# A Skeletal Outline of the Montessori Lower Elementary Curriculum

This is an impressionistic aid for parents, not a literal scope and sequence!

<table>
<thead>
<tr>
<th>CMS Curriculum</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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</thead>
</table>
| **Math**       | • Concept & process in operations of + and –  
• Skip counting: sequence of numbers  
• Introductions to fractions  
• Coin values/recognition  
• Word problems  
• Simple graphing  
• Time  
• Place value to thousands  
• Memorization of + facts  
• Measurement: length  
• Critical thinking | • Concept & process in operations of – and x  
• Skip counting: powers of numbers; memorization  
• +/- of like fractions  
• Addition of coins; making change  
• Word problems  
• Venn diagrams  
• Time  
• Graphs  
• Equivalence of fractions  
• Place value to millions  
• Memorization of – facts  
• Measurement: length, weight, temperature  
• Critical thinking | • Concept & process in operations of x and ÷  
• Multiples and factors  
• +/- of like fractions  
• Pre-algebra: parentheses etc.  
• Mixed word problems  
• Graphs  
• Place value to billions  
• Memorization of x and ÷ facts  
• Measurement: length, weight, temperature, volume  
• Critical thinking  
• Money work: coins, bills, word problems, making change |
| **Geometry**   | • Basic concepts: point, line, surface and solid  
• Names of geometric solids  
• Study of lines: parts of lines; positions of one straight line; relations of two straight lines  
• Complex geometric shapes; quadrilaterals, polygons, triangles  | • Study of angles: whole, straight, right, acute, obtuse; convex/reflex angels; angles formed by a transversal  
• Names of plane figures, including triangles & polygons  
• Using constructive triangles to create various quadrilaterals and triangles  
• Study of triangles: sides, angles  
• Uses geometry sticks to create various triangles and quadrilaterals | • Detailed study of triangles  
• Study of quadrilaterals (parallelogram, trapezoid, rhombus, rectangle, square)  
• Study of polygons (pentagon through decagon)  
• Similarity, congruence, and equivalence  
• Measurement: area, perimeter  
• Study of angles: angles formed by a transversal |
| **Language**   | • Word study: classifying, compound words, alpha order  
• Mechanics: periods and capitals  
• Phonics: short and long vowels, consonant digraphs  
• Poetry and dramatic recitals  
• Print handwriting  
• The history of writing  
• Spelling tests  
• Journal writing  
• Creative writing: beginning, middle, end, sentence expansion, outlines  
• Reading groups: leveled by ability  
• Public speaking  | • Word study: synonyms, suffixes, prefixes, antonyms  
• Mechanics: periods, quotations marks, commas  
• Phonics: blends, vowel digraphs; spelling tests  
• Poetry and dramatic recitals  
• Cursive handwriting begins  
• Spelling tests  
• Journal writing  
• Creative writing: beginning, middle, end, outlines  
• Reading groups: leveled by ability  
• Public speaking  | • Word study: homophones, homonyms, homographs, guide words  
• Mechanics: apostrophes for contraction and possession  
• Poetry and dramatic recitals  
• Cursive handwriting  
• Spelling tests  
• Journal writing  
• Creative writing: paragraphing, Informative, persuasive, narrative, outlines, editing  
• Literature groups: leveled by ability  
• Public speaking  
• Phonics |
| **Grammar**    | • The function of the “noun family”: article, adjective, noun  
• The function of the verb  
• Introduction to sentence structure: “asking” vs. “telling” sentences; concept of a sentence as a complete thought  | • Function of prepositions  
• Function of adverbs  
• Function of conjunctions  
• Function of pronouns  
• Function of interjections  
• The four types of sentences: declarative, imperative, interrogative, exclamatory  | • Study of style: analyzing simple texts for frequency of parts of speech  
• Sentence analysis: simple sentences with predicate, subject and object; indirect object, adverbial extensions |
| Zoology                  | Botany                              | History                                  | Geography                          | Physical Science          | Astronomy                          | Geology                          | Practical Life                      | Personal Development |
|-------------------------|----------|--------------------------------------|----------------------------------------|------------------------------|--------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------|
| • Parts of five classes of vertebrates: fish, amphibians, reptiles, birds, and mammals | • Parts of plants: seaweed, moss, ferns, pine trees, flowering plants, fungi | • Concepts of time: noticing changes in seasons, telling time | • History of maps; puzzle mapping; cardinal directions | • Work of water & wind (water cycle, erosion, etc.) | • Study of the solar system | • Layers & movements of the earth | • Food preparation | • Responsibilities of self: concentration, task completion, use of time, independence organization |
| • Classification of vertebrates & invertebrates | • Characteristics of and stories about plants | • Graphing child’s family ages | • Basic land & water forms | • Physics experiments: relating to the formation of the universe, gravity, inertia, volcanism, etc. | • Study of the solar system | • Composition of the earth | • Sewing activities | • Responsibilities to group: respect for rules, cooperation, contribution to the group, leadership skills |
| • Characteristics of and stories about animals | • Gardening | • Passage of years: making a personal timeline of child’s life | • Study of 2 continents per year based on biomes and needs of man | • Sun and earth | • Study of the solar system | • Layers & movements of the earth | • Animal care | • Responsibilities to environment: care of plants & pets, environment, cleaning, lunch preparation, keeping individual work space tidy |
| • Study of invertebrates | • Functions of the plant | • History of names of days of the week and months of year | • Study of atmosphere | • Work of water & wind | • Study of fundamental human needs of various cultures | • Composition of the earth | • Care of the environment | • Strengthening of responsibilities which began in 1st year |
| • Beginning research into animals | • Study of parts of the plant/leaf/root | • History of names of days of the year | • Study of hydrosphere | • Nature of the elements | • Roman numerals | • Composition of the earth | • Host/hostess duties | • Solidifying responsibilities which began in 1st year |
| • Body functions of animals: movement, protection, support | • Beginning research into plants | • The Gregorian calendar and BC/AD or CE/BCE timeline | • Study of 2 continents per year based on biomes and needs of man | • Physics experiments: relating to the formation of the universe | • The “long black line” (an impressionistic overview of earth history) | • Composition of the earth | • Escorting Primary children to classes | • Food preparation |
| • Taxonomy: classification of animals according to a 5 kingdom model | • Gardening | | • Study of atmosphere | • Work of water & wind | • The “Clock of the Eras” | • Food preparation | • Reading to Primary students | • Sewing activities |
| • Research and guided report writing | • Advanced botany nomenclature (e.g. types of leaf margins, types of fruits, etc.) | | • Study of hydrosphere | | • The Time Line of Life: detailed research into the Paleozoic, Mesozoic, Cenozoic and Neozoic Eras | • Animal care | • Escorting Primary children to classes | • Animal care |
| • Body functions of animals: nutrition, circulation | | | • Mapping skills: latitude & longitude, making maps | | | • Care of the environment | • Reading to Primary students | • Care of the environment |
| | | | • Research and guided report writing | | | • Composition of the earth | • Stock market game: simulated stock portfolios | • Host/hostess duties |
| | | | | | | | • Floating lab: marine science experiments on field trip | • Escorting Primary children to classes |
| | | | | | | | | • Reaching of students |

(continues on into 3rd year)