Elementary Curriculum Overview

	Lower Elementary
Developmental Characteristics	**6–9 year old:** Entering the Second Plane of Development The child develops the 'reasoning mind' and their imagination. Students are interested in morality and social justice. They explore the community, outside family and friends, and are socially-motivated.
Practical Life	**Developing skills**: manners, cooperation, time management, accountability, independence, leadership **Activities include**: community meetings, conflict resolution, cooking, sewing, knitting, classroom jobs, partner work
Language (*dependent on developmental stage and academic need)*	**Listening & speaking**: listening and engaging actively, communicating feelings and thoughts, speaking clearly through oral presentations **Reading & literature**: phonological awareness, decoding strategies, building reading fluency and comprehension, analyzing literature, creative writing, poetry, identify and classify word study correctly (antonyms, synonyms, compound words, etc) **Research & Writing**: use age-appropriate mechanics, evaluate own writing, learn to edit and proofread, demonstrate correct pencil grip, cursive writing practice, basic paragraph structure, resources for finding information (dictionary, reference material) **Grammar and sentence analysis**: learn and identify all nine parts of speech, understand functions of words, identify subject/predicate/direct object of sentences, word study
Mathematics *(dependent on developmental stage and academic need)*	**Quantity & Numbers**: Identify and form values 1-100 (and beyond), number sequencing, greater than/less than, odd/even, identify and understand place value (to the millions) **Squaring and Cubing** **Fractions**: Introduction to the concept of fractions, addition and subtraction of like-denominator fractions, equivalence, simplification of fractions, introduction to decimal fractions **Memorization Work**: Memorization, through repetition with hands-on material, of math facts in addition, subtraction, multiplication, and division, laws of arithmetic (commutative, associative, distributive) **Measurement**: Introduction to types of measurement, concepts, history, uses for measurement, graphing

Geometry *(dependent on developmental stage and academic need)*	Concepts of point/line/surface/solid, introduction to plane and solid geometry, shape nomenclature, creating patterns, shape attributes, exploring shape / size / symmetry / congruency of 2D and 3D shapes, the study of lines, angles, and triangles, beginning area work (end of third year)
Science ***Part of the Integrated Curriculum (sometimes known as the Cosmic Curriculum)*** (life science, physical & earth science)	Begin to conduct factual research (learning to ask questions) **Zoology**: taxonomy (classification of animals), external parts of animals, types of vertebrates and invertebrates, living/nonliving characteristics, life cycles **Botany**: first knowledge of plant kingdom, needs of plants (experiments), parts of the plant, types of leaves, roots, stems, flowers, fruits, and seeds, life cycles Scientific Method, introduction to chemistry (basic physical and chemical reactions), properties of matter, layers of the earth, space and solar system
Geography ***Part of the Integrated Curriculum (sometimes known as the Cosmic Curriculum)***	**Map skills**: identification of continents, countries, capitals, oceans, rivers, mountains, major land/water forms, cardinal directions, globe work (imaginary lines, equator, latitude, longitude), hemispheres **Biome**: characteristics of flora and fauna within biomes, types of biomes, needs of people within each biome Plate tectonics, the work of air and water
History ***Part of the Integrated Curriculum (sometimes known as the Cosmic Curriculum)***	Developing the concept of time (past, present, and future), graphing time, calendar work (days of the week, months of the year, decade / century / Millenium, seasons, year and its parts), world creation stories, BC/AD - BCE/CE timelines, Timeline of Life (begins with the Hadean through Neozoic and is typically integrated with science and geography studies), Fundamental Needs of Humans and the relationship to biomes and cultures, Clock of Eons (research and exploration of eras and eons), origins of holidays and celebrations, early humans introduction