

## The Geneva School of Manhattan CURRICULUM MATRIX 2019-2020

	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
<b>Grammar</b>		<i>Preparing to Build Grade 2 English (Rod and Staff)</i>	<i>Beginning Wisely Grade 3 English (Rod and Staff)</i>	<i>Building with Diligence Grade 4 English (Rod and Staff)</i>	<i>Following the Plan Grade 5 English (Rod and Staff)</i>	<i>Progressing With Courage 6 English (Rod and Staff)</i>	In-house material.	In-house material.	In-house material.
<b>Spelling &amp; Vocabulary</b>	<i>The American Language Series</i> , a phonics based reading program. Students are exposed to weekly classic texts from <i>Memoria Press' Read-aloud Program</i> .	<i>Spelling Workout, B</i>	<i>Spelling Workout, C</i>	<i>Spelling Workout, D and Vocabulary From Classical Roots, 4.</i>	<i>Spelling Workout, E and Vocabulary From Classical Roots, 5</i>	<i>Spelling Workout, F and Vocabulary From Classical Roots, 6</i>	<i>Spelling Workout, G and Vocabulary From Classical Roots, A</i>	<i>Spelling Workout H and Vocabulary From Classical Roots B</i>	<i>Vocabulary From Classical Roots C and D</i>
<b>Reading/ Literature</b>	Participate in six to eight Great Books reading groups in order to develop the tools and art of reading and thinking through reading. Read excellent works including the following titles: <i>Caps for Sale, Billy and Blaze, Stone Soup, The Little House, Miss Rumphius, Make Way for Ducklings.</i>	Participate in six to eight Great Books reading groups in order to develop the tools and art of reading and thinking through reading. Read classical works including the following titles: <i>The Velveteen Rabbit, Little House in the Big Woods, A Cricket in Times Square, Charlie and the Chocolate Factory, Charlotte's Web.</i>	Participate in six to eight Great Books reading groups to become prudent readers and begin to develop and run reading groups, become independent and thoughtful readers and apply this learning approach to other subjects and to life. Read classic works including the following titles: <i>Aesop's Fables, The Adventures of Pinocchio, The Lion, the Witch and the Wardrobe, Mary Poppins, The Snow Queen.</i>	Participate in six to eight Great Books reading groups to become prudent readers and to develop and run reading groups, become independent and thoughtful readers and apply this learning approach to other subjects and to all of life. Read classic works including the following titles: <i>The Jungle Book, Old Yeller, Alice's Adventures in Wonderland, The Bronx Bow, The Princess and the Goblin.</i>	Student will read, examine, evaluate <i>The Wind and the Willows, The Hobbit, Tom Sawyer, The Witch of Blackbird Pond, and Johnny Tremain.</i>	Students will read, discuss, and evaluate <i>Call of the Wild, Treasure Island, A Christmas Carol, Old Man and the Sea, and Roll of Thunder; Hear my Cry</i> along with the study of short stories from a short story anthology.	Students will read, discuss, and evaluate <i>The Odyssey, Beowulf, Fahrenheit 451, and As You Like It</i> , along with short stories from a short story anthology.	Students will read, examine, and evaluate <i>Hamlet, The Last Days of Socrates, Animal Farm, Scarlet Pimpernel, and To Kill a Mockingbird</i> , along with short stories from a short story anthology.	
<b>Writing</b>	<i>Preview Writing with Ease</i> by Susan Wise Bauer	<i>Writing with Ease Level I</i> by Susan Wise Bauer	<i>Writing with Ease Level II</i> by Susan Wise Bauer	<i>Writing with Ease Level III</i> by Susan Wise Bauer	<i>Writing with Ease Level IV</i> by Susan Wise Bauer	<i>Writing with Skill Level I</i> by Susan Wise Bauer	The Elements and Principles of Design as they apply to poetry, fiction, and non-fiction writing.	The Elements and Principles of Design as students deepen their poetry, fiction, and non-fiction writing skills.	The Elements and Principles of Design with a special focus on revising writing. Students will write and present Eighth Grade thesis at the annual <i>Cicero's Podium</i> .
<b>French / Latin</b>	French: accent, pronunciation, vocabulary	French: <i>Alex et Zoé et Compagnie</i> by CLE International				Latin: <i>Latina Christiana</i> (Fourth Grade), <i>Jenney's First Year Latin (Fifth-Eighth Grade)</i> , Selections in <i>Julius Caesar</i> (Eighth Grade)			
<b>Logic</b>	Great Books Shared Inquiry Groups (K-8) serve to advance reading and critical thinking across subject lines.						Introduction to Logic: The students will learn the nature and limits of reasoning, informal fallacies and debate.	Logic I: Students will learn Formal Logic and Oxford Union Debate	Logic II: Public Speaking, Lectures and Thesis: Students will apply tools of learning and content knowledge from all classes to give speeches, lectures and a Thesis.
<b>Math</b>	<i>Singapore Math Earlybird Standards Edition</i>	<i>Singapore Math Primary Math Standards Edition Level 1A and 1B</i>	<i>Singapore Math Primary Math Standards Edition Level 2A and 2B</i>	<i>Singapore Math Primary Math Standards Edition Level 3A and 3B</i>	<i>Singapore Math Primary Math Standards Edition Level 4A and 4B</i>	<i>Singapore Math: Primary Math Standards Edition Level 5A and 5B</i>	<i>Singapore Math: Primary Math Standards Edition Level 6A and 6B</i>	<i>Algebra 1A (Intermediate) Algebra 1A and 1B (Advanced)</i>	<i>Algebra 1B (Intermediate) Geometry</i>
<b>Science</b>	1. Light and Sound 2. States of Matter/Materials 3. Animals/Habitats	Cycle 1: Energy and Heat, Properties of Matter/Mixtures and Solutions, and Organization of Living Things/Body Systems Cycle 2: Forces and Motion, Solar System/The Universe, and Plants and Ecosystems (taught in two year cycle)	Cycle 1: Energy and Heat, Properties of Matter/Mixtures and Solutions, and Organization of Living Things/Body Systems Cycle 2: Forces and Motion, Solar System/The Universe, and Plants and Ecosystems (taught in two year cycle)	1. Light and Sound 2. Lithosphere, Hydrosphere, & Atmosphere 3. Variation and Classification/Life Cycles	1. Electricity and Magnetism 2. Changing Matter/Elements & Compounds 3. Cell Biology	Biology: Study of cells; Chemistry: Elements and compounds and changing matters; Physical and Earth Science taught in three year cycle.	<i>Prentice Hall Life Science</i> , emphasizing lab-based, hands-on, experiential learning.	<i>Prentice Hall Earth Science</i> , providing lab-based, hands-on, experiential learning.	<i>Prentice Hall Physical Science</i> , providing lab-based, hands-on, experiential learning.
<b>History &amp; Geography</b>	American History through National Holiday study. Geography of school neighborhood and city. Locate continents and oceans on map and globe.	Early American History and New York State History. Geography of New York City and New York State. Locate and label continents, oceans on map and globe.	<i>Ancient Times: The Story of the World Volume 1</i> ; From Origins to the Roman Empire. Identify and value factual information and create reading journals. Memorize timeline dates. Map concepts.	<i>The Middle Ages: The Story of the World, Volume 2</i> ; From the Roman Empire to the Reformation. Participate in History reading and inquiry groups and develop the skill and tools to discern facts and begin to interpret facts through debates, student lessons and projects. Complete memory work in Geography and Timeline for Third Grade. Geographical terrain.	<i>Early Modern Times: The Story of the World, Volume 3</i> ; From the Reformation to the Mexican Revolution. Develop the skill of interpreting history through lessons, readings, reading groups, debate, and projects. Complete memory work in Geography and Timeline for Fourth Grade. Geographical terrain.	<i>United States History I: From Colonial Times to the American Civil War</i> . Learn the geography and culture of the period through maps, poems, music, and art from the period. Conduct reading groups and inquiries into major themes of the time period and memorize key dates from Timeline. U.S. states, U.S. geographical features.	<i>United States History II: From the American Civil War to the Second World War</i> . Complete Geography and Timeline memory work for Sixth Grade, the major events of modern American history with an emphasis on the First and Second World Wars.	Western Civilization I focuses on Greek and Roman civilizations. Learn to read and evaluate sources such as Homer, Herodotus, Plato, Aristotle, Cicero, and Augustine. Read historical works such as Plutarch and Marcus Aurelius.	<i>Western Civilization II: From the High Middle Ages to the Second World War</i> . Read several great books such as <i>Once There was a War, The Heart of Darkness</i> , and occasionally <i>Frankenstein</i> to develop ability to think about history and literature and to aid in the development of the moral imagination within each student. Review World Geography Cycles.
<b>Bible</b>	Daily Bible reading and discussion, including weekly scripture memorization, and Assembly.	Genesis. Weekly scripture memorization and Assembly.	<i>Exodus through Joshua</i> (Veritas Press). Weekly scripture memorization and Assembly.	<i>Judges through Kings</i> (Veritas Press). Weekly scripture memorization and Assembly.	Old Testament Survey with an emphasis on how the Old Testament points toward Jesus Christ. Weekly scripture memorization and Assembly.	<i>Continued New Testament study, covering Acts to Revelation</i> (Veritas Press). Weekly scripture memorization and Assembly	Develop a deeper understanding of the person of Christ (his life, message, authority, etc) and recognize His saving work in the world. Weekly scripture memorization and Assembly.	Students learn to explain and defend a biblical view of the person and work of Christ, and how to integrate that into belief and practice. They read and discuss <i>The Case for Christ, The Horse and His Boy</i> , the Gospel of John, and the book of Acts. Weekly scripture memorization and Assembly.	Learn to analyze and be able to articulate the gospel using scripture. Delve deeply into faith questions, explore their own identity in Christ, and study Paul's Letter to the Ephesians. Weekly scripture memorization and Assembly.
<b>Music</b>	Compare music through various dichotomies, experience music through physical action, listening examples, and written notation; learn to match pitch with voice and keep a steady beat.	Begin to read rhythmic and melodic elements through the means of rhythm names and solfa syllables. Notate music on the 5-line staff. Create their own musical compositions.	More complex rhythmic and melodic elements. Second Grade students also learn about the musical staff, which allows them to become much more proficient with written notation of music.	More complicated syncopated rhythmic elements and explore the extended pentatonic scale. Work extensively on sight reading, sight singing, and notating music.	More complex dotted rhythmic elements and explore the application of half notes in music. Work extensively on sight reading, sight singing, and notating music.	Explore music theory through basic chord progression and harmonic function. Discover and explore music of major composers of the Baroque Era.	Discover and explore music of major composers of the Classical Era.	Discover music of major composers of the Roman Era. Use recording software and sound boards to lay tracks and record classic and original tunes.	Discover and explore music of America from 1800s-present. Use recording software and sound boards to lay tracks and record classic and original tunes.
<b>Visual Arts</b>	Create art while learning elements of art history and art appreciation through carefully designed projects for each grade level, incorporating various mediums, techniques, and exposure to a range of artists and styles.						Students complete projects designed to expand knowledge of materials and enhance problem solving skills. Using these projects, they learn how the elements and principles of design are incorporated into visual media and what building blocks are needed to help develop their artistic voices.		
<b>Physical Education</b>	Demonstration and development of locomotor skills and non-locomotor skills. Continued emphasis on good sportsmanship.	Development of locomotor and non-locomotor skills; understanding of rules and basic skills of elementary games.	Understanding basic skills of seasonal sports. Playing lead-up games to prepare training in seasonal sports.	Continued understanding of basic skills of seasonal sports. Playing lead-up games to prepare training in seasonal sports.	Specialized locomotor, non-locomotor, and manipulative skills. Study of rules and terminology of various sports.	Focused training in skills, rules, and strategy of key sports (basketball, football, ultimate frisbee, soccer, volleyball, baseball, and badminton).	Focused training in skills, rules, and strategy of key sports (basketball, soccer, volleyball, baseball, and badminton).	Focused training in skills, rules, and strategy of key sports (basketball, soccer, volleyball, baseball, and badminton).	Focused training in skills, rules, and strategy of key sports (basketball, soccer, volleyball, baseball, and badminton).