

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE PRACTICAL LIFE
	<p>Practical life exercises develop from the child’s interest in food and the child’s desire to imitate the actions they see the adult performing. Care of self activities foster independence. In addition all of these activities help the child refine his or her movements and hand-eye coordination. Children choose their own work, they have a goal, and they work at their own pace to complete the work. Over time, the steps involved in the tasks increase as does the child’s concentration.</p>
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Feeding self with spoon</i> ● <i>Drinking from a cup</i> ● <i>Fall asleep independently</i> ● <i>Setting up a floor mat or tabletop as a workspace</i> ● <i>Pull out or push in chair</i> ● <i>Sitting at a table</i> ● <i>Carrying a tray</i> ● <i>Setting the table</i> ● <i>Food preparation</i> ● <i>Using clothespins</i> ● <i>Pouring a drink</i> ● <i>Watering the plant</i> ● <i>Cleaning the leaves</i> ● <i>Dusting the table or shelf</i> ● <i>Hand washing at the sink</i> ● <i>Hair brushing</i> ● <i>Wiping the nose</i> ● <i>Putting their bag in their cubby</i> ● <i>Folding laundry</i> ● <i>Dressing and Undressing</i> ● <i>Toilet learning</i> 	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Transition from home to Montessori early childhood setting ● Orient to the physical environment ● Develop more precise control of voluntary movement and hand-eye coordination ● Develop initial skills for feeding self ● Learn to sit for eating ● Walking independently while carrying the material <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Increase independence in eating and drinking ● Develop food preparation skills for independence ● Develop independence in toileting ● Develop independence in dressing and undressing

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NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE SENSORIAL EDUCATION
	<p>Young children experience the world around them through the five senses. In the classroom, they have the opportunity to develop and refine these senses. They also begin the process of sorting and classifying their environment as they have new experiences and gain the language to categorize. The “education of the senses” provides a foundation for understanding abstract concepts. The order and beauty of the classroom is a wonderful introduction to aesthetics.</p>
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Food Preparation</i> ● <i>Nomenclature objects and cards</i> ● <i>Mobiles</i> ● <i>Matching</i> ● <i>Rattles and shakers</i> 	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Gain impressions of color, weight, length, dimension, texture, taste, sound ● Discriminate by sight with mobiles ● Listen to a variety of sounds, like rattles and music box <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Develop aesthetic sense ● Begin to classify objects ● Match and sort using nomenclature ● Develop descriptive vocabulary

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<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Cylinder blocks</i> ● <i>Pink tower (1)</i> ● <i>Broad stair (1)</i> ● <i>Red rods (1)</i> ● <i>Color tablets (1)</i> ● <i>Geometry cabinet (1)</i> ● <i>Bells (1)</i> ● <i>Touch boards/tablets (1)</i> ● <i>Globes (1)</i> ● <i>Maps (1)</i> ● <i>Fabrics (2)</i> ● <i>Baric tablets (2)</i> ● <i>Geometric solids (2)</i> ● <i>Sorting (2)</i> ● <i>Mystery bags (2)</i> ● <i>Sound boxes (2)</i> ● <i>Thermic bottles/tablets (2)</i> ● <i>Binomial cube (2)</i> ● <i>Trinomial cube (2)</i> ● <i>Constructive triangles (2)</i> ● <i>Knobless Cylinders (2)</i> ● <i>Decanomial (2)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Discriminate using the senses ● Gain impressions of color, weight, length, dimension, texture, taste, sound ● Develop aesthetic sense ● Begin to classify objects ● Match and sort ● Gain knowledge of objects just by feeling around them ● Further develop more precise vocabulary ● Create a foundation for abstract thinking

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE ENGLISH LANGUAGE ARTS AND READING
LISTENING & SPEAKING	Young children must learn to vocalize, pronounce, and discriminate the sounds and words of language. Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning.
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● Being listened to attentively ● Incidental language use during real life activities and adult conversation ● Adults modeling language for children to use and imitate ● Naming objects ● Nomenclature Cards ● Questioning exercise ● Songs, fingerplays, stories, poems ● Read-Aloud Books 	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Turn towards sounds or voice of caregiver ● Watch when others speak, and respond with hand motions, body movements or sounds/words ● Recognize names of familiar objects ● Respond to tone of voice or familiar voices ● Respond to body language accompanying directions and later following simple verbal requests ● Makes a variety of sound to express needs and interest ● Imitate sounds ● Move mouth when caregiver speaks ● Link words and meaning ● Say first words (typically 8-12 months) and uses 50-100 words by 18 months ● Use single words with body language (like saying wave with movement) ● Points to communicate ● Begins to repeat simple songs or rhymes <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Quiet and listen if caregiver has something to say ● Follow-2-step requests ● Begin to talk with other toddlers ● Let others know when they want a turn ● Combine words into simple sentences ● Ask for names of objects ● Use 1000 words by 36 months

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<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Enrichment of Vocabulary (1)</i> ● <i>Sandpaper letters (1)</i> ● <i>Language Training</i> ● <i>Sound Games (1)</i> ● <i>Sensorial material for language of comparison (1)</i> ● <i>Group Time (1)</i> ● <i>Story telling/reading (1)</i> ● <i>Oral function of words games (3)</i> 	<p>BY THE END OF YEAR 1 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use a wide variety of words to label and describe people, places, things, and actions ● Use category labels to understand how words/objects relate to each other ● Develop an ability to distinguish between similar sounds in words ● Appropriately contributes to conversation or discussion ● Communicates emotions and needs ● Uses simple sentences of 3 to 4 words <p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Listen responsively to stories and other texts read aloud ● Identify rhymes, repeated sounds, or instances of onomatopoeia ● Uses language and intonation to match the situation ● Articulates individual words in a sentence so understood by familiar and unfamiliar adults ● Uses descriptive words to compare, contrast, and categorize objects ● Begins to use regular and irregular plurals, past tense, possessive pronouns and subject-verb agreement when speaking <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Clearly request, retell, and/or describe stories and experiences ● Listen responsively to contemporary and classic stories and other texts read aloud ● Listen and talk about experiences, customs, and cultures ● Act out plays, poems, and stories ● Listen to gather information, solve problems, and enjoy and appreciate literature ● Recognize alliteration ● Make announcements, give directions, and make introductions appropriately. ● Ask and answer relevant questions ● Restate and follow multi-step directions ● Make contributions to small or large group discussions ● Gain increasing control of grammar, such as subject-verb agreement, complete sentences, and correct tense usage

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EMERGENT LITERACY: READING	Children benefit from classroom environments that associate reading with pleasure and enjoyment as well as learning and skill development. They develop concepts of story structure and knowledge about informational text structures, which influences how they understand, interpret, and link what they already know to new information.
<p data-bbox="191 526 436 548">MATERIALS & LESSONS</p> <ul data-bbox="239 561 573 740" style="list-style-type: none"> ● Board Books ● Cloth Books ● Read-Aloud Books ● Using language cards and objects ● Fishing bags: general, classified, and paired objects 	<p data-bbox="621 532 1115 555">BY THE END OF NIDO THE STUDENT WILL:</p> <ul data-bbox="669 565 1346 727" style="list-style-type: none"> ● Focus attention during songs, rhymes, and fingerplays ● Point to or name familiar characters in books ● Turn pages of sturdy books ● Look at pictures and make sounds/words while looking at a book ● Enjoys being read to and exploring books <p data-bbox="621 782 1163 805">BY THE END OF TODDLER THE STUDENT WILL:</p> <ul data-bbox="669 815 1318 1026" style="list-style-type: none"> ● Sing along with familiar songs, rhymes, and fingerplays ● Asks to read to and has favorite books ● Can describe pictures or favorite characters or events in books ● Recognizes print or symbols in the environment ● Matching picture to picture ● Matching object to object ● Matching picture to object

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<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>The Sound Game (1)</i> ● <i>Sandpaper Letters (1)</i> ● <i>Moveable Alphabet (1)</i> ● <i>Phonetic Object Box</i> ● <i>Phonogram Box</i> ● <i>Puzzle Words (3)</i> ● <i>Continuation of Commands (3)</i> ● <i>Reading Analysis: Simple Sentences (3)</i> ● <i>Reading Classification (3)</i> ● <i>Function of Words: Adverb, Conjunction, Adjective, Logical Adjective Game, Article, Logical Adverb Game, Preposition, Verb (3)</i> ● <i>Word Study (3)</i> ● <i>Labeling the Environment (3)</i> ● <i>Read-Aloud Books</i> 	<p>BY THE END OF YEAR 1 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Learn basic concepts about writing (print/cursive) and how it works ● Independently choose a book to “read” to self or others ● Develop the phonological knowledge to match sounds to letters ● Ask and answer age-appropriate questions about read-aloud books ● Recognizes directionality of text and difference between pictures and text <p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Show understanding by pointing to a book or a picture in a book ● Manipulate sounds in spoken words (phonemic awareness) and understand that letters represent sounds (phonics) ● Can blend or segment multi-syllable words ● Child can identify at least 20 letters and corresponds letters with sounds ● Child can retell a story with beginning, middle, and end ● Child can make inferences and predictions <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Recognize all lowercase letters in cursive and understand that writing represents language ● Manipulate sounds in spoken words (phonemic awareness) ● Decode using all letter-sound correspondences ● Identify words that name persons, places or things, and words that name actions ● Learn new vocabulary words through selections ● Recognizes that punctuation has meaning ● Gather important information, draw conclusions, and ask relevant questions. ● Respond to text with personal connections and describe character, setting or the plot in a story ● Read and comprehend grade level text fluently ● Use knowledge of syntax (word order) and semantics (word meaning) to identify unfamiliar words ● Use correct spelling knowledge for words following CVC or CCVC patterns and many frequently used words ● Self-select books and stories by drawing on personal interest, relying on knowledge of authors or types of texts ● Gather important information using resources and references ● Read silently for increasing periods of time ● Read for enjoyment, to gather information, and to extend vocabulary

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EMERGENT LITERACY: WRITING	Young children develop initial understanding about the forms, features, and functions of written language. The Montessori approach encourages the concurrent development of physical and phonological skills so students can express themselves through writing.
<p data-bbox="180 431 606 462">MATERIALS & LESSONS</p> <ul data-bbox="237 466 606 1252" style="list-style-type: none"> ● Batting and grasping at mobiles ● Grasping and shaking a rattle ● Ball and tray or drawer ● Rings on a spindle ● Ring on rocking base ● Rings on a stable base ● Rings on a spindle ● Slotted box and chips ● Graded rings ● Box with bins ● Cube in box ● Peg box ● Punch ball ● Box with the knitted ball ● Box with other balls ● Nuts and bolts ● Locks and key ● Beads for stringing ● Opening and closing containers ● Food preparation activities with implements matched to the child's size and strength ● Cutting with scissors ● Scribbling ● Gluing ● Painting ● Sewing 	<p data-bbox="611 431 1919 462">BY THE END OF NIDO THE STUDENT WILL:</p> <ul data-bbox="667 466 1394 607" style="list-style-type: none"> ● Watching others who are writing or drawing ● Hold and make marks with various writing tools like crayons and chalk ● Developing the capacity of the hand, from batting to pincer grip ● Develop coordination of eye-hand movements <p data-bbox="611 651 1919 682">BY THE END OF TODDLER THE STUDENT WILL:</p> <ul data-bbox="667 685 1356 789" style="list-style-type: none"> ● Can make circular line marks and letter like forms ● Uses different grips with different tools (ie. paint brush vs. crayon) ● Talk about what they draw

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<p>MATERIALS & LESSONS</p> <p>INDIRECT PREPARATION</p> <ul style="list-style-type: none"> ● <i>Puzzles (1)</i> ● <i>Cylinder blocks (1)</i> ● <i>Color Tablets (1)</i> ● <i>Geometry Cabinet (1)</i> ● <i>Botany Cabinet (2)</i> ● <i>Drawing with colored pencils and other Art exercises</i> ● <i>Preliminary Exercises like Pouring and Spooning (1)</i> ● <i>Sewing</i> ● <i>Dressing Frames (1)</i> <p>DIRECT PREPARATION</p> <ul style="list-style-type: none"> ● <i>Sandpaper Letters (1)</i> ● <i>Moveable Alphabet (1)</i> ● <i>Metal Insets (1)</i> ● <i>Aids to Handwriting –chalkboard/sand work (1)</i> ● <i>Research work (3)</i> 	<p>BY THE END OF YEAR 1 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Child traces letters while practicing the sound to make a phonological connection ● Pincer grip and fine motor control continue to develop <p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Refine physical control of the pencil ● Practice the physical formation of letters ● Independently use letters or symbols to make parts of words or words ● Child can write their name legibly, with the letters in the correct order ● Child begins to form familiar words based on letter-sound correspondences <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Write their own name and each letter of the alphabet in cursive ● Write messages using their knowledge of letters and sounds ● Record or dictate questions, ideas, stories ● Write labels, notes, and captions for illustrations, possessions ● Gain increasing control of penmanship and punctuation ● Compose questions, ideas, and stories ● Write for different purposes, such as composing lists, letters, stories, and poems ● Engage in the writing process by generating ideas before writing ● Record or dictate questions for investigations

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE CONNECTIONS TO MATHEMATICS
	<p>Young children work to orient themselves to their environment. The Montessori classroom is prepared to support the child's sense of order and their need to classify using their senses. As they increase in their ability to move, they assess and measure as they explore. All of these activities provide indirect preparation for the work that primary child experiences in mathematics and geometry. The introduction of mathematical oral language is very rich, providing a foundation for later work. Students hear numbers in stories and songs, but also in relationship to a quantity at snack.</p>
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Puzzles</i> ● <i>Nomenclature objects and cards</i> ● <i>Food preparation</i> ● <i>Table setting</i> ● <i>Songs, poems, fingerplays, books</i> ● <i>Washing hands</i> ● <i>Washing dishes</i> ● <i>Washing cloths</i> ● <i>Sand play</i> ● <i>Mathematical language: big/little, large/small, heavy/light</i> 	<p>BY THE END OF NIDO & TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Develop the concept of one-to-one correspondence ● Experience mathematical concepts in everyday life ● Sequence items ● Experience weight and volume

PRIMARY	CURRICULUM SCOPE & SEQUENCE MATHEMATICS
NUMBER & OPERATIONS	Young children develop their number sense through the use of Maria Montessori's specialized materials that help them to discover these ideas as their own. Number sense includes counting, relationships between numbers, and arithmetic. Understanding how number and quantity are linked is essential to the Montessori approach. This foundation allows young learners to work with large numbers in the thousands competently.
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Number Rods/Cards (2)</i> ● <i>Spindle boxes(2)</i> ● <i>Cards & Counters (2)</i> ● <i>Hundred Board (2)</i> ● <i>Tens Board (2)</i> ● <i>Teens Board (2)</i> ● <i>Decimal System w/Golden Beads/Cards (2)</i> ● <i>Linear counting (2)</i> ● <i>Skip Counting Chains (2)</i> ● <i>Addition/Subtraction with Golden Beads or Bead Frame(2/3)</i> ● <i>Stamp Game addition/subtraction (3)</i> ● <i>Addition/Subtraction Charts (3)</i> ● <i>Addition/Subtraction Strip boards (3)</i> ● <i>Dot Game (3)</i> ● <i>Word Problems (3)</i> ● <i>Multiplication/Division with Golden Beads (3)</i> ● <i>Multiplication w/bead bars (3)</i> ● <i>Multiplication Bead Board (3)</i> ● <i>Unit Division Board (3)</i> ● <i>Division Charts (3)</i> ● <i>Fractions-Equivalence (3)</i> ● <i>Fraction symbols (3)</i> ● <i>Fraction operations (3)</i> 	<p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Counting 1 – 9 items with one-to-one correspondence ● Understand the concept of zero ● Recognize one-digit numerals, 0-9 ● Create sets of tens and ones using concrete objects ● Read and write numbers to 99 ● Compare and order whole numbers, up to 99 ● Learn and apply basic addition facts ● Separate a whole into parts and describe the parts of a set ● Describe the parts of a set of objects <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use words and numbers to describe relative sizes of objects ● Describe position in a sequence of events ● Name ordinal positions (first, second, etc.) ● Use number models to represent, compare, and order whole numbers up to the thousands category ● Use place value to read, write, and describe numbers up to the thousands category ● Recall and apply addition, subtraction, multiplication, and division facts ● Model addition and subtraction with numbers up to 9,999 and record the solution ● Model multiplication and division with numbers up to 9,999 and record the solution ● Separate a whole into equal parts ● Explain half of a whole ● Name fractional parts of a whole or set of objects ● Construct fractional models and compare fractions ● Name fractional parts of a whole or set using symbols ● Construct models of equivalent fractions

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ALGEBRAIC THINKING	Children learn to organize their world by recognizing patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalizations, and developing the concepts of number, operation, shape, and space.
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Pink Tower (1)</i> ● <i>Broad Stair (1)</i> ● <i>Binomial Cube (2)</i> ● <i>Trinomial Cube (2)</i> ● <i>Decanomial Square (2)</i> ● <i>Odd/Even lessons w/Cards & Counters (2)</i> ● <i>Decanomial (2)</i> ● <i>Decimal System w/Golden Beads/Cards (3)</i> ● <i>Addition Strip Board (3)</i> ● <i>Cubing & Squaring Chains (2)</i> ● <i>Hundred Board (2)</i> 	<p>BY THE END OF YEAR 1 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Sort objects that are the same and different by discriminating attribute ● Develop the ability to describe how the groups are similar and different <p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Find patterns such as odd and even ● Identify patterns in creating and naming teens and tens ● Add to an established pattern or create a repeated pattern <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use patterns to predict what comes next ● Find patterns in the Hundred Board ● Use place value to compare and order whole numbers ● Identify fact families for addition and subtraction ● Identify, describe, and extend patterns to solve problems ● Skip count by twos, fives, and tens ● Use patterns to remember addition facts ● Identify patterns in multiplication facts ● Identify fact families for multiplication ● Identify, extend, and create patterns

PRIMARY	CURRICULUM SCOPE & SEQUENCE MATHEMATICS
<p>GEOMETRY & MEASUREMENT</p>	<p>Children learn to name and recognize the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyze and solve problems. Children make decisions about size by looking, touching, and comparing objects directly while building language to express the size relationships. They develop initial abstract understandings of how humans measure and describe size.</p>
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Folding cloths (1)</i> ● <i>Geometry Cabinet (1)</i> ● <i>Metal Insets (1)</i> ● <i>Vocabulary Enrichment (1)</i> ● <i>Red Rods (1)</i> ● <i>Broad Stair (1)</i> ● <i>Pink Tower (1)</i> ● <i>Cylinder Blocks (1)</i> ● <i>Knobless Cylinders (1)</i> ● <i>Geometric Solids (2)</i> ● <i>Constructive Triangles (2)</i> ● <i>Clock (3)</i> ● <i>Fraction Material (3)</i> 	<p>BY THE END OF YEAR 1 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Sort objects by attributes using informal language ● Demonstrate the unit of measure ● Demonstrate the relationships between the different objects in a series ● Compare and order concrete objects according to length ● Names and describes 2D shapes <p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Recognize shapes in real-life 3D geometric figures ● Identify shapes and solids using the materials ● Compare and order objects by length, capacity, or weight <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Name, describe, and compare shapes and solids ● Compare shapes and solids using attributes ● Identify attributes of shapes and solids ● Sort objects by attributes using informal language and describe how they are sorted ● Describe one object in relation to another using informal language ● Place objects in a given position ● Cut geometric shapes apart and identify the new shapes made ● Combine shapes to make a new shape and identify the new shape made ● Identify objects greater than, less than or equal to a given object ● Compare temperatures ● Compare times ● Sequence events ● Describe time on a clock (hours, half hours) ● Describe time on a clock (hours, minutes)

PRIMARY	CURRICULUM SCOPE & SEQUENCE MATHEMATICS
PROBLEM SOLVING	Students explore mathematics through an inquiry-based approach. Self-correcting materials and the logical questioning of the guide promote the students' development of critical thinking and problem-solving skills.
MATERIALS & LESSONS <ul style="list-style-type: none"> ● <i>Self-correcting materials</i> ● <i>Oral discussion</i> ● <i>Word problems</i> ● <i>Work with operations</i> 	<p>BY THE END OF YEAR 2 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Identify mathematics in everyday situations ● Use a problem-solving model, with guidance ● Use tools such as real objects and manipulatives to solve problems ● Explain observations using objects, words, pictures, numbers, and technology ● Relate informal language to mathematical language and symbols <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use a problem solving model ● Select or develop an appropriate problem-solving strategy ● Reason and support their thinking using objects, words, pictures, numbers, and technology ● Explain and record observations ● Make generalizations from patterns ● Justify why an answer is reasonable and explain the solution process

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE CONNECTIONS TO CULTURAL STUDIES & SCIENCE
	<p>Exploration and discovery of the indoor and outdoor environments fuel a child’s love for learning. The songs and stories that the child learns at this time establishes a context for cultural studies. Even our youngest learners can began their journey to being a global citizen.</p>
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Classroom schedule</i> ● <i>Grace & Courtesy Lessons</i> ● <i>Planting and watering seeds</i> ● <i>Arranging flowers</i> 	<p>BY THE END OF NIDO & TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Gain an impression of time passing and sequencing ● Observe and explore the natural world

PRIMARY	CURRICULUM SCOPE & SEQUENCE CULTURAL STUDIES
<p>HISTORY & GOVERNMENT</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Story telling (1)</i> ● <i>Grace & Courtesy Lessons (1)</i> ● <i>Flag work (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Learn about holidays and customs associated with them ● Identify contributions of people, using books as resources ● Place events in chronological order ● Use vocabulary related to time and chronology, such as before, after, next, first, last, today, tomorrow ● Identify flags ● Identify rules and reasons for having them ● Identify authority figures ● Use language to describe the passing of time in a day
<p>GEOGRAPHY</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Oral Language games (1)</i> ● <i>Language Cards (1)</i> ● <i>Map Puzzles (2)</i> ● <i>Geography Folders: housing, customs, agriculture, workers, plant life, etc. (3)</i> ● <i>Land & Water Forms (3)</i> ● <i>Function of Words: preposition (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Locate and describe the relative location of places, using terms like over, under, near, far, left, and right ● Identify physical and human characteristics of places, such as landforms and natural resources ● Locate and identify animals, plants, landmarks, customs, housing of different continents ● Identify flags of individual countries belonging to continent maps ● Illustrate maps, including pictures of animals, and flags
<p>CULTURE</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Grace & Courtesy Lessons (1)</i> ● <i>Cultural traditions shared by families in classroom (1)</i> ● <i>Geography Folders (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Identify basic human needs and explain how they can be met ● Identify similarities and differences among people ● Identify family and community customs

SOCIAL STUDIES SKILLS**MATERIALS & LESSONS**

- *Story telling (1)*
- *Grace & Courtesy Lessons (1)*
- *Map Puzzles (1)*
- *Sensorial Materials (1)*
- *Research (3)*
- *Geography Folders (3)*

BY THE END OF YEAR 3 THE STUDENT WILL:

- Obtain information from a variety of oral and visual sources
- Sequence and categorize information
- Identify main ideas
- Express ideas orally and visually
- Use problem-solving and decision-making processes

PRIMARY	CURRICULUM SCOPE & SEQUENCE SCIENCE
<p>SCIENTIFIC INVESTIGATION & REASONING</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Nature walks & Outdoor observation (1)</i> ● <i>Classroom paper recycling (1)</i> ● <i>Classification cards (1)</i> ● <i>Practical Life Exercises (1)</i> ● <i>Nature display table (1)</i> ● <i>Botany Cabinet(2)</i> ● <i>Books & Research (3)</i> ● <i>Simple Science Experiments (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use the processes of science to develop an understanding about their world ● Ask questions about organisms, objects, and events ● Plan and conduct simple descriptive investigations ● Gather information using simple equipment and tools to extend the senses ● Construct reasonable explanations using information ● Communicate findings about simple investigations ● Use the sense to compare organisms and objects ● Demonstrate safe science practices in the classroom and field ● Use and conserve resources ● Use tools, including hand lenses, magnets, and balances
<p>MATTER & ENERGY</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Sensorial materials (1)</i> ● <i>Tools -balances, thermometers, practical life buckets (1)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Sort, group or classify objects in meaningful ways according to properties ● Examine and describe materials ● Use simple measuring devices
<p>FORCE, MOTION, & ENERGY</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Sensorial materials (1)</i> ● <i>Bell material (1)</i> ● <i>Cutting exercises (1)</i> ● <i>Walking on the line (1)</i> ● <i>Simple Science Experiments (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use the five senses to explore different forms of energy, including sound ● Predict outcomes and description of results in experiments, including sink and float or magnet work ● Observe and describe motion

<p>EARTH & SPACE</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Gardening (1)</i> ● <i>Recycling(1)</i> ● <i>Nature table (1)</i> ● <i>Land and water forms (3)</i> ● <i>Simple science experiment (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Recognize the importance of caring for the planet with age-appropriate environmental practices ● Observe and compares earth materials like rocks, sand, soil and water ● Observe and describe weather changes from day to day and over seasons ● Describe natural sources of water, including streams, lakes, and oceans
<p>ORGANISMS & ENVIRONMENT</p> <p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Gardening (1)</i> ● <i>Nature table (1)</i> ● <i>Botany puzzles (1)</i> ● <i>Biology puzzles (1)</i> ● <i>Nomenclature cards – parts of plants, parts of animals (1).</i> ● <i>Geography folders (animals and their environments) (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Identify organisms and objects and their parts ● Group and compare living organisms and non-living objects ● Recognize, observe, and discuss the relationship of organisms to their environments ● Explore the basic needs of living organisms and their dependence on each other ● Identify how the Earth provides resources for life ● Observe stages in the life cycle of organisms in their natural environment ● Identify characteristics of living organisms and non-living objects

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE ARTS
	<p>In the classroom environment, the children have opportunities to express what they know and begin to recognize how others express themselves through the arts. Through their work with the Montessori materials, they begin to gain control of fine-motor muscles and practice hand-eye coordination as they begin to explore the processes of visual arts.</p> <p>Music helps students develop their intellect and refine their emotions, understanding its cultural and creative nature. They begin to appreciate different types of music through listening and through experimentation with music concepts, volume, tempo, and sound. Through a variety of experiences, students also learn to communicate in a dramatic form, solve problems and relate interpersonally.</p>
<p>MATERIALS & LESSONS</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> ● <i>Using crayons</i> ● <i>Easel Painting</i> ● <i>Watercolor painting</i> ● <i>Clay work</i> ● <i>Chalkboard</i> ● <i>Cutting</i> ● <i>Sewing</i> ● <i>Gluing</i> ● <i>Flower arranging</i> ● <i>Matching</i> <p>MUSIC</p> <ul style="list-style-type: none"> ● <i>Rattles</i> ● <i>Music box</i> ● <i>Percussion instruments</i> ● <i>Singing</i> ● <i>Dancing</i> ● <i>Fingerplay</i> 	<p>BY THE END OF NIDO & TODDLER THE STUDENT WILL:</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> ● Engage in sensory experience and exploration with a variety of media ● Improve perception and discrimination ● Increase control of the hand ● Develop self-expression <p>MUSIC</p> <ul style="list-style-type: none"> ● Listen to the sounds of objects ● Identify objects by sound ● Explore rhythm and beat ● Listen to or play simple instruments ● Develop self-expression

PRIMARY	CURRICULUM SCOPE & SEQUENCE ARTS
	<p>In the classroom environment, the children have opportunities to express what they know and begin to recognize how others express themselves through the arts. Through their work with the Montessori materials, they begin to gain control of fine-motor muscles and practice hand-eye coordination as they begin to explore the processes of visual arts.</p> <p>Music helps students develop their intellect and refine their emotions, understanding its cultural and creative nature. They begin to appreciate different types of music through listening and through experimentation with music concepts, volume, tempo, and sound. Through a variety of experiences, students also learn to communicate in a dramatic form, solve problems and relate interpersonally.</p>
<p>PERCEPTION & EVALUATION MATERIALS & LESSONS</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> ● <i>The Prepared Environment</i> ● <i>Color tablets</i> ● <i>Touch tablets</i> ● <i>Fabric boxes</i> ● <i>Pink tower</i> ● <i>Cylinder blocks</i> ● <i>Broad stair</i> ● <i>Red rods</i> ● <i>Geometry cabinet</i> ● <i>Botany cabinet</i> ● <i>Geometry solids</i> ● <i>Books</i> <p>MUSIC</p> <ul style="list-style-type: none"> ● <i>Bell Material including notation</i> ● <i>Circle time</i> ● <i>Listening Games</i> 	<p>VISUAL ARTS</p> <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Glean information from the environment, using the five senses ● Identify colors, textures, forms and subjects in the environment ● Identify similarities, differences, and variations among subjects, using the senses ● Identify color, texture, form, line, and emphasis in nature and in the human-made environment ● Express ideas about personal artworks ● Demonstrate appreciation of original artwork by peers and artists <p>MUSIC</p> <p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Describe and analyze musical sound and demonstrates musical artistry ● Identify the difference between the singing and speaking voice ● Identify the timbre of adult voices and instruments ● Identify voices and selected instruments from various musical families ● Use basic music terminology in describing musical sounds ● Identify repetition and contrast in music examples ● Develop self-awareness through dramatic play (Theater) ● Explore space, using expressive movement (Theater) ● Imitate sounds (Theater) ● Respond to and evaluates music and musical performance ● Begin to identify higher/lower, louder/softer, faster/slower, and same/different in musical performances ● Begin to identify appropriate audience behavior (Theater)

CREATIVE EXPRESSION & CULTURE

MATERIALS & LESSONS

VISUAL ARTS

- *Drawing*
- *Painting*
- *Sewing*
- *Easel*
- *Working with clay*
- *Flower arranging*
- *Metal Insets*
- *Sensorial variations*

MUSIC

- *Bell Material including notation*
- *Circle time activities*
- *Recess*

VISUAL ARTS

BY THE END OF YEAR 3 THE STUDENT WILL:

- Use a variety of art materials and activities for sensory experience and exploration
- Arrange forms intuitively to create artworks
- Use different colors, surface textures, and shapes to create form and meaning
- Use art as form of self-expression
- Express ideas through original artworks, using a variety of media with appropriate skill
- Develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials
- Explore art from a variety of cultures
- Relate art to everyday life

MUSIC

BY THE END OF YEAR 3 THE STUDENT WILL:

- Participate in classroom music activities
- Begin to sing a variety of simple songs
- Begin to play classroom instruments
- Begin to respond to music of various tempos through movement
- Sing or play classroom instruments independently or in a group
- Sing songs from diverse cultures and styles or play such songs on musical instruments
- Create and arrange music within specified guidelines
- Demonstrate safe use of movement and voice
- Cooperate with others in dramatic play (**Theater**)
- Identify simple relationships between music and other subjects

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE PHYSICAL HEALTH & MOTOR DEVELOPMENT
	<p>Students develop greater control of gross-motor manipulative movements that involve a greater understanding of how their bodies work in space, such as giving force to objects and receiving force from objects. In addition, students in the Montessori classroom engage in work with sensorial manipulatives and practical life exercises that aid in the development of small muscle control and hand-eye coordination.</p>
<p>GROSS MOTOR DEVELOPMENT MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Movement mat</i> ● <i>Mobiles</i> ● <i>Interlocking rings or circles</i> ● <i>Mirror</i> ● <i>Punch ball</i> ● <i>Cylinder with ball</i> ● <i>Ottoman</i> ● <i>Kiosk with bars</i> ● <i>Push cart</i> ● <i>Stairs</i> ● <i>Weaning chair</i> ● <i>Low slatted chair</i> ● <i>Wagon/Walker</i> ● <i>Slide</i> ● <i>Climbing Structure</i> 	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Move head and eyes to look at an object ● Transfer objects from one hand to another ● Bring knees and later feet to mouth ● Roll from side to side, trying to move towards an object ● Lift head and shoulders ● Sit and maintaining balance ● Pull self up, standing, and cruising ● Crawl on all fours ● Walk ● Sit on a chair <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Run ● Jump ● Climb

FINE MOTOR DEVELOPMENT

MATERIALS & LESSONS

- *Mobiles*
- *Rattles*
- *Balls*
- *Bell or ring on a ribbon*
- *Ball and tray or drawer*
- *Rings on a spindle*
- *Interlocking rings*
- *Containers to open and closer*
- *Food preparation*
- *Cutting with scissors*
- *Ball and tray or drawer*
- *Rings on a spindle*
- *Ring on rocking base*
- *Rings on a stable base*
- *Rings on a spindle*
- *Slotted box and chips*
- *Graded rings*
- *Box with bins*
- *Cube in box*
- *Peg box*
- *Punch ball*
- *Box with the knitted ball*
- *Box with other balls*
- *Nuts and bolts*
- *Locks and key*
- *Beads for stringing*
- *Cutting with scissors*
- *Scribbling*
- *Gluing*
- *Painting*
- *Sewing*

BY THE END OF NIDO THE STUDENT WILL:

- Grasp or bat objects
- Follow objects with their eyes
- Bringing objects to their mouth
- Grab, drop or throw toys
- Shake a rattle
- Bang objects together
- Begin to use thumb and index finger together to manipulate objects
- Develop equilibrium

BY THE END OF TODDLER THE STUDENT WILL:

- Learn to hold various implements with the hand: pencil, paint brush, chalk
- Demonstrate a mature pincer grip
- Coordinate hand-eye movements

PRIMARY	CURRICULUM SCOPE & SEQUENCE PHYSICAL HEALTH & MOTOR DEVELOPMENT
	<p>Students develop greater control of gross-motor manipulative movements that involve a greater understanding of how their bodies work in space, such as giving force to objects and receiving force from objects. In addition, students in the Montessori classroom engage in work with sensorial manipulatives and practical life exercises that aid in the development of small muscle control and hand-eye coordination.</p> <p>The environment allows for daily physical activity, providing opportunities for enjoyment and challenge.</p>
<p>GROSS MOTOR DEVELOPMENT MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Indoor/outdoor play areas (1)</i> ● <i>Gardening (1)</i> ● <i>Sports equipment (1)</i> ● <i>Walking on the line (1)</i> ● <i>Rolling a rug (1)</i> ● <i>Carrying trays and work materials in the classroom (1)</i> ● <i>Silence Game (1)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Demonstrate coordination and balance in isolation ● Coordinate sequence of movements to perform tasks ● Demonstrate clear contrast between fast and slow movement ● Begin to throw or kick an object in a particular direction ● Begin to play catch with a bean bag or a large ball ● Bounce a large ball and catches it ● Begin to coordinate arms and legs (e.g., swinging, stretching) ● Identify selected body parts, like head, back, chest, arms, etc. ● Demonstrate relationships like under, over, behind, up, etc. ● Participate in moderate to vigorous physical activities ● Participate in appropriate exercises for flexibility in shoulders, trunk, and legs ● Participate in activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back and legs, such as hopping and jumping

FINE MOTOR DEVELOPMENT**MATERIALS & LESSONS**

- *Art activities (1)*
- *Puzzles (1)*
- *Cylinder blocks (1)*
- *Color Tablets (1)*
- *Geometry Cabinet (1)*
- *Botany Cabinet (2)*
- *Drawing with colored pencils and other Art exercises*
- *Preliminary Exercises like Pouring and Spooning (1)*
- *Sewing (1)*
- *Dressing Frames (1)*
- *Sandpaper Letters (1)*
- *Moveable Alphabet (1)*
- *Metal Insets (1)*
- *Aids to Handwriting*

BY THE END OF YEAR 3 THE STUDENT WILL:

- Use pincer control in picking up objects in multiple activities (e.g., weaving, touching small objects)
- Practice self-help skills (e.g., zipping, buttoning)
- Hold writing tools with fingers instead of with a fist
- Manipulate play objects that have fine parts
- Use scissors successfully

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE INTRAPERSONAL LEARNING
	<p>Montessori learning is holistic, meaning that in addition to the academics we seek to guide each child in developing their own sense of self. Montessori education is known for giving children the opportunity to act as leaders, to exercise free choice and to reflect on their own learning.</p>
AUTONOMY & INDEPENDENCE	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Express needs through facial expressions, sounds, and gestures ● Develop control of body movement ● Develop an awareness of self as separate from others ● Acquire appropriate language ● Seek assistance and develop the ability to wait ● Develop own routine behaviors to self-soothe (ex.babbling at sleep time) <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Show interest in practicing basic self care activities, such as dressing and toileting ● Begins to describe themselves in words ● Begin to recognize and name emotions ● Experience taking turns ● Use words to assert themselves and show possession (Mine!) ● Recover from emotional outbursts after a few minutes of adult support
CONFIDENCE & COMPETENCE	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Ask to continue a work or activity by signaling “More” ● Persist in control and coordination of body movement through walking independently <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Seek or respond to caregivers when upset or at sleep times ● Turn a puzzle piece many different ways to complete the puzzle

<p>INTRINSIC MOTIVATION</p>	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Make choices initially with gestures and/or words ● Persist in control and coordination of body movement through walking independently <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Show pride in own accomplishments “I did it” ● Anticipate and participate in transitions like meal or nap time
<p>SPIRITUAL AWARENESS</p>	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Develop a sense of belonging, being, and becoming in the classroom community ● Develop awareness of self and others <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Show appreciation of the natural world by noticing , pointing at, or talking about items in the indoor and outdoor environments ● Show affection for others in the community

PRIMARY	CURRICULUM SCOPE & SEQUENCE INTRAPERSONAL LEARNING
AUTONOMY & INDEPENDENCE	
	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Develop control of body movements and awareness of personal boundaries ● Identify own physical characteristics and share likes and dislikes ● Regulates own behavior and emotions, with occasional support from the guide ● Understand the relationship between emotions and behavior (I feel x, when y) ● Accept responsibility for actions and the resulting consequences ● Use communication to share feelings and meet basic needs
CONFIDENCE & COMPETENCE	
	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● be able to name their abilities that they feel are strong and which areas are challenging for them ● ask peers and adults for help
INTRINSIC MOTIVATION	
	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Select materials based on interest, care for them and put them away appropriately ● Demonstrates initiative in choosing work and persistence when the work is challenging
SPIRITUAL AWARENESS	
	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Demonstrate respect, cooperation, and care for others through words and actions ● Assume different roles in the classroom community ● Become aware of the wonders of the natural world and the interdependency of living things

NIDO & TODDLER	CURRICULUM SCOPE & SEQUENCE INTERPERSONAL LEARNING
	<p>Montessori learning is holistic, meaning that in addition to the academics we seek to guide each child in developing their ability to work in harmony with others. Exploration of the indoor and outdoor environments help the child to discover their own place in the world. Montessori education is known for giving children the opportunity to use grace and courtesy, exercising their manners and cultivating empathy for others. This work blends well with Cultural Studies as children begin to appreciate their role in the world. Even our youngest learners can begin their journey to being a global citizen.</p>
<p>SOCIAL RESPONSIBILITY</p>	
<ul style="list-style-type: none"> ● <i>Peer modeling in mixed-age classroom</i> ● <i>Adults modeling</i> ● <i>Food preparation</i> ● <i>Snack and meal time routines</i> ● <i>Greeting each other each morning</i> ● <i>Cleaning up spills</i> 	<p>BY THE END OF NIDO THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Establish secure relationships with caregivers ● Show interest in others by watching or tracking them ● Respond to other children's cries, laughter or smiles ● Touch others' bodies or grab the objects they are holding ● Become familiar with an environment outside the home ● Acquire appropriate language ● Experience interactions with others ● Working and playing side-by-side ● Learns to greet and be greeted by others <p>BY THE END OF TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Take turns, sometimes needing adult assistance ● Watching and copying others' behavior or activity ● Take part in brief small group lessons ● Preparing food for others to share ● Shows concern when another child is hurt ● Help another child or adult ● Opportunities to speak and hold conversations with others
<p>GLOBAL CITIZENSHIP</p>	
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Classroom schedule</i> ● <i>Grace & Courtesy Lessons</i> ● <i>Songs and stories with diversity</i> ● <i>Planting and watering seeds</i> ● <i>Arranging flowers</i> 	<p>BY THE END OF NIDO & TODDLER THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Observe and appreciate the natural world ● Begin to acquire culturally appropriate customs and norms ● Be exposed to different cultures through stories and song ● Develop a sense of responsibility for the environment ● Use vocabulary related to family culture (Christmas tree, sari, etc)

PRIMARY	CURRICULUM SCOPE & SEQUENCE INTRAPERSONAL LEARNING
<p>SOCIAL RESPONSIBILITY</p>	
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Peer modeling in mixed-age classroom (1)</i> ● <i>Storytelling (1)</i> ● <i>Celebrations (like birthdays)</i> ● <i>Grace & Courtesy Lessons (1)</i> ● <i>Cultural traditions shared by families in classroom (1)</i> ● <i>Geography Folders (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Use conversation to build relationships with others ● Acquire and use appropriate social customs and manners ● Follow the norms of the classroom ● Begin problem-solving on own, seeking adult help later if needed ● Identify ways to communicate, cooperate, and care for others ● Understand that others have their own perspectives and feelings ● Demonstrate respect for oneself, others, and the environment ● Identify similarities and differences among people ● Identify family and community customs
<p>GLOBAL CITIZENSHIP</p>	
<p>MATERIALS & LESSONS</p> <ul style="list-style-type: none"> ● <i>Story telling (1)</i> ● <i>Grace & Courtesy Lessons (1)</i> ● <i>Cultural traditions shared by families in classroom (1)</i> ● <i>Show and tell (1)</i> ● <i>Outdoor time (!)</i> ● <i>Gardening (1)</i> ● <i>Map Puzzles (2)</i> ● <i>Geography Folders: housing, customs, agriculture, workers, plant life, etc. (3)</i> 	<p>BY THE END OF YEAR 3 THE STUDENT WILL:</p> <ul style="list-style-type: none"> ● Appreciation for the natural environment ● Awareness of growth and development and how they can help, as in planting a seed ● Learn about others holidays and customs and be able to share a little about their own practices ● Identify rules and reasons for having them ● Identify basic human needs and explain how they can be met ● Identify similarities and differences among people ● Identify family and community customs ● Clean up their own work ● Participate in care of the classroom environment

