a 2- to 4-digit number by 1-digit multiplier static.

Multiply a 2- to 4- digit number by 1-digit multiplier.

Multiply a 3- to 7- digit number by 1-digit multiplier.

Multiply a 3- to 7- digit number by 2-digit multiplier.

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Work on multiplication activities leading to the memorization of multiplication facts.

Use and explain the Commutative Law.

Use and explain the Associative Law.

Use and explain the Distributive Law.

### MULTIPLICATION WITHOUT MATERIAL

Memorize basic multiplication facts: Tables 1-12.

Understand and use the inverse relationship between division and multiplication.

Multiply numbers up to 7 digits with 1 digit.

Multiply numbers up to 7 digits by 2, 3, or 4 digits.

Demonstrate the ability to use the conventional algorithm for multiplication (up to 3 digits by 2 digits).

### DIVISION WITH MATERIALS

Identify the process of division.

Divide a 4-digit number by 1-digit divisor with no remainder.

Divide a 4-digit number by 1-digit divisor with a remainder.

Divide a 7-digit number by 1-digit divisor with or without a remainder.

Divide a 7-digit number by a 2-digit divisor with or without a remainder.

Divide a 7-digit number by a 3- to 4-digit divisor with or without a remainder.

Work on division exercises leading to the memorization of division facts Tables 1-12.

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### DIVISION WITHOUT MATERIALS

Divide numbers up to 4 digits by a 1-digit divisor with no remainder.

Divide numbers up to 7 digits by a 1-digit divisor with or without a remainder.

Divide numbers up to 7 digits by a 2-digit divisor with or without a remainder.

Divide numbers up to 7 digits by a 3- or 4-digit divisor with or without a remainder.

### SOLVING WORD PROBLEMS

Solve simple word problems using pictures or manipulative materials up to 10.

Solve addition word problems.

Solve subtraction word problems.

Solve multiplication word problems.

Solve division word problems.

Solve word problems involving measurement.

Solve word problems involving percentages and decimals.

Identify two operations in the same problem: addition and subtraction.

Identify two operations in the same problem: addition, subtraction, multiplication, or division.

### MEASUREMENT

Identify and convert Standard measurement.

Identify and convert Metric measurement.

Calculate volume using appropriate containers.

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Solve word problems involving the measurement of volume.
Use liquid measurements (pints quarts, gallons).
Compare and contrast Standard and Metric liquid measures.
Use measurement in practical applications: cooking, science, etc.
Compare concrete objects using nomenclature (heavier than, lighter than); use scale as proof.
Read weight measurement – Standard and Metric.
Introduction to thermometers.
Read Fahrenheit measurement.
Read Centigrade measurement.
Solve word problems involving the measurement of temperature.
Make and use estimates of measurement in everyday life.

**MONEY**

Identify coins.
Identify bills.
Count money.
Make change.
Apply money to real situation where expenditures and balances are taken into account.

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**MULTIPLES AND FACTORS**

Identify multiples.
Identify lowest common multiple.
Identify factors.
Factor numbers from 1 to 100.
Identify greatest common factor.
Identify the prime numbers from 1-50.
Know the rules of divisibility for 2s, 5s, 10s, and 9s.
Know the rules of divisibility for 1-12 except 7 and 11.

**FRACTIONS**

Understand the meaning of "fraction."
Recognize fractions: concrete material and symbol.
Understand the concept of whole and half.
Understand the concept of 1/3 and 1/4.
Identify and represent common fractions as parts of groups.
Identify fractions as numbers on a number line.
Identify equivalences.
Ability to order and apply < > =.

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**OPERATIONS WITH FRACTIONS**

Add fractions that share a common denominator using concrete objects and visual models.

Subtract fractions that share a common denominator.

Multiply a whole number by a simple fraction.

Divide a fraction by a whole number.

Add fractions with different denominators.

Subtract fractions with different denominators.

Multiply a fraction by a fraction.

Divide fractions by fractions.

**IMPROPER FRACTIONS: MIXED NUMBERS**

Identify and use number lines.

Simplify improper fractions as whole numbers:  $12/6 = 2$

Simplify improper fractions as mixed numbers:  $15/6 = 2 \frac{1}{2}$

Add mixed numbers.

Subtract mixed numbers.

Multiply mixed numbers.

Divide mixed numbers.

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**DECIMALS**

Identify nomenclature and recognize decimal numbers to .9999.

Identify equivalences to common fractions:  $1/2$  to .5.

Identify decimal place value, compare decimals, order decimals, name decimals.

Ability to order and apply ( $<$   $>$   $=$ ) decimal fractions using the decimal checkerboard.

**OPERATIONS WITH DECIMALS**

Add decimal numbers.

Subtract decimal numbers.

Multiply decimal numbers.

Identify nomenclature and recognize decimal numbers to .999999.

Convert fractions (less than 1) to decimal and percent equivalents.

Convert decimal and percent (less than 1) to fraction equivalents.

**FRACTIONS, DECIMALS, AND PERCENTS**

Understand concept of "percentage."

Convert fractions and decimals to percents.

Convert percents to fractions and decimals.

Find percents of whole numbers.

Identify and position fractions, decimals, and percents on a number line.

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Demonstrate line symmetry in a given shape by folding along its centerline.
Identify symmetrical and asymmetrical shapes.
Identify similarity, congruence, and equivalence.
Measure angles with a Montessori protractor.
Add angles.
Identify angles as being acute, right, obtuse, and straight.
Identify the relations between two straight lines: parallel and perpendicular.
Name angles formed by two parallel lines cut by a transversal.
Name the relationship between two angles: adjacent and complementary.
Identify the sum of the interior angles of a triangle or regular polygon.
Construct an angle of a given measure with a protractor and straightedge.
Bisect an angle with a compass and straightedge.
Bisect a line segment with a compass and straightedge.
Draw a line perpendicular to another line with a straightedge and protractor.
Construct a square with a protractor and straightedge.
Construct a circle with a compass.
Measure the radius and diameter of a circle.

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<b>CALCULATIONS OF AREA AND VOLUME</b>
Calculate the area of a square.
Calculate the area of rectangle.
Calculate the area of a triangle, parallelogram, and rhombus.
Introduce concept of area of polygons using equivalence insets.
Calculate the area of a circle.
Calculate the volume of a cube.
Calculate the volume of a rectangular prism.
<b>PYTHAGOREAN THEOREM</b>
Recognize the 3-4-5 case of the Pythagorean Theorem.
Recognize the isosceles right case of the Pythagorean Theorem.

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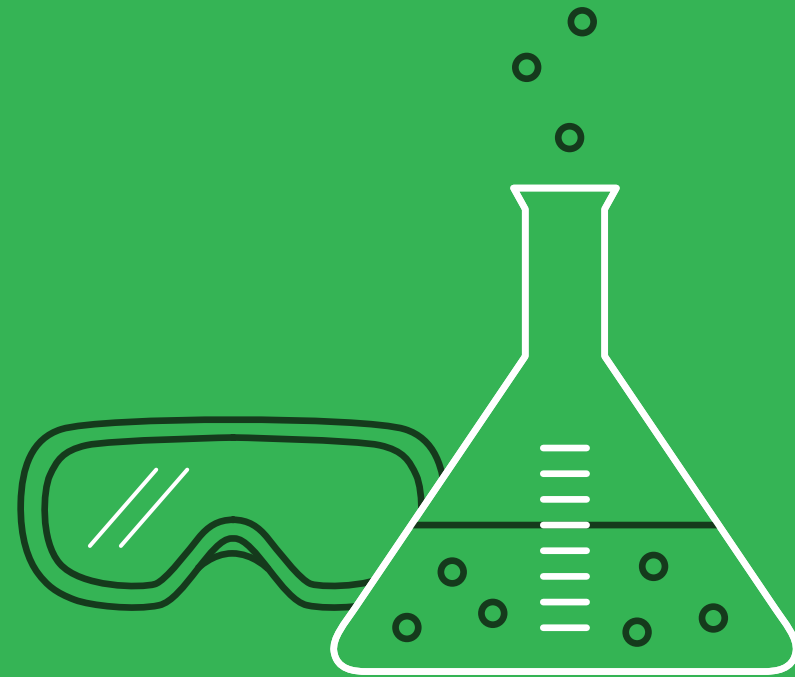
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# Science Curriculum Guide

AGES 3 THROUGH 12

- Botany
- Zoology
- Classification/Taxonomy
- Biology
- Physical Science



## BOTANY

Understand the concept of living and non-living.

Understand the difference between plants and animals.

Classify five kingdoms of living things.

Study advanced classification.

Identify parts of flowers.

Identify parts of a leaf.

Identify parts of a plant.

Identify and name leaf shapes.

Understand plants needs/care of a plant.

Understand the life cycle of a plant.

Understand how different plant organisms meet their needs.

Understand photosynthesis.

Study superphyla of seedmakers: Gymnosperms vs. Angiosperms.

Engage in an overview of Gymnosperms.

Study Anthrophyta Phylum: Monocots vs. Dicots.

Study plant classification.

Use a microscope.

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	PRIMARY 3 year old	PRIMARY 4 year old	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Understand the concept of living and non-living.	●	●	●						
Understand the difference between plants and animals.	●	●	●						
Classify five kingdoms of living things.	●	●	●	●	●	●	●	●	●
Study advanced classification.							●	●	
Identify parts of flowers.	●	●	●	●	●				
Identify parts of a leaf.	●	●	●	●	●				
Identify parts of a plant.	●	●	●	●	●				
Identify and name leaf shapes.		●	●	●	●				
Understand plants needs/care of a plant.	●	●	●	●	●	●			
Understand the life cycle of a plant.	●	●	●	●	●	●	●	●	●
Understand how different plant organisms meet their needs.					●	●	●		
Understand photosynthesis.			●	●	●	●	●	●	●
Study superphyla of seedmakers: Gymnosperms vs. Angiosperms.						●	●	●	
Engage in an overview of Gymnosperms.						●	●	●	
Study Anthrophyta Phylum: Monocots vs. Dicots.						●	●	●	
Study plant classification.						●	●	●	
Use a microscope.						●	●	●	



Study the Periodic Table.

Study elements and compounds.

Study Laws of Motion: force, balance, movement.

Study the use of simple machines.

Study Laws of Gravity.

Study the concept of sink and float.

Study the Sun: how the position of the sun's rays affects weather.

Study magnetism: intro and definition.

Study types of magnets: electromagnets.

Study the laws governing magnetism.

	PRIMARY 3 year old	PRIMARY 4 year old	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Study the Periodic Table.						●	●	●	
Study elements and compounds.						●	●	●	
Study Laws of Motion: force, balance, movement.						●	●	●	
Study the use of simple machines.						●	●	●	
Study Laws of Gravity.			●	●	●	●	●	●	
Study the concept of sink and float.	●	●	●	●	●	●			
Study the Sun: how the position of the sun's rays affects weather.			●	●	●	●	●	●	
Study magnetism: intro and definition.			●	●	●	●			
Study types of magnets: electromagnets.			●	●	●	●			
Study the laws governing magnetism.			●	●	●	●			



AGES 12 THROUGH 18

Grades 7 through 12

# 3

## Third Stage of Development

Adolescents discover how what they learn applies to the real world as they prepare for high school, college, life.

“Adolescence is the ‘sensitive period’ for developing feelings of justice and personal dignity. These feelings are the most noble of characteristics and ought to prepare the young adult to become a social being.”

DR. MARIA MONTESSORI



### THE MIDDLE SCHOOL CLASSROOM

GRADES 7 TO 8

#### Sharpening leadership skills, charting their future

Our rigorous Middle School program is specifically designed to meet adolescent developmental needs. It sets the stage for students to grow into thoughtful, responsible young adults and provides a smooth transition from a Montessori program to the expectations and situations of traditional high schools. A low student-to-teacher ratio allows us to challenge each student individually to build solid academic and social skills. Students work both collaboratively and individually to meet established goals as they master the art of time management. They also learn to solve meaningful problems and hone research, communication, and logical reasoning skills.

Adolescents demand to know and understand how the work they do is relevant to their lives, and our highly interactive, interdisciplinary curriculum offers adolescents the opportunity to experience practical roles that integrate and apply academic studies to the real world. Students extend their studies by working at the Natick Organic Farm, volunteering to work with the younger children in the Children’s House, serving in leadership roles on campus, representing their position papers on the floor of the United Nations at MMUN (Montessori Model United Nations), and traveling to Washington, D.C. They grow as a community of learners and collaborators every day.

#### CHARACTERISTICS OF THIS STAGE

- Increased social activity with peers
- Increased concern for humanity, social justice, and environment
- Seeks emotional independence
- Concerned about place in society and among peers
- Concerned about contribution to society

#### SENSITIVITIES OF THIS STAGE

- Many physical changes
- Health and emotions are heightened
- Creativity needs expression
- Philosophical exploration
- Self-confidence
- Financial independence
- Global perspective



# Middle School Curriculum

The Riverbend Middle School program is tailored to meet the development needs of young adolescents. A low student-to-faculty ratio allows us to challenge each student to achieve the highest level of responsibility, independence, self-esteem, academic achievement, and fosters a lifelong love of learning. Riverbend's superior academic preparation, along with our support of each student's unique gifts and personal growth, leads our graduates to thrive in the area's top high schools, both public and private.

## ENGLISH

CYCLE A UNITS
→ Government and Society ( <i>Animal Farm</i> )
→ Identity and the Development of the Individual (short stories and poetry, <i>Red Badge of Courage</i> )
→ Evolution of Society and the Individual ( <i>Goodbye Mr. Chips, Fahrenheit 451</i> )
→ Love and/vs. Romance ( <i>Romeo and Juliet</i> )

CYCLE B UNITS
→ Friendship and Loneliness ( <i>Of Mice and Men</i> )
→ Human Nature and the Individual Perspective ( <i>Lord of the Flies, To Kill a Mockingbird</i> )
→ Intellectual vs. Emotional Growth ( <i>Flowers for Algernon</i> , short stories, poetry)
→ Power and Ambition ( <i>Macbeth</i> )

## U.S. HISTORY

CYCLE A UNITS
→ American Belief System and Structure of U.S. Government
→ American Culture: Art, Music, Sports, and Literature
→ Economic Transformation and Its Issues
→ Leadership and the American Presidency

CYCLE B UNITS
→ The Experience of Immigrants in America
→ War, Peace & the Responsibilities of Global Leadership
→ Struggle for Equality: African Americans and Women transform Government
→ Expanding Perspectives: Views of American Indians, Chicano Americans, and Other Minorities

## MATHEMATICS AREAS AND UNITS

PRE-ALGEBRA
→ Algebraic Expressions and Integers
→ Decimal Conversions, Significant Digits, and the Metric System
→ Factors, Fractions, and Scientific Notation, Divisibility
→ Ratios, Proportions, Percents
→ Linear Functions, Linear Inequalities, and the Coordinate Plane
→ Spatial Thinking and Right Triangles

ALGEBRA I
→ Algebraic Expressions and Integers
→ Inequalities, Ratios, and Proportions
→ Graphs and Functions
→ Systems of Equations and Inequalities
→ Exponents, Polynomials, and Factoring
→ Quadratic Equations and Radical Expressions

GEOMETRY
→ Tools of Geometry, Reasoning, and Proofs
→ Parallel and Perpendicular Lines
→ Congruence Principals and Relationships within Triangles
→ Quadrilaterals and Area
→ Right Triangle Trigonometry and Similarity
→ Surface Area and Volume of Complex Shapes

## SCIENCE AREAS AND UNITS

PHYSICAL SCIENCE
→ Laws of Motion, Lab Safety, and Introduction to Report Writing
→ Forces, Systems of Equations, and Equilibrium
→ Conservation of Energy Principle and Simple Machines
→ Electricity and Magnetism, Circuits, Induction, Fields and Forces
→ Waves and Sound, Physical Waves, Harmonic Motion
→ Light & Optics, Lenses, Paradoxical Properties of Light

CHEMISTRY
→ Properties of Matter, Lab Safety, Introduction Report Writing
→ Discoveries and Properties of Atoms, Molecules, and Compounds
→ Liquids and Gasses, pH Scale, Chemical Equations
→ Changes in Matter, Reactions, Acids and Bases, Solutions
→ Chemistry of Life, Nutrition, Chemical Needs

## SPECIAL LEARNING OPPORTUNITIES

### MONTESSORI MODEL UNITED NATIONS

After months of research, study, and collaboration students travel to New York City and present their position papers to peers on the floor of the United Nations.

### ACADEMIC & SCIENCE FAIRS

Students present an independent study to the school community and are given written feedback from professions if their field of study.

The New Hampshire wilderness trip provides a unique opportunity for the Middle School to grow as a community through team-building, collaborative games, and challenges.

### MIDDLE SCHOOL SEMESTER REVIEW

Students showcase the work they have completed over the semester. Each student presents and demonstrates examples of their work to the school community which highlight their individual creativity and intergrated learning styles.

### WEEKLY VOLUNTEERING AT THE ORGANIC FARM

Weekly Volunteering at the organic farm is a chance to provide community service to our local community.

### RIVERBEND SCHOOL OUTREACH IN THE CHILDREN'S HOUSE

Riverbend School Outreach in the Children's House is a wonderful opportunity for our oldest students to practice and model grace and courtesy, while developing strong relationships with our youngest students.



# Art, Music, Physical Education, Spanish, and Technology

## ART

At Riverbend, we infuse art into our curriculum wherever and whenever possible, at every level from Toddler through Middle School.

- Teachers within the Toddler and Primary classrooms provide students daily opportunities to create art. From individual to group projects, the littlest of hands begin to explore their artistic interests in their classrooms.
- All of our kindergarten through middle school students spend at least an hour each week in the Art Studio, working in much the same way that studio artists do in real life.
- Art materials are accessible in distinct, well-organized work areas at all times.
- In the earliest grades, and often at the start of each class, the teacher introduces art concepts and techniques. Students then work independently or collaboratively, just as they do in other classroom subjects, choosing the art materials and subjects that inspire them, and using the individual time and space we give them to think and create. Riverbend students explore drawing and painting, sculpture, ceramics, textiles, woodcarving, photography, digital art, filmmaking, and more.

## MUSIC

Inspiring a lifelong love of music is our ultimate goal.

**TODDLER & PRIMARY**

Music specialist visits the classroom at least once a week with activities, games, and singing that develops:

- Inner hearing and fine motor skills
- The basic units of rhythm
- Accurate pitch recognition, discrimination, and matching

**KINDERGARTEN - MIDDLE SCHOOL**

Regular music classes in the Music Studio develop a deepening appreciation for music, along with the confidence to make music on their own or in a group through individual and group work on theory and practice, immersing students in:

- The basic elements of music
- Active exploration of musical genres
- Improvisation and composition
- Ensemble work through Riverbend stage and rock bands

## PHYSICAL EDUCATION

At Riverbend we encourage children of all ages to discover the joy in physical activity and to develop a deep appreciation of fitness, sportsmanship and fair play. Students in the younger levels learn a variety of skills while developing physical and spatial abilities in a safe environment. Older students work on building strength, endurance, balance, cardio-respiratory fitness, speed and agility while participating in more complex games and activities. Our emphasis on healthy competition, sportsmanship and fair play become especially relevant at this level as students become more involved in team sports outside of school. For students of all ages, the focus remains on having fun. The ultimate goal is for every child to understand the importance of physical fitness and to develop a lifetime enjoyment of healthy physical activity.

- Children in the Toddler and Primary classrooms have daily opportunities to develop their gross motor skills either on the beautiful outdoor playground or in our spectacular Indoor Play Space.
- Our kindergarten through middle school students attend regular classes in the Gymnasium.

## SPANISH

The study of a second language expands a child’s perspective, fuels their curiosity about the larger world, and enhances the development and refinement of reading and writing.

- We ignite children's natural curiosity by providing their first experience with the Spanish language at the Toddler and Primary levels (ages 15 month-age 6). Through an engaging mix of traditional songs, movement games and craft projects, our toddler and primary students begin building a strong foundation in Spanish during this highly absorbent period—and are eager to expand upon it in their elementary years.
- In the Elementary and Middle School programs, we prepare students to participate in our multilingual, interdependent global community. Our instruction emphasizes practical communication skills in contemporary Spanish at all levels. By Middle School, students advance their Spanish reading comprehension and written proficiency by using a variety of textbooks, audio materials, and online activities in class. They also explore the cultures and history of the Spanish-speaking world with age-appropriate traditional games, cooking, and art projects.

## TECHNOLOGY

Technology plays an integral role in preparing our students to be 21st century learners. The dLab is inspired by NuVu Studio, MIT Media Lab, and Stanford d.school. It is a collaborative space hosting tech classes for students grades 2-8, and provides opportunities for teacher professional development and student extension activities. The dLab and its staff are resources for project-based learning in Riverbend classrooms. dLab-based projects encourage an entrepreneurial, passion-based approach to learning via creativity and the iterative process. Work is hands-on, active learning through STEM-rich topics like robotics, coding and programming, graphic design, digital media, stop motion animation, design and prototyping. Projects encourage creativity, collaboration, metacognition, patience, independence and flexibility—skills that are the hallmark of an innovative Montessori education.

**LOWER ELEMENTARY**

Riverbend’s lower elementary students are encouraged to approach tech class as a hands-on experience using the various tools and applications available in the dLab.

- Using iPad design and video/image editing apps, art materials, block programming, robotics equipment, and other dLab resources, students work together to solve a problem posed in class.
- Regular conversation and reflection support the iterative and creative processes.

**UPPER ELEMENTARY**

Upper elementary students practice basic skills involved with the various tools and applications available in the dLab in a collaborative setting.

- Using iPad and web-based design and video/music/graphic editing apps, art materials, block programming, robotics equipment, and other design and fabrication tools, students tackle thematic, STEAM-based projects connected to the overarching question “What is innovation?”
- Regular, age-appropriate critiques and project reflections support the iterative process.

# Outcomes Beyond Riverbend School

“The greatest sign of success for a teacher... is to be able to say, ‘The children are now working as if I did not exist.’”

DR. MARIA MONTESSORI

All that has been acquired in the first three stages of development begins to blossom in young adults, as they become more attuned to their own inner needs, strengths, and challenges. As they mature, they begin to exercise higher moral conscience, to choose their own paths, and to discover their life’s vocation. They continue to take on greater responsibility for their impact and contributions to the world.

A Riverbend Montessori education prepares our graduates to take charge of their own learning, and instills in them an understanding that we continually learn and grow – not just in school, but in every area of life. The experiences they have here offer children a spectacular toolkit that our graduates put to use in high school, college, and throughout their lives – an attitude of open curiosity, a sense of meaning and purpose in learning, and a work ethic that allows them to dream big and achieve whatever they set out to accomplish – truly putting Montessori in Motion!



**RIVERBEND**  
**SCHOOL**

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