

Montessori Curriculum- Scope and Sequence Guide





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Anchorage Montessori School Overview



Mission Statement

Anchorage Montessori School is dedicated to providing a holistic education that empowers children to approach learning with a curious mindset through the values and principles of the Montessori philosophy. We respect the inherent dignity of each child, promoting independence and responsibility to themselves and the community so that together we may create a more peaceful world.

Our Vision:

A school community that is thriving, accessible and inclusive, which inspires students to be compassionate, empathetic leaders who view the world with a global perspective. At AMS we dream big for a better future for all.

Statement of Diversity and Inclusion:

Anchorage Montessori School's staff, students and community value the Montessori approach to diversity through cultural awareness, respect, and sensitivity. The Montessori philosophy promotes respect for all living things, while celebrating the uniqueness and differences including but not limited to; race, ethnicity, social-economic status, disability, language diversity, religious affiliation, sexual orientation and gender identity.

It is our fervent goal to ingrain students with respect, knowledge, and confidence so that they may go on to become globally compassionate and inclusive citizens who can face adversities peacefully.

Overview of Montessori Education

Dr. Maria Montessori's educational philosophy is based on the belief that children have a natural desire to learn and grow. She developed a system of education that provides children with the freedom and support they need to develop their full potential.

The prepared environment

A key component of Montessori education is the prepared environment. This is a carefully designed space that is filled with materials and activities that are appropriate for children's developmental needs. The prepared environment is designed to foster independence, concentration, and problem-solving skills.

The role of the teacher

The teacher in a Montessori classroom is a facilitator and guide. They do not lecture or regularly provide direct instruction to the class as a whole. Instead, they observe children and provide them with the materials and support they need to learn at their own pace.

The benefits of Montessori education

Montessori education has been shown to have many benefits for children. These benefits include:

- Increased independence and self-confidence
- Improved academic achievement
- Enhanced social and emotional development
- Increased creativity and problem-solving skills

The goal of Montessori Education is to create intrinsic motivation and a love of learning which will serve the children in the future; when they take their place as the leaders of our community, our country, and our world.





The Toddler program ranges from the age of 19 months to 3 years and is where most students begin their Montessori journey. Toddler staff provide compassion and comfort to the child as they adjust to their new community. The classroom is structured to allow for natural occurring social interaction and to feel like an extension of the home. Adults get down on the child's level to talk and use calm, simple language. Modeling of desired behaviors and language is of the utmost importance at this age rather than direct instruction.

The program approaches academic preparation in a hands-on format to provide the greatest benefits at this stage of development. Children progress cognitively as they manipulate materials, experiment with gravity and learn the basics of community expectations. Each classroom is equipped with materials that appeal to the child's senses and aid in the development of gross and fine motor skills. The exercises of practical life allow our youngest students to connect with their new space in a manner they recognize from home (such as sweeping the floor or washing dishes). Children begin learning how to clean up after themselves and develop a sense of order. The toddler environment is filled with language enriching activities such as stories, songs and materials that aid in the development of vocabulary. Teachers provide opportunities for the child to express themselves with this new vocabulary as well as build awareness of social norms through modeling behaviors in grace and courtesy. Food preparation activities can be found in the environment to aid in the development of motor skills, independence as well as expose children to new foods.

Toilet learning is another huge part of the toddler curriculum. Teachers are trained to look for the signs of readiness in the child and guide them through this new process in a way that is both positive and encouraging. With age-appropriate support, children are interactive participants in their toilet learning process and grow into the empowerment of listening to their bodies.

Toddler Level Standard Progression Overview

Key:

- Concept or skill introduced
- Concept or skill developing
- Concept or skill near proficient

	19-23 months	24-30 months	30-36 months
Social and Emotional Development			
Social Development	•	•	•
Emotional Development	•	•	•
Movement Development			
Small Motor Development	•	•	•
Large Motor Development	•	•	•
Sensorimotor Development			
Movement Skills	•	•	•
Cognitive Development	•	•	•
Practical Life and Arts			
Preliminary Exercises	•	•	•
Care of Self	•	•	•
Care of Environment	•	•	•
Food Preparation and Serving Skills	•	•	•
Art Skills	•	•	•
Spoken Language			
Language	•	•	•

"The greatness of the human personality begins at the hour of birth."

Dr. Maria Montessori | The Absorbent Mind

Social and Emotional Development

Sample Exercises	Direct and Indirect Aims	Observable Outcomes
<p><u>Social Development</u></p> <ul style="list-style-type: none"> • Separation from parents • Choosing activities • Works independently • Plays in parallel with others • Interacts with children and adults • Participates in group activities 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Growth of concentration</i> • <i>Establish social connections</i> • <i>Indirect preparation for academic learning</i> 	<ul style="list-style-type: none"> • <i>Easily and/or eagerly begins the school day</i> • <i>Attempts common tasks independently</i> • <i>Interacts with known adults and children</i>
<p><u>Emotional Development:</u></p> <ul style="list-style-type: none"> • <i>Allows self to be comforted</i> • <i>Expresses emotions in words</i> • <i>Allows redirection of aggressive behaviors</i> • <i>Shows empathy</i> • <i>Waits for a turn (delayed gratification)</i> • <i>Helps others with tasks</i> 	<ul style="list-style-type: none"> • <i>Development of the will</i> • <i>Social development</i> • <i>Build awareness of personal emotions</i> • <i>Indirect preparation for academic learning</i> 	<ul style="list-style-type: none"> • <i>Ability to regulate and/or redirect strong emotions</i> • <i>Follows regular social routines</i> • <i>Can identify and name common emotions</i>



Movement Development

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Small Motor Development</u></p> <ul style="list-style-type: none"> • Wrist control • Whole hand grasp • Pincer grasp 	<ul style="list-style-type: none"> • <i>Development of fine motor skills</i> • <i>Growth of concentration</i> • <i>Coordination of movement</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise</i> • <i>Ability to focus for more extended periods of time</i> • <i>Uses appropriate grip for specific tasks</i>
<p><u>Large Motor Development:</u></p> <ul style="list-style-type: none"> • Stairs and steps • Walking backwards • Running • Jumping and hopping • Balancing • Ride on toys • Climbing • Catching • Kicking • Digging • Push and pull toys • Hanging and swinging • Sliding • Spinning and rolling • Picking up large objects • Carrying heavy objects 	<ul style="list-style-type: none"> • <i>Development of gross motor skills</i> • <i>Growth of concentration</i> • <i>Coordination of movement</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise</i> • <i>Ability to focus for more extended periods of time</i> • <i>Independently undertakes a variety of physical challenges</i>

Sensorimotor Development		
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Movement Skills</u></p> <ul style="list-style-type: none"> • Vertical ring post • Horizontal ring post • Twisting materials • Hammering/pounding • Opening and closing • Squeezing activities • Precision placement • Building and stacking • Uses drawing/writing tools with control 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Growth of concentration</i> • <i>Coordination of movement</i> • <i>Specific activity preparation</i> • <i>Preparation of scientific thinking/experimentation</i> • <i>Indirect academic preparation</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise</i> • <i>Ability to focus for more extended periods of time</i> • <i>Independent completion of all or small portions of a task</i> • <i>Uses appropriate grip and motions to succeed in a task</i>
<p><u>Cognitive Development:</u></p> <ul style="list-style-type: none"> • Color differentiation & matching • Size differentiation • Sorting objects • Nesting objects • One to one correspondence • Posting and inserting • Sequence and daily schedule • Shape sorting/imbucare box • Single piece puzzles • Separate, multiple piece puzzles • Layer puzzles • Compound and jigsaw puzzles • Following 2 step directions • Following 3 step directions • Complete full cycle of activity • Mystery bag • Smelling and tasting experiences 	<ul style="list-style-type: none"> • <i>Control and coordination of movement</i> • <i>Development of the will</i> • <i>Build understanding of basic concepts of the world</i> • <i>Develop scientific thinking</i> • <i>Preparation for further academic work</i> • <i>Development and building awareness of the senses</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise</i> • <i>Able to complete basic puzzles, sorting, etc. activities independently</i> • <i>Follows simple directions</i> • <i>Classifies and sorts objects</i>

Practical Life and Arts

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Preliminary Exercises</u></p> <ul style="list-style-type: none"> • Pouring (wet and dry) • Transferring with tools • Moving furniture • Rolling and unrolling a mat 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Growth of concentration</i> • <i>Coordination of movement</i> • <i>Development of gross and fine motor skills</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise</i> • <i>Ability to focus for more extended periods of time</i> • <i>Able to transfer with intention a variety of materials with various tools</i>
<p><u>Care of Self:</u></p> <ul style="list-style-type: none"> • Dressing frame: button • Dressing frame: snap • Dressing frame: buckle • Dressing frame: zipper • Self-dressing: shoes and boots • Self-dressing: jacket • Self-dressing: pants and shirt • Nose blowing • Using the toilet • Using the sink • Hand washing (activity) 	<ul style="list-style-type: none"> • <i>Control and coordination of movement</i> • <i>Development of independence</i> • <i>Growth of self-confidence</i> • <i>Build awareness of personal needs</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise.</i> • <i>Can independently dress self</i> • <i>Attempts a variety of clothing fastener types</i> • <i>Cares for personal needs independently or with a simple reminder</i>
<p><u>Care of Environment:</u></p> <ul style="list-style-type: none"> • Mopping • Sweeping • Folding • Wiping up a spill • Dustpan and broom • Dusting • Window/mirror cleaning • Shoveling • Scrubbing and washing objects • Returning materials to shelf • Plant care • Flower arranging 	<ul style="list-style-type: none"> • <i>Control and coordination of movement</i> • <i>Development of independence</i> • <i>Social cohesion</i> • <i>Completion of a task</i> • <i>Care of personal spaces</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise.</i> • <i>Helps care for the environment</i> • <i>Cleans up messes</i> • <i>Uses a variety of common household tools successfully</i>

Practical Life and Arts (continued)

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Food Preparation and Serving Skills:</u></p> <ul style="list-style-type: none"> • Spreading • Chopping • Peeling • Juicing • Serving and scooping food • Setting the table • Dishwashing 	<ul style="list-style-type: none"> • <i>Control and coordination of movement</i> • <i>Development of independence</i> • <i>Growth of self-confidence</i> • <i>Social cohesion</i> • <i>Completion of more complex tasks</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise.</i> • <i>Able to prepare simple snacks independently</i> • <i>Prepares and cleans up dishes for eating</i>
<p><u>Art Skills:</u></p> <ul style="list-style-type: none"> • Drawing • Playdough and clay • Painting • Scissor use • Threading objects • Lacing and sewing • Gives representation to art work • Musical instruments • Tearing • Gluing and pasting • Peeling stickers 	<ul style="list-style-type: none"> • <i>Control and coordination of movement</i> • <i>Development of independence</i> • <i>Growth of self-confidence</i> • <i>Develop artistic skills and expression</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise.</i> • <i>Uses a variety of art tools with precision</i> • <i>Creates and gives expression to personal art work</i>



Spoken Language		
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Language Development</u></p> <ul style="list-style-type: none"> • Articulation • Use of sentences • Conversation • Asking questions • Identifying names of objects • Recalling word to songs/chants • Tells what happened in the past • Matches object to object • Matches object to picture • Matches picture to picture • Creates play stories • Identifies sounds in environment • Mimics tone and volume • Handling a book • Matching related objects • I spy (initial sounds) • Classified cards 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Building vocabulary</i> • <i>Creation of critical thinking skills</i> • <i>Classification and comparison of objects</i> • <i>Construct and refine communication skills</i> 	<ul style="list-style-type: none"> • <i>Clearly articulate thoughts and needs</i> • <i>Identifies and names a variety of common objects</i> • <i>Verbally classifies objects in some manner</i> • <i>Uses various words in the correct manner</i>

“He does it with his hands, by experience, first in play and then through work. The hands are the instruments of man's intelligence.”

Dr. Maria Montessori | The Absorbent Mind



The Primary Program is for children ages 3-6 years old. Having multi-age grouping allows students to build strong connections with their peers, encourages learning collaboration and allows older children to reinforce their knowledge by guiding younger students. Being a part of the classroom community is considered just as essential for the child's development as using the academically focused materials.

The classroom is filled with an assortment of Maria Montessori's didactic materials in addition to teacher prepared materials. Each work is crafted with attention to detail and has a specific learning purpose in mind. These materials intentionally increase in complexity while scaffolding new skills on those already mastered. This sequence allows for the child to confidently develop and refine skills while increasing their sense of order, coordination, concentration and independence. Starting with simple concepts and moving into abstraction as they progress, children experience and discover knowledge as opposed to just passively receiving it.

Children are provided with a multitude of hands-on materials in the following subject areas; Practical Life, Sensorial, Math, Language, and Cultural studies. They cover the core lessons in a self-paced way, and are then enabled and encouraged to delve deeper in their understanding and experience. Children are given the freedom to move within their environment; they choose what to work with, where to work and who they would like to work with. This freedom allows for natural social interactions to unfold, providing real learning opportunities then simply exposing children to scripted scenarios.

Primary Level Standard Progression Overview

Key:

- *Concept or skill introduced*
- *Concept or skill developing*
- *Concept or skill near proficient*

	3 years	4 years	5 years
Social and Emotional Development			
Social Development	•	•	•
Emotional Development	•	•	•
Sensorial			
Visual Sense	•	•	•
Touch Sense	•	•	•
Stereognostic Sense	•	•	•
Auditory Sense	•	•	•
Olfactory Sense	•	•	•
Gustatory Sense	•	•	•
Practical Life			
Preliminary Exercises	•	•	•
Control and Coordination of Movement	•	•	•
Care of the Environment	•	•	•
Care of Self	•	•	•
Food Preparation	•	•	•
Sewing Skills	•	•	•
Art Skills	•	•	•
Grace and Courtesy	•	•	•
Mathematics			
Numbers 1-10	•	•	•
Decimal System		•	•
Continuation of Counting		•	•
Memorization			•
Passage to Abstraction			•
Language			
Spoken Language	•	•	•
Visual Discrimination and Concept Development	•	•	•
Sound Awareness and Letter Association	•	•	•
Writing		•	•
Reading		•	•
Grammar and Function of Words			•
Word Study			•
Reading Analysis			•
Cultural			
Geography	•	•	•
Science and Nature	•	•	•
Peace Education	•	•	•

Social and Emotional Development

Sample Exercises	Direct and Indirect Aims	Observable Outcomes
<p><u>Social Development</u></p> <ul style="list-style-type: none"> • Responsible for personal space and belongings • Handles transitions successfully • Cleans up independently • Is aware of and follows norms/expectations • Uses basic manners 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Social awareness and cohesion</i> • <i>Indirect preparation for academic learning</i> 	<ul style="list-style-type: none"> • <i>Interacts cooperatively with peers and adults</i> • <i>Collaborates on projects</i> • <i>Follows routines independently and courteously</i> • <i>Accepting and inclusive of peers</i>
<p><u>Emotional Development:</u></p> <ul style="list-style-type: none"> • Shows confidence • Focuses on tasks • Tries new activities • Waits for turn easily • Helps others with tasks 	<ul style="list-style-type: none"> • <i>Development of the will</i> • <i>Social awareness</i> • <i>Build awareness of personal emotions</i> • <i>Indirect preparation for academic learning</i> 	<ul style="list-style-type: none"> • <i>Follows sequential instructions</i> • <i>Accepts redirection positively</i> • <i>Uses complete sentences to express wants/needs</i> • <i>Demonstrates two-way communication (listening and speaking)</i>



Sensorial		
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Visual Sense</u></p> <ul style="list-style-type: none"> • Cylinder blocks • Pink tower • Brown stair • Red rods • Binomial cube • Trinomial cube • Graded geometric figures • Color tablets (3 sets) • Constructive triangles (5 sets) • Knobless cylinders • Decanomial square • Geometry cabinet and cards • Leaf cabinet and cards 	<ul style="list-style-type: none"> • Honing of visual discrimination in a variety of contexts • Preparation for writing • Refinement of intentional movement, control and precision • Preparation for mathematics exercises and concepts • Additional sensorial experiences with different aspects of the world • Building descriptive vocabulary 	<ul style="list-style-type: none"> • Ability to sort objects based on a variety of visual qualities • Visible control and precision use of hands to move objects • Describes qualities of classroom materials
<p><u>Touch Sense</u></p> <ul style="list-style-type: none"> • Rough and smooth boards • Touch tablets • Fabric box • Thermic bottles • Thermic tablets • Baric tablets 	<ul style="list-style-type: none"> • Refinement of the sense of touch or tactile discrimination • Preparation for writing • Refinement of intentional movement, control and precision • Building descriptive vocabulary 	<ul style="list-style-type: none"> • Ability to discriminate between materials based on tactile qualities • Describes aspects of materials based on given language
<p><u>Stereognostic Sense</u></p> <ul style="list-style-type: none"> • Geometric solids and bases • Stereognostic bags • Mystery bag 	<ul style="list-style-type: none"> • Refinement of the Stereognostic sense • Building descriptive vocabulary • Preparation for mathematics, including geometry 	<ul style="list-style-type: none"> • Identifies or sorts differing objects using the Stereognostic sense • Names objects based on the given language
<p><u>Auditory Sense</u></p> <ul style="list-style-type: none"> • Sound cylinders • Bell material • Musical instruments 	<ul style="list-style-type: none"> • Refinement of the auditory sense • Building descriptive vocabulary • Preparation for mathematics, including geometry • Expand musical experiences 	<ul style="list-style-type: none"> • Differentiates different types of sounds and volumes • Uses the introduced vocabulary

Sensorial (continued)		
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Olfactory Sense</u></p> <ul style="list-style-type: none"> Smelling exercises 	<ul style="list-style-type: none"> Refinement of the olfactory sense Building descriptive vocabulary 	<ul style="list-style-type: none"> Uses the olfactory sense to differentiate between objects Uses the introduced vocabulary
<p><u>Gustatory Sense</u></p> <ul style="list-style-type: none"> Tasting exercises 	<ul style="list-style-type: none"> Refinement of the olfactory sense Building descriptive vocabulary 	<ul style="list-style-type: none"> Uses the gustatory sense to differentiate between objects Uses the introduced vocabulary

The little child's first movements were instinctive. Now, he acts consciously and voluntarily, and with this comes an awakening of his spirit.... Conscious will is a power which develops with use and activity. We must aim at cultivating the will.... Its development is a slow process that evolves through a continuous activity in relationship with the environment."

Dr. Maria Montessori | The Absorbent Mind

Practical Life

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Preliminary Exercises</u></p> <ul style="list-style-type: none"> • Rolling and unrolling a mat • Moving furniture • Carrying a tray • Carrying and using a pitcher • Pouring activities • Spooning and scooping • Squeezing activities • Threading objects • Folding cloths • Twisting or opening and closing • Wrist rotation activities 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Growth of concentration</i> • <i>Coordination of movement</i> • <i>Specific activity preparation</i> 	<ul style="list-style-type: none"> • <i>Movements become more confident and precise</i> • <i>Ability to focus for more extended periods of time</i> • <i>Independent completion of all or small portions of a task</i>
<p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Sculpture • Drawing • Sharpening pencils • Glue and paste • Cutting with scissors • Painting • Chalk 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Coordination of movement</i> • <i>Development of the aesthetic sense</i> • <i>Artistic expression</i> 	<ul style="list-style-type: none"> • <i>Ability to successfully use a variety of art mediums and tools</i> • <i>Creates unique artistic projects</i>
<p><u>Care of the Environment</u></p> <ul style="list-style-type: none"> • Wiping up a spill • Dustpan and brush • Sweeping • Mopping • Dusting • Table scrubbing • Washing windows, mirrors, etc. • Polishing glass • Polishing wood • Polishing metal • Caring for plants • Flower arranging • Dish washing 	<ul style="list-style-type: none"> • <i>Independence in care of the environment</i> • <i>Coordination of movement</i> • <i>Growth of social awareness</i> • <i>Development of concentration</i> • <i>Preparation of preliminary skills for sensorial, math and language activities</i> 	<ul style="list-style-type: none"> • <i>Awareness of the needs of the community and space</i> • <i>Controlled and refine movements when completing tasks</i> • <i>Independent care of community space</i> • <i>Confidence in personal abilities</i>

Practical Life (continued)

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Care of Self</u></p> <ul style="list-style-type: none"> • Dressing frame: snap • Dressing frame: button • Dressing frame: zipper • Dressing frame: buckle • Dressing frame: Lacing • Dressing frame: Bow tying • Nose blowing • Using the sink • Hand washing (activity) • Shoe and boot cleaning 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Coordination of movement</i> • <i>Development of concentration</i> 	<ul style="list-style-type: none"> • <i>Confidence in personal abilities</i> • <i>Independent care of personal needs</i> • <i>Able to dress self independently</i>
<p><u>Food Preparation</u></p> <ul style="list-style-type: none"> • Serving snack • Setting the table • Scrubbing foods • Chopping • Spreading • Peeling • Baking • Juicing • Mixing and measuring • Cooking and baking • Grinding 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Building social cohesion</i> • <i>Coordination of movements</i> • <i>Sequencing</i> 	<ul style="list-style-type: none"> • <i>Movements are more intentional and controlled</i> • <i>Ability to prepare a variety of food</i> • <i>Follows an extended sequence of steps without help</i> • <i>Self of pride in ability to serve one self and others</i>
<p><u>Sewing Skills</u></p> <ul style="list-style-type: none"> • Lacing cards • Weaving • Knitting • Threading a needle • Tying knots • Running stitch • Plastic canvas • Sewing a button • Embroidery 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Coordination of movement</i> • <i>Sequencing</i> • <i>Development of the aesthetic sense</i> 	<ul style="list-style-type: none"> • <i>Demonstrates intentional and controlled movements to complete sewing tasks</i> • <i>Can complete basic sewing tasks independently</i> • <i>Creates unique designs and sewn creations</i>

Practical Life (continued)

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Grace and Courtesy</u></p> <ul style="list-style-type: none"> • Problem solving • Use of “please” & “thank you” • Interrupting or use “excuse me” • Walking around a mat • Sit and push in a chair • Stand in line • Cover a cough or sneeze • Observing • Apologize • Introducing yourself and friends • Sit in a group 	<ul style="list-style-type: none"> • Independent with grace and courtesy skills • Coordinated and controlled movement • Development of language • Care and creation of relationships • Social cohesion 	<ul style="list-style-type: none"> • Positive verbal interactions with adults and peers • Growing awareness of the needs of others • Demonstration of social norms and habits • Problem solving skills
<p><u>Control & Coordination of Movement</u></p> <ul style="list-style-type: none"> • Walking on the line • Silence game 	<ul style="list-style-type: none"> • Control and coordination of movement • Development of the will • Social development 	<ul style="list-style-type: none"> • Movements become more confident and precise • Growing awareness of the actions of others. • Ability to follow through on internal desires



Mathematics

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Numbers 1-10</u></p> <ul style="list-style-type: none"> • Number rods and cards • Sandpaper numerals • Spindle boxes • Cards and counters • Memory game of numbers • Zero activity • Short bead stair • Writing numbers 1-10 	<ul style="list-style-type: none"> • <i>Development of counting ability</i> • <i>Association of the names and symbols for numbers 1-10</i> • <i>Preparation for decimal system work</i> • <i>Introduction to writing numbers</i> • <i>Concept of zero</i> 	<ul style="list-style-type: none"> • <i>Can accurately count a series of objects</i> • <i>Correctly identifies number symbols 1-10</i> • <i>Practices writing basic numbers</i>
<p><u>Decimal system</u></p> <ul style="list-style-type: none"> • Golden beads hierarchy • Decimal cards • Category exchanging • 4 operations • Stamp game • Dot game 	<ul style="list-style-type: none"> • <i>Introduction to decimal system categories and hierarchies</i> • <i>Building mathematical language</i> • <i>Exposure to the four basic operations</i> • <i>Provide physical experiences of large numbers</i> • <i>Identify, read and eventually write numbers in to the 1000's</i> • <i>Introduce and practice the concept of exchanging between categories</i> 	<ul style="list-style-type: none"> • <i>Builds and reads numbers in to the 1000's</i> • <i>Performs basic math operations with physical materials</i> • <i>Explains the process of exchanging between categories (aka. carrying over)</i> • <i>Writes numbers and operation symbols in equations</i>
<p><u>Continuation of counting</u></p> <ul style="list-style-type: none"> • Teen beads and boards • Tens beads and boards • 100 board • Skip counting chains 	<ul style="list-style-type: none"> • <i>Association of the formal names and symbols for numbers 11-100 and beyond</i> • <i>Provide sensorial impression of teens and tens</i> • <i>Practice with linear counting</i> • <i>Provide impressions of the operations of cubing and squaring numbers</i> 	<ul style="list-style-type: none"> • <i>Uses formal names of numbers</i> • <i>Accurately counts physical materials by 1's</i> • <i>Identifies written numbers >10</i> • <i>Talks about cubes and squares of numbers</i>

Mathematics (continued)

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Memorization</u></p> <ul style="list-style-type: none"> • Addition snake game • Addition with bead bars • Addition strip board • Addition finger charts • Multiplication bead bars • Multiplication board • Multiplication finger charts • Subtraction snake game • Subtraction strip board • Subtraction finger charts • Division board • Division finger charts 	<ul style="list-style-type: none"> • Familiarizes the essential combinations for the four math operations • Builds recall for the memorization of key number combinations • Physically demonstrates the concepts of commutative law and essential combinations • Practice with the four basic math operations 	<ul style="list-style-type: none"> • Explains and executes the basic math operations • Records simple equations • Recites some basic equations from memory
<p><u>Passage to Abstraction</u></p> <ul style="list-style-type: none"> • Wooden Hierarchical material • Small bead frame • Fractions • Word problems • Clock 	<ul style="list-style-type: none"> • Review and reinforce the decimal system • Exposure to the concept and use of fractions • Introduces math in real life contexts • Develop clock reading skills 	<ul style="list-style-type: none"> • Executes and records large number operations • Names and writes basic fractions • Performs real world math problems either mentally or with objects • Reads and identifies basic time on digital or analog clocks



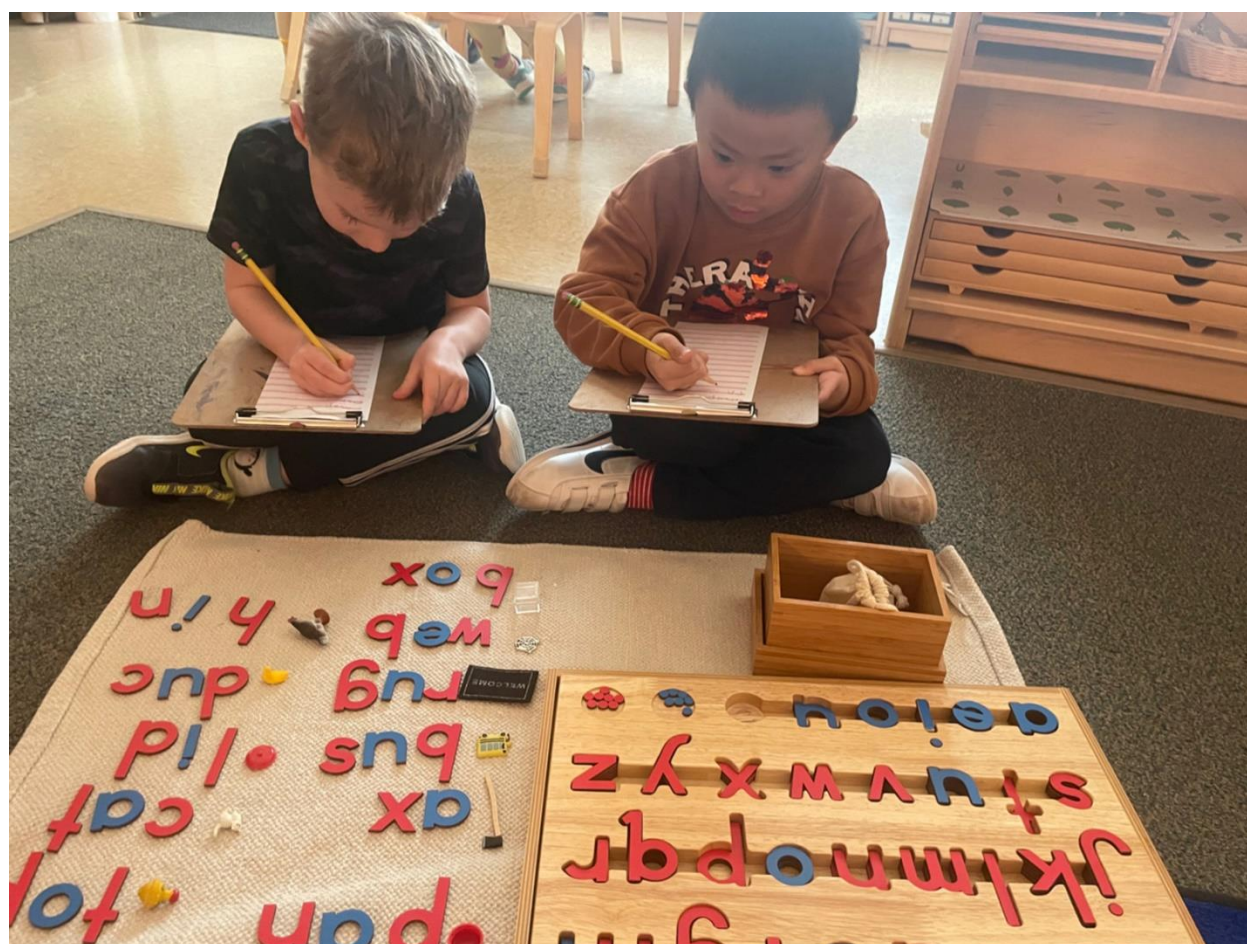
Language		
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> Phonemic awareness Objects in the environment Parts of an object/material Classified cards/objects Sensorial vocabulary Oral grammar games Storytelling Conversing Reading and using books Question/Description game Poems Songs Clapping and rhythm 	<ul style="list-style-type: none"> To build vocabulary Lay the foundation for all future language work Aid in the classification of the environment Introduce the words of positive, comparative and superlative qualities Build knowledge of the natural world and human cultures Foster relationships between individuals Preparation for creative writing and total reading Stimulate conversation and generation of ideas 	<ul style="list-style-type: none"> Uses precise and formal language for objects in the environment Identifies qualities of an objects Holds conversations and tells stories Enjoys books, poems and songs
<p><u>Visual Discrimination and Concept Development</u></p> <ul style="list-style-type: none"> Puzzles Matching activities Whole to parts Spatial relationships Patterning and sequencing What's missing Related objects Opposites Classification Letter mapping 	<ul style="list-style-type: none"> Refinement of differentiation skills Exposure to nuances of different qualities Preparation of reading and writing skills 	<ul style="list-style-type: none"> Easily completes basic puzzles Identifies and creates simple patterns Classifies objects, parts and relationships
<p><u>Sound Awareness and Letter Association</u></p> <ul style="list-style-type: none"> Sound games (beginning, ending and medial sounds) Sandpaper letters Short vowel work Phonograms/Diagrams Blends 	<ul style="list-style-type: none"> Verbal and auditory preparation for writing and reading Tactile experiences with letter formation Training the ear for dissemination of the phonemes within words Introduction of letter symbols 	<ul style="list-style-type: none"> Identifies beginning, ending and middle sounds of simple words Traces and names letters of the alphabet Breaks words down in to their separate sounds

Language (continued)

Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p>Writing</p> <ul style="list-style-type: none"> • Metal insets • Sandpaper letters • Sand tray • Moveable alphabet • Chalkboard • Tracing • Letter placement on a line • Writing on paper • Capital letters • Punctuation • Handwriting • Bookmaking 	<ul style="list-style-type: none"> • Exploration and analysis of written language • Production of written words • Proper use of writing utensils • Preparation for reading exercises • Strengthening of hand and finger muscles • Proper formation and placement of letters • Creative thinking 	<ul style="list-style-type: none"> • Production of written words with a variety of tools • Forms and places letters on a line • Communicates thoughts and ideas through writing • Manages writing utensils with precision and control
<p>Reading</p> <ul style="list-style-type: none"> • Phonetic objects, cards, books, etc. • Rhyming words • Words with phonograms/diagrams • Silent E • Research • Spelling • Dictionary use • Puzzle words • Labeling the environment • Language of the sensorial materials • 3 part cards • Cards with definitions 	<ul style="list-style-type: none"> • Build understanding and comprehensions of written words • Strengthen decoding skills and build confidence when reading words • Improve vocabulary • Introduce the eccentricities of the English language • Progression from reading single words to phrases then sentences 	<ul style="list-style-type: none"> • Uses sound blending to read words • Decodes words with common phonograms • Identifies simple sight/puzzle words with practice • Reads and labels objects around the classroom • Follows written commands with action • Correctly matches labels to pictures
<p>Grammar</p> <ul style="list-style-type: none"> • Symbols • Noun • Article • Adjective • Conjunction • Verb • Preposition • Adverb • Pronoun • Conjunction • Interjection 	<ul style="list-style-type: none"> • Give more opportunities for reading practice • Build understanding of the function and position of words in language • Strengthen vocabulary and speaking skills • Awareness of the different parts of speech • Practice logical thinking 	<ul style="list-style-type: none"> • Orders words in a logical manner • Identifies some of the different parts of speech • Demonstrates creative writing

Language (continued)

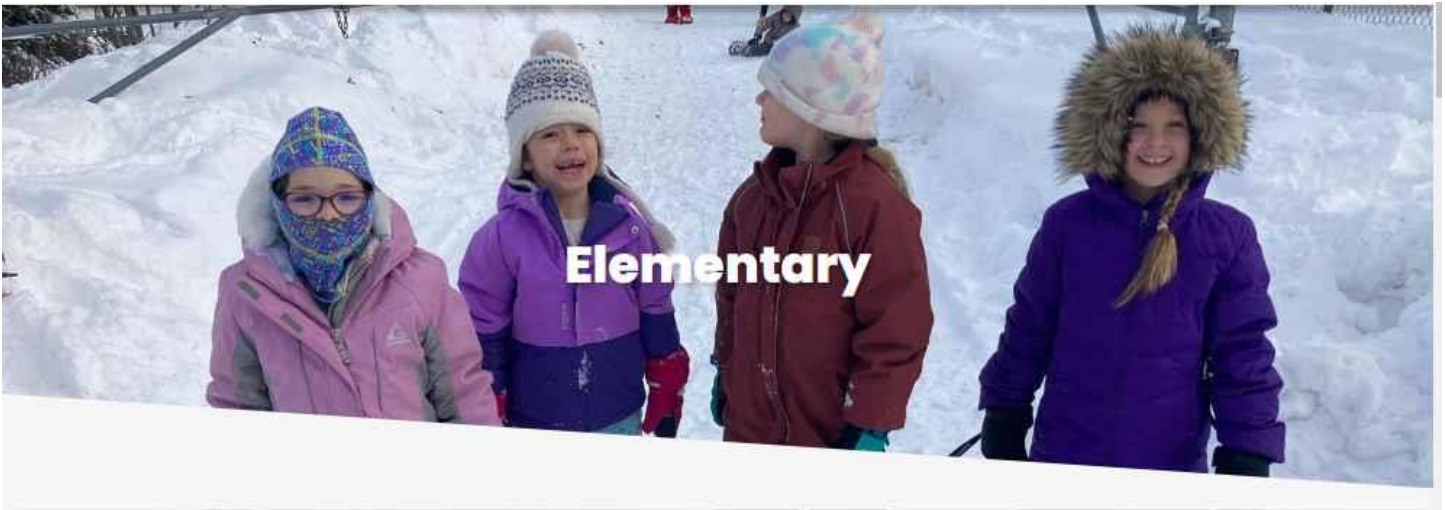
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p>Word Study</p> <ul style="list-style-type: none"> • Compound words • Adjectives • Singular/plural • Animal terminology • Antonyms • Synonyms • Homophones • Homographs • Suffixes • Prefixes • Contractions 	<ul style="list-style-type: none"> • <i>Enrich vocabulary</i> • <i>Exploration of the composition and uses of word forms</i> • <i>Preparation for the etymological study of words</i> • <i>Further reading skills and comprehension</i> 	<ul style="list-style-type: none"> • <i>Reading and understanding of words in grouping</i> • <i>Understanding that editing parts of a word changes its use or meaning</i>



Cultural		
Basic Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Geography</u></p> <ul style="list-style-type: none"> • Land and water forms and cards • Globes • Puzzle maps • Cultural folders • Flags 	<ul style="list-style-type: none"> • Enrichment of vocabulary • Exploration of cultures of the world • Spatial reasoning • Preparation for geography studies 	<ul style="list-style-type: none"> • Uses terminology for countries, continents, landforms, etc. • Completes jigsaw puzzles • Discusses different cultures around the world
<p><u>Science and Nature</u></p> <ul style="list-style-type: none"> • Living and non-living • Plants and animals • Vertebrates and Invertebrates • 5 classes of vertebrates • Magnetic and Non • Sink and float • Calendar 	<ul style="list-style-type: none"> • Enrichment of vocabulary • Build understanding of biological classifications • Concept and conduction of an experiment 	<ul style="list-style-type: none"> • Uses terminology for biological groupings • Conducts simple science experiments
<p><u>Peace Education</u></p> <ul style="list-style-type: none"> • Integrated within all areas of the classroom 	<ul style="list-style-type: none"> • Enrichment of vocabulary • Build positive personal relationships • Name and understand one's own emotions and feelings 	<ul style="list-style-type: none"> • Uses peaceful words to work on solving problems • Treats others and things with respect and care • Understands and empathizes with the needs of others

"The child has a different relation to his environment from ours... the child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear."

Maria Montessori | The Absorbent Mind



The Elementary program builds on the foundation created in the toddler and primary programs. As children move into the second plane of development, they have a good foundation of the concrete world and begin to move down the path of abstraction. While the Elementary classroom still offers many physical manipulatives (especially in the area of mathematics) children begin to mainly use them as a means of double checking their mental intuition.

Weekly class meetings are held during which problems can be addressed and discussed by all children. The regular check-ins help students learn how to solve problems with the support of the group as well as independently. This social development is a large part of the elementary community and greatly affects the child's academic learning. Because these older children are largely focused on their social role and building connections, many activities in the classroom are designed with the idea of group work in mind. This allows students to continue building personal skills (such as reading and handwriting) while engaging in developing social skills.

Elementary classrooms provide a rich and diverse environment for the students to continue their academic journey. The cosmic curriculum allows students an opportunity to explore the interconnectedness of all the subject areas, as well as the connection between their studies and real-life experiences. Students have opportunities to explore the math, geometry, language, science, cultural studies, art, music and geography shelves in the classrooms daily. Materials and supplies are kept within reach of the children so they may pursue big projects independently, with the teacher helping them to develop the skills needed to do so (such as the creation of a poster or the formatting of a written report).

Elementary Level Standard Progression Overview

- Key:**
- Concept or skill introduced
 - Concept or skill developing
 - Concept or skill near proficient

Note: At the elementary level most skills and areas are revisited in greater depth at the upper elementary years. The markings below are defined by looking at each 3-year age grouping. A change of competency between levels is not indicative of a drop in ability but rather symbolizes a changed level of expected proficiency and understanding.

	6 years	7 years	8 years	9 years	10 years	11 years
Social and Emotional Development						
Social Development	•	•	•	•	•	•
Emotional Development	•	•	•	•	•	•
Practical Life						
Leadership Skills	•	•	•	•	•	•
Time Management and Organization	•	•	•	•	•	•
Care of Community	•	•	•	•	•	•
Life Skills	•	•	•	•	•	•
Physical Education and Development	•	•	•	•	•	•
Cosmic Curriculum						
The Great Lessons	•	•	•	•	•	•
Geography	•	•	•	•	•	•
Cultural Studies	•	•	•	•	•	•
Earth Science	•	•	•	•	•	•
Integrated Art and Music	•	•	•	•	•	•
Math and Geometry						
Operations work	•	•	•	•	•	•
Fractions, Decimals & Percentages	•	•	•	•	•	•
Graphing	•	•	•	•	•	•
Measurement	•	•	•	•	•	•
Algebraic Concepts	•	•	•	•	•	•
Geometry	•	•	•	•	•	•
Language Arts						
Reading	•	•	•	•	•	•
Grammar	•	•	•	•	•	•
Writing	•	•	•	•	•	•
Handwriting	•	•	•	•	•	•
Oration and Oral Presentation	•	•	•	•	•	•
Living World						
Botany	•	•	•	•	•	•
Zoology	•	•	•	•	•	•
Microbiology				•	•	•

Social and Emotional Development

Sample Exercises	Direct and Indirect Aims	Observable Outcomes
<p><u>Social Development</u></p> <ul style="list-style-type: none"> • Social interaction conventions (“hello” “please” “thank you” etc.) • Respect and awareness of personal space and work • Cooperative collaboration and compromise with peers • Social conventions of grace and courtesy (wait in line, walking in room, etc.) • Daily responsibilities for well-being of the community 	<ul style="list-style-type: none"> • <i>Development of social independence</i> • <i>Creation of a caring, supportive classroom community</i> • <i>Build skills for collaborative work with a partner and small groups</i> 	<ul style="list-style-type: none"> • <i>Follows social conventions of interaction independently</i> • <i>Interacts cooperatively with peers</i> • <i>Participates in daily responsibilities of the class community</i>
<p><u>Emotional Development:</u></p> <ul style="list-style-type: none"> • <i>Managing frustration and conflict</i> • <i>Responsible for decisions and actions</i> • <i>Ability to remember and follow multi-step directions over time</i> • <i>Appropriate work choice with focus and effective use of time</i> • <i>Attention to detail and care of final products</i> • <i>Persist in the face of challenge and recognizes when help is needed</i> 	<ul style="list-style-type: none"> • <i>Development of the will</i> • <i>Successful undertaking of large and involved projects/research</i> • <i>Time management</i> • <i>Building focus</i> • <i>Refine ability to overcome challenges</i> 	<ul style="list-style-type: none"> • <i>Manages frustration and conflict with flexibility</i> • <i>Accept responsibility for decisions and actions</i> • <i>Use time efficiently in an organized and focused manner</i> • <i>Independently follows multi-step instructions</i> • <i>Seeks helps when needed</i>



Practical Life		
Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Leadership Skills</u></p> <ul style="list-style-type: none"> • Going out expeditions • Working with a partner and in small groups • Addressing a group and delegation of tasks 	<ul style="list-style-type: none"> • <i>Development of independence</i> • <i>Building life skills</i> • <i>Social connection</i> 	<ul style="list-style-type: none"> • <i>Ability to plan and successfully execute projects and small going outs</i> • <i>Helps delegate tasks and compromises during a project</i> • <i>Speaks up with personal contributions in a small group</i>
<p><u>Time Management and Organization:</u></p> <ul style="list-style-type: none"> • Classroom organization skills and systems • Undertaking and completing large projects • Reading and use of clocks 	<ul style="list-style-type: none"> • <i>Development of the will</i> • <i>Understanding of time management</i> • <i>Ability to use a clock</i> 	<ul style="list-style-type: none"> • <i>Ability to plan and successfully execute projects that span multiple days or weeks.</i> • <i>Awareness and planning based of how long a task may take</i> • <i>Collects and returns needed supplies</i>
<p><u>Care of Community:</u></p> <ul style="list-style-type: none"> • Classroom jobs • Problem solving • Group listening skills 	<ul style="list-style-type: none"> • <i>Build social relationships</i> • <i>Development of independence</i> • <i>Care of the environment</i> 	<ul style="list-style-type: none"> • <i>Participates in large group discussions successfully</i> • <i>Contributes to the maintenance and care of the classroom space</i>
<p><u>Life Skills:</u></p> <ul style="list-style-type: none"> • Being a focused worker • Emergency services and drills • Calendar skills • Basic computer skills 	<ul style="list-style-type: none"> • <i>Development of the will</i> • <i>Ability to use a calendar</i> • <i>Development of independence</i> • <i>Understanding academic uses of a computer</i> 	<ul style="list-style-type: none"> • <i>Applies self to activity without teacher reminders</i> • <i>Uses and interprets a calendar</i> • <i>Utilizes a computer or other available technology to complete projects and present to an audience</i>
<p><u>Physical Education and Development:</u></p> <ul style="list-style-type: none"> • Locomotor skills • Manipulative skills • Conditioning and coordination skills • Organized games 	<ul style="list-style-type: none"> • <i>Refinement of coordination</i> • <i>Social cohesion</i> • <i>Development of the will</i> • <i>Knowledge of basic rules and skills for sports/games</i> 	<ul style="list-style-type: none"> • <i>Knows the basic rules and structures of games/sports</i> • <i>Participates in a variety of physical challenges and exercises</i>

Cosmic Curriculum

Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>The Great Lessons</u></p> <ul style="list-style-type: none"> • Coming of the universe and earth • Coming of life • Coming of human beings • Communication in signs • The story of numbers 	<ul style="list-style-type: none"> • Introduction to cosmic education • Exposure to big ideas • Further research in to topics of interest • Provide basic framework of the world and humans 	<ul style="list-style-type: none"> • Demonstrates and explores interests in a variety of aspects of the surrounding world • Understands and interprets a time line
<p><u>Geography:</u></p> <ul style="list-style-type: none"> • Map skills • Physical and political maps • Sun and earth • Land and water forms • Biomes of the world • Flag studies • Continent studies 	<ul style="list-style-type: none"> • Understanding of the world and solar system • Introduction to physical and political divisions of the earth • Building knowledge of physical characteristics of the earth • Overview of flags as symbols of countries 	<ul style="list-style-type: none"> • Names the continents, some foreign countries and many of the 50 states • Identifies major land and water forms • Reads and uses different types of maps • Names and identifies flags from around the world
<p><u>Cultural Studies:</u></p> <ul style="list-style-type: none"> • Timelines • Fundamental needs of humans • History of writing • Interdependence of societies • Economic geography • Ancient world studies • Middle Ages studies • World history periods and civilizations 	<ul style="list-style-type: none"> • Understanding of the universal needs of humans • Introduction to different aspects of history • Exposure to different cultures • Overview of the history of writing • Introduction to famous persons 	<ul style="list-style-type: none"> • Identifies and gives examples of the fundamental needs of humans • Communicates basic understanding of early civilizations • Describes progression and history of writing • Studies historical figures from the past
<p><u>Earth Sciences:</u></p> <ul style="list-style-type: none"> • Introduction to and composition of matter • Properties of matter • States of matter • Physics studies • Simple machines • Atmosphere studies • Hydrosphere • Lithosphere • Force and motion • Light and sound • The scientific method 	<ul style="list-style-type: none"> • Understanding of the basics of matter • Use and execution of the scientific method • Awareness of basic scientific principles • Comprehension of the work and use of simple machines 	<ul style="list-style-type: none"> • Demonstrates understanding of the states of matter • Uses the scientific method to explore and answer questions • Researches and presents on aspects of the physical world

Cosmic Curriculum (continued)

Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Integrated Arts and Music:</u></p> <ul style="list-style-type: none">• 7 elements of art• Watercolor techniques• Cultural art projects• Artists studies• Weaving• Printmaking• Art exploration• Singing and listening skills• Use and reading of notes• Instruments• Music history• World music	<ul style="list-style-type: none">• <i>Development of personal art skills</i>• <i>Appreciation of artistic expression</i>• <i>Refinement of art tool use</i>• <i>Exposure to various music</i>• <i>Introduction to reading and use of music notes</i>• <i>Knowledge of art and music history</i>	<ul style="list-style-type: none">• <i>Ability to successfully use a variety of art tools and mediums to produce artistic pieces</i>• <i>Listens to and discusses various music</i>• <i>Discusses ideas of basic artists and art history</i>• <i>Plays simple instruments</i>



Math and Geometry

Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Operations Work</u></p> <ul style="list-style-type: none"> • Linear counting, squaring , cubing and square roots • Facts practices • Operations work (static and dynamic) • Story problems • Hierarchical material and bead material 	<ul style="list-style-type: none"> • Memorization of basic math facts in all four operations • Solving various operations with and without physical materials • Understanding of exchanging between categories • Knowledge of the base ten system 	<ul style="list-style-type: none"> • Solves whole number problems using materials and moving towards abstraction • Memorizes operations facts for numbers 0-10 • Solves simple word problems • Properly exchanges between categories in larger problems
<p><u>Fractions, Decimals and Percentages:</u></p> <ul style="list-style-type: none"> • Representation and writing of non-whole numbers • Operations with fractions • Simplifying fractions • Understanding decimal points and reading/naming • Operations with decimals • Converting decimals to fractions and percents 	<ul style="list-style-type: none"> • Introduction to non-whole numbers • Ability to name, read and write more complex numbers • Understanding of how to execute operations with fractions, decimal or percents 	<ul style="list-style-type: none"> • Demonstrates understanding, naming and equivalencies of basic fractions • Completes simple operations with fractions • Demonstrates understanding and naming of decimals • Completes simple operations with decimals
<p><u>Graphing:</u></p> <ul style="list-style-type: none"> • Reading and interpreting graphs • Bar graphs • Line graphs • Coordinate graphing • Pictographs 	<ul style="list-style-type: none"> • Ability to create various graph types • Building graph interpretation skills • Development of skill to use graphical representations for reports or presentations 	<ul style="list-style-type: none"> • Collects data and displays it in graphical format • Uses graphs in reports and presentations
<p><u>Practical Math:</u></p> <ul style="list-style-type: none"> • History of Math • Measurement • Time/Clock • Volume • Estimation • Money • Roman Numerals 	<ul style="list-style-type: none"> • Development of practical math skills • Exposure to math concepts in everyday settings • Exposure to the idea of estimation and logical answers in mathematics 	<ul style="list-style-type: none"> • Articulates understanding of calendars and time • Accurately read digital and analog clocks • Solves problems of measurement, time and volume

Math and Geometry (continued)

Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Algebraic Concepts:</u></p> <ul style="list-style-type: none"> • Prime numbers • Operations with integers • Associative and commutative properties of addition • Associative and commutative properties of multiplication • Factorization • Distributive properties • Solving multiple step equations • Ratio and rate 	<ul style="list-style-type: none"> • Exposure to basic algebraic concepts with concrete materials • Introduction to associative and commutative laws in math 	<ul style="list-style-type: none"> • Explains basic algebra concepts using physical manipulatives • Solves simple algebra equations with the help of materials • Solves complex algebraic problems that connect to real life examples
<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Triangle studies • Lines and angles • Polygons • Area and Perimeter • Volumes • Curved shapes • Equivalencies • Square and cubic roots 	<ul style="list-style-type: none"> • Introduction to the properties of triangles • Learning geometric language • Ability to solve basic geometric equations • Name and identify various geometric shapes 	<ul style="list-style-type: none"> • Recognizes and names solid and plane geometric shapes • Uses academic vocabulary to describe parts of a circle, lines, line segments and rays • Identifies types of angles • Can find area and perimeter • Can calculate volume

“Since it has been seen to be necessary to give so much to the child, let us give him a vision of the whole universe. The universe is an imposing reality, and an answer to all questions.”

Dr. Maria Montessori | To Educate the Human Potential

Language Arts		
Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p>Reading</p> <ul style="list-style-type: none"> Phonological awareness Alphabetic principles Non-fiction text features Fluency exercises Word study Comprehension exercises Story grammar Novel and book studies 	<ul style="list-style-type: none"> Strengthening of reading fluency and comprehension Building vocabulary Understanding of the parts of a story or text Create a love of reading 	<ul style="list-style-type: none"> Decodes words with sufficient fluency to support comprehension Identifies main ideas and supporting details in various texts Uses nonfiction text features Demonstrates key comprehension skills
<p>Grammar:</p> <ul style="list-style-type: none"> Articles Adjectives Nouns and pronouns Verb studies Adverbs Prepositions Interjections Conjunctions Grammar symbolization Sentence types Sentence analysis 	<ul style="list-style-type: none"> Naming and identifying different parts of speech Building vocabulary Introduction to the proper construction of sentences Expand beyond the use of simple sentences 	<ul style="list-style-type: none"> Recognizes, identifies and uses the parts of speech properly Sequences words for proper sentence formation Expands sentences in to more complex forms
<p>Writing:</p> <ul style="list-style-type: none"> Proper sentence writing Journal exercises Paragraph formation The writing process Graphic organizers Informative, opinion, persuasive, summary and narrative/creative writing Writing mechanics Spelling rules 	<ul style="list-style-type: none"> Practice and refinement of writing ability Knowledge of basic sentence and paragraph structure and use Usage of proper spelling Knowledge of different writing styles 	<ul style="list-style-type: none"> Writes complete sentences Appropriately uses punctuation marks and capitalization Composes and writes in a variety of genres Uses a variety of sentence structures and patterns Demonstrates a variety of spelling strategies for words
<p>Handwriting:</p> <ul style="list-style-type: none"> Formation of lower and upper case print letters Formation of lower and upper case cursive letters Connecting strokes 	<ul style="list-style-type: none"> Build refinement and control of the hand with writing utensils Use of proper letter formation and placement Ability to use both cursive and print formats 	<ul style="list-style-type: none"> Demonstrates proper formation of upper and lowercase letters Correctly places letters on a line Uses proper spacing between words

Language Arts (continued)

Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Oration and Oral Presentation:</u></p> <ul style="list-style-type: none">• Reading aloud• Reports• Speeches• Performing• Poetry	<ul style="list-style-type: none">• <i>Comfort with verbal expression</i>• <i>Ability to convey ideas</i>• <i>Awareness of rhythm, cadence, etc. of speaking</i>	<ul style="list-style-type: none">• <i>Gives spoken and multimedia presentations</i>• <i>Shares ideas within a large group</i>• <i>Smoothly reads poetry and book passages aloud</i>



Living World

Example Exercises or Materials	Direct and Indirect Aims	Observable Outcomes
<p><u>Botany</u></p> <ul style="list-style-type: none"> • Parts of plants • Needs of plants • Process of photosynthesis • Root studies • Stem studies • Leaf studies 	<ul style="list-style-type: none"> • Knowledge of common botany terms • Understanding the structure and life cycle of plants • Exposure to the natural world 	<ul style="list-style-type: none"> • Identifies and names the basic parts of plants scientifically • Classifies leaf shapes • Classifies root types • Describes and gives examples of different ecosystems
<p><u>Zoology:</u></p> <ul style="list-style-type: none"> • Classification of living and non-living • Vertebrates and invertebrates • 5 classes of vertebrate studies • Food chains and webs • Herbivore, carnivore, omnivore • Animal research • Life cycles • Ecosystem studies 	<ul style="list-style-type: none"> • Knowledge of common zoological terms • Understanding the different classes of living things and how to differentiate them • Exposure to the natural world 	<ul style="list-style-type: none"> • Explains the kingdoms of life and basic characteristics of each group • Classifies vertebrates and their basic characteristics • Classifies invertebrates and their basic characteristics • Use scientific vocabulary to describe food webs/chains
<p><u>Microbiology:</u></p> <ul style="list-style-type: none"> • Evolution of scientific theories • Exploration of evolution of science • Domain classification • Microscope use and impact on science 	<ul style="list-style-type: none"> • Knowledge of common microbiology terms • Understanding the structure and purpose of microbes • Exposure to the natural world • Knowledge of parts of a microscope and its use 	<ul style="list-style-type: none"> • Ability to make connections between different organisms • Independent use of a microscope for scientific studies • Demonstrate basic understanding of microbiological life • Classifies microbiological life in to appropriate domains, kingdoms and phyla • Explain different theories of classification due to microbiology influence



"The children of today will make all the discoveries of tomorrow. All the discoveries of mankind will be known to them and they will improve what has been done and make fresh discoveries. They must make all the improvements in houses, cities, communication, methods of production, etc. that are to be made. The future generation must not only know how to do what we can teach them, they must be able to go a step further."

Maria Montessori | The 1946 London Lectures



Portrait of an AMS graduate

Our overarching goal is supporting students to thrive in both school and life. Anchorage Montessori school actively fosters the development of skills that will empower students to be productive citizens of our global community in a way that reflects their own personal strengths.

An AMS graduate is:

❖ Responsible and organized

- They demonstrated care and interest in the larger community, honoring commitments and accepting the outcomes of their choices or actions. They regularly exercise the ability to focus on priorities while earning others trust and respect through their personal choices and behavior.

❖ Adaptable and open minded

- Graduates demonstrate versatility of thought and action, including responding productively to critical feedback and setbacks. They strive to negotiate and balance diverse views and beliefs to find workable solutions

❖ Self-disciplined and motivated

- They exhibit drive in achieving goals despite encountering difficulties and embrace the idea that trial and error is a part of finding success. Graduates accept that risk taking outside one's comfort zone is a crucial part of growth

❖ A creative and critical thinker

- They propose solutions while being mindful of the impact they have on both a personal and community scale. They work to refine their understanding through analyzing, assessing and reconstructing information. Graduates demonstrate the ability to invent or seek out new answers to solve problems with innovative ideas and solutions.

❖ A strong communicator

- Graduates share thoughts and ideas effectively using their skills for a range of purposes and audiences in order to inform, instruct, motivate, persuade and resolve conflicts. They listen effectively to decipher and understand another's thoughts, values, attitude and intentions.

❖ Empathetic and collaborative

- They demonstrate awareness, sensitivity, concern and respect to connect with others feelings, opinions, experiences and culture. They are able to recognize and relate to what others are thinking, feeling and experiencing in order to relate and assist with academic, social and emotional tasks.

❖ Comfortable in their own skin

- When leaving AMS we want to send forth students who are comfortable in their self-worth and abilities so they can contribute to their community in a fulfilling way. We want them to have a lifelong love of learning and possess the self-knowledge of their own strengths and interests.

"This is education, understood as a help to life; an education from birth, which feeds a peaceful revolution and unites all in a common aim, attracting them as to a single centre. Mothers, fathers, politicians: all must combine in their respect and help for this delicate work of formation, which the little child carries on in the depth of a profound psychological mystery, under the tutelage of an inner guide. This is the bright new hope for mankind."

Dr. Maria Montessori | The Absorbent Mind

