



## Curriculum Overview – Upper Elementary

### Ages 9 – 12 years

This overview outlines the rich Montessori curriculum that is presented during this three year learning cycle. Students advance according to their developmental readiness, which is the premise of the Montessori philosophy including quality and level of work completed. Gifted students thrive in our Montessori classrooms where accelerated learning is encouraged. Teachers utilize a multi-sensory approach, which addresses all learning styles and creates the optimal learning environment. Montessori offers a unique learning environment and specialized materials for students to accomplish these goals. The exit requirements are mastery of these concepts.

#### Life Skills

- Respect
- Responsibility
- Perseverance
- Caring

#### Language Grammar

- Advanced Study of the Function of Words: Special types of nouns, adjectives, pronouns, verbs, adverbs, etc. (i.e. concrete/abstract nouns, appositives, possessive pronouns, transitive/intransitive verbs, prepositional phrases as adverbs etc.)
- Clauses and Sentence Study: Sentence Analysis, sentence structure, types of sentences, types of clauses
- Verbs: tenses, cases, moods, conjugations, subject/verb agreement
- Spelling: patterns, rules and exceptions
- Word Study Skills: root words, prefixes, suffixes, etymologies, antonyms, synonyms, homophones
- Punctuation: capitalization, abbreviations, commas, quotations, end punctuation

#### Reading

- Story Elements: plot, characterization, setting, theme, point of view, dialog, purpose
- Literary Genres: Novels, Short Stories, Nonfiction-biographies, autobiographies, diaries, Fiction-historical fiction, realistic fiction, fantasy fiction, Fairy Tales, Folktales, Legends, Myths, Fables, Drama, Poetry
- Reading Comprehension: Finding Facts, Main Idea, Sequencing, Drawing Conclusions, Inferencing, Following Directions, Summarizing
- Logic
- Vocabulary Building and Usage

#### Writing

- Outline Skills for Informational Writing
- Quality Paragraph Construction: topic sentence, supporting detail sentences, transition words, concluding sentence, unified theme
- Organization of Writing: Story Planning, Plot sketches
- The Writing Process: Brainstorming, Prewriting, Drafting, Revising, Proofreading/Editing, Publishing, Presenting
- Developing Story Elements: characterization, plot, setting, dialog, conflict, resolution, point of view, mood
- Writing for a Variety of Purposes: descriptive, narrative, informative, persuasive, share ideas
- Writing in a variety of Formats: stories, letters, reports, journals, book reviews, essays, speeches

## Mathematics/Geometry

- Understand numbers, representation of numbers, relationships among numbers and number systems
- Understand meanings of operations and relationship to one another
- Compute fluently and make reasonable estimates
- Understand patterns, relations, and functions
- Represent and analyze mathematical situations and structures using algebraic symbols
- Use mathematical models to represent and understand quantitative relationships
- Analyze change in various contexts
- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems
- Apply transformations and use symmetry to analyze mathematical situations
- Use visualization, spatial reasoning, and geometric modeling to solve problems
- Understand measurable attributes of objects and the units, systems, and processes of measurement
- Apply appropriate techniques, tools, and formulas to determine measurements
- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
- Select and use appropriate statistical methods to analyze data
- Develop and evaluate inferences and predictions that are based on data
- Understand and apply basic concepts of probability
- Develop problem solving strategies
- Use reasoning and methods of proof
- Organize and consolidate mathematical thinking through communication

## History/Cultural Studies/Geography

- Identify U.S. state capitals, major cities, climate and vegetation, regional characteristics, explorers, Spanish, French and Dutch colonies, American Revolution
- Identify three grand divisions of Tennessee, major landforms
- Understand civic responsibilities; types of government: local, county; state and U.S. history/government systems; Declaration of Independence, economics, economic development of colonies and taxation
- Study ancient cultures
- Conduct independent research
- Understand physical and political maps, special purpose maps (i.e. population), world time zones, dateline, climate zones, bodies of water, landforms

## Life Science/Physical Science/Earth Science/Health

### Understanding:

- The scientific method
- Cell structure/processes
- Genetics
- Timeline of life
- Classification of organisms
- Organism adaptations/cycles
- Communities/systems
- Physical and chemical properties
- Static electricity, magnets
- Energy pathways
- Heat production, transfer, uses
- Matter, motion, machines
- Weather and climate
- Earth's cycles and changing surface
- Rock types and formation
- Earth minerals and soils
- Earth in space (a study of the solar system)
- Solar radiation
- Body systems/functions
- Global health
- Nutrition

## Art

### Art History and Appreciation – 1<sup>st</sup> Cycle

- The Renaissance, Baroque, Romanticism, and Realism, 1400-1800
- Techniques and media: tondo, fresco, acrylic painting, watercolors, linear perspective, size change, vertical location, overlapping, and chiaroscuro
- Special Project – Students will create their own hand puppet with paper Mache, paint and fabric. They will form teams to write, direct, and produce a puppet show, which will be presented to Primary and LE students.

### Art History and Appreciation – 2<sup>nd</sup> Cycle

- Impressionism, Pointillism, Fauvism, Cubism, Surrealism, Abstract Expressionism
- Technique and media: acrylic painting, oil and chalk pastels, pen and ink, markers, collage, mixed media, water color pencils, charcoal, paper Mache
- Special Project – Students will create a drawing to translate into a linoleum block carving to print. Each student will make copies for each member of their class to be bound into a book.

## Music

- Sing alone and with others a varied repertoire of songs from American folk to Broadway; jazz standards to pop hits; as well as songs from other cultures.
- Play melodic and rhythmic instruments alone and with others
- Learn to recognize and reproduce rhythmic and melodic patterns
- Learn to play basic songs on the piano
- Improvise on melodic and rhythmic instruments
- Compose and arrange songs and instrumental pieces
- Read and write music notation using whole, 1/2, 1/4, 1/8, 1/16 notes and rests, dotted notes and rests, treble and bass clefs, time signature, key signature, and form signs i.e. coda, 1st and 2nd endings, etc.
- Identify music of differing styles, periods, and cultures
- Learn basics of modern music recording
- Learn to describe music using appropriate terminology in regards to dynamics, tempo, articulation, syncopation, and alternate forms
- Study the lives of prominent music figures
- Learn how music is used in daily life and how it relates to other subjects
- Play in an ensemble:
  - Band: flute, clarinet, trumpet, saxophone, and drums
  - String Ensemble: violin, viola, and cello
  - Chorus: voice