

OUR PROGRAM

We believe in fostering the whole child by providing an intellectually rich and challenging curriculum in a safe, caring and joyous environment. The overall purpose of our program is to provide consistent support within which children will become self-disciplined learners. It is only through free choice that the will of the child develops. Our teachers guide children to make thoughtful choices in their work, their movements and their social interactions.

The New School Montessori is dedicated to serving students in three preprimary levels and grades one through six. The New School Montessori provides a developmental curriculum based on the observations and philosophy of Dr. Maria Montessori. Ours is a program that “follows the child”. To nurture and develop each child’s innate love of learning we seek the natural inclinations of children at each age level, and then we match subject matter, which will enthuse and stimulate them.

The New School Montessori embraces diversity and enrolls students of any race, color and national or ethnic origin. Gender, age, racial, cultural and economic balance is a primary goal of creating classroom communities.

The New School Montessori supports a curriculum of peace education and incorporates this work into all aspects of a student’s education.

Mission Statement

The New School Montessori is an independent Montessori educational center. Our mission is to foster the development of the whole child by providing an intellectually rich and challenging curriculum in a safe, caring and joyous environment. All our activities are carried out in an atmosphere of respect for the child and respect for one another. We strive to promote academic excellence, individuality, interdependence, imagination, creativity, inner discipline and self-esteem. We welcome and honor cultural, ethnic, religious and economic diversity and we are committed to teaching peace, conflict resolution and global awareness. Parental involvement is important in all aspects of the school’s operation; thus, we work to cultivate a genuine sense of extended family and community.

Core Values & Program Goals

Respect for the child
Respect for one another
Nurturing and caring

Individuality and Interdependence
Imagination and Creativity
Problem solving
Responsibility
Effective communication skills

Freedom within limits

Development of concentration
Inner discipline
Self esteem
Care of one’s self
Grace and Courtesy
Love of work

Hands-on learning
Cooperative learning
Multi-age groups
Teachers as facilitators
Academic excellence

Peace education
Honoring cultural diversity
Global awareness

Cultivating long term relationships
Parents as partners

These values define this community. They are the goals and measures.

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PARENT RESOURCE GUIDE for CURRICULUM & CHILD DEVELOPMENT

This is The New School Montessori Parent’s Resource Guide for Curriculum and Child Development. It is a working document that outlines the timing and depth of instruction by which all children are served. It also identifies expectations that have been developed collaboratively, by utilizing age appropriate practices so that children are afforded many opportunities from which to grow in all areas of their development. The New School Montessori has and will continue to work at meeting high standards for continuous improvement and accreditation by the Independent Schools Association of the Central States (ISACS), the American Montessori Society (AMS), and the State of Ohio.

This document was created through the collaborative efforts of The New School Montessori staff as leaders in Montessori education. To fully understand this guide and to enjoy its benefit, be mindful of the following:

- Each child remains their own individual, working with these objectives as a guide to fulfill their own needs in a manner that is timely and best meets their abilities for that advancement.
- The skills identified and expanded upon signify emergent abilities at each level.
- Each is sequenced according to age appropriateness and reflects a specific gradation that enables the user to identify the proper preparatory steps that are required for the child’s successful movement within each objective.
- The sequencing of all objectives may alter depending on the progress of and the developmentally appropriateness for each child.
- Learning is life-long, therefore a child’s movement through the curriculum is individualized.

SCOPE

CURRICULUM FOCUS

8.08

ORAL LANGUAGE

HANDWRITING

WRITING

READING

MATHEMATICS

GEOMETRY

SENSORIAL

PRACTICAL LIFE

CULTURAL STUDIES

HISTORY

SCIENCES

CIVICS

TECHNOLOGY

AND SEQUENCE/

EARLY CHILDHOOD

beginning cycle *middle cycle* **ending cycle**

Visual discrimination- matching, sequencing
Vocabulary enrichment- begin grammar
Oral language- storytelling, sounds

Practical life- gross, fine motor
Formation- letters, numerals 1-10, pencil grip
Beginning sentences- phrases, movable alphabet

Use of lines, word spacing
Grammar, phonetics
Copying to write, movable alphabet
Creative storytelling
Dictating Stories

Letter identification, phonetics
Pre-reading- matching, sequencing, patterning classification
Predictable books, Bob books, Max books

Matching, sorting, gradation, > <, place value
Quantities and numbers to ten, teens- 1-100
The decimal system- showing quantities
Mathematical operations- + - x / fractions
Formation of numerals- tracing, copying
Money, clockwork, time, measurement
Geometric solids
Geometry cabinet
Constructive triangle boxes

Tactile, weight, visual, auditory discrimination
Pink tower, red rods, cubes
Bells, musical instruments
Smell and taste- food preparation
Gross, fine motor skill development
Care of person, environment
Social development, grace and courtesy
Technology
Lunch and food preparation, clean-up
Physical geography- earth forms, land, water
Continents, maps
Cultural geography- country, culture, people
Cooking, Clothes

Planets
Fossils
Dinosaurs
Early humans
Natural science- biology, botany
Physical science- water, air, sounds,
Simple machines
Magnets
Grace and courtesy, responsibility to self, others, environment,
Community- Peace Education

Basic skills/computer use
Manipulation of software for initial sounds, counting, etc.

CURRICULUM

LOWER ELEMENTARY

beginning cycle *middle cycle* **ending cycle**

Oral presentation

Formation- letters, numerals 1-10, pencil grip
Use of lines, word spacing
journal writing
Introduction to cursive- paper tilt, continuous strokes
Cursive- use of
Use of lines, word spacing
Copying to write, movable alphabet, spelling
Sentence construction- simple, compound
Grammar, word study, topic sentence, paragraph writing, storytelling, technology, poetry

Letter identification, phonetics
Pre-reading- matching, sequencing, sounds
Phonetics, word study, fluency, comprehension
Word study, proofreading, comprehension
Reading for research
> <, place value, quantities and numbers to ten, teens- 1-100
+ - x / fractions, formation of numerals, money, clockwork, measurement
Place value, operations, money, time calculation
Operations, application of operations, grids and graphs

Geometric solids, geometry cabinet, constructive triangle boxes
Pink tower, red rods, cubes, discrimination of form
Concepts- study of lines, angles, figures, triangles
Concepts- study of figures, polygons, quadrilaterals
Relationship between figures
Measurement

See Sciences
Food Preparation

Gross, fine motor skill development
Care of person, environment, community
Social development, grace and courtesy
Lunch and food preparation, clean-up

Earth forms, land, water, continents, maps
Country, culture, people
Composition of earth, atmosphere, geology
Technology- research, composition

Measuring time
Fundamental human needs, clock of eras
Timeline of life, civilizations
Technology- research, composition
Earth Science
Physical Science
Natural science- biology, botany- Animal Classification
Technology- research, composition
Grace and courtesy, responsibility to self, others, environment, Community- Peace Education

Basic skills/computer use
Type to Learn computer aided software
Internet/Research
Kurzweil 3000 computer aided language/writing/reading software
Word Processing

MAP

UPPER ELEMENTARY

beginning cycle *middle cycle* **ending cycle**

Oral presentation

Cursive
Phyllis Bertin and Eileen Perlman PAF Handwriting Program
Word processing- Type to Learn

Grammar, word study, topic sentence, paragraph writing
Writing process
Sentence and paragraph structure, Types and writing format
Technology, writing for research
Senior Project

Word study, proofreading, comprehension
Reading for research, storyplotting
Literary forms and genres, comprehension, fluency
Elements of fiction, types
Types, comprehension, reading for research, poetry
Quantities and numbers, + - x /, application of operations,
Grids and graphs, money, clockwork, measurement
Decimals, *Fractions-all operations and applications*
Percents, proportion, ratio, integers, powers, roots
Algebra, application of operations
Clockwork, money, graphs

Concepts- study of figures, relationship between figures
Study of lines, angles
Measurement- standard and metric
Study of figures, concepts- angles, triangles quadrilaterals, polygons
Study of circle, volume, surface area
Relationship between figures

See Sciences
Food Preparation

Gross, fine motor skill development
Care of person, environment, community
Social development, grace and courtesy
Lunch and food preparation, clean-up
Class trip/ money management

Continents, maps, country, culture, people
Technology- research, composition
People and beliefs- customs, religion, life
Technology- research, composition
Fundamental human needs

Early Man, Civilizations
Ancient Civilizations
American History
Technology- research, composition
Biology, botany, zoology
Animal cell, plant/animal kingdoms
Human Biology

Civil Rights- diversity, responsibility, personal
Reflection- Peace Education
Government

Type to Learn computer aided software
Internet/Research
Kurzweil 3000 computer aided language/ writing/ reading software
Word Processing

EARLY

The Early Childhood Program serves fifty-two children ages three to six. The children are divided heterogeneously between two classrooms with each class being comprised of three, four and five year-olds. Eight Montessori-certified teachers and two assistants guide children in their choices of study, in the prepared environment.

The environments invite each child to explore and observe while the teacher facilitates the child's participation in individual and group lessons and activities. Children learn from each other through work and social interaction inside and outside for large muscle movement during "all weather" days. Children contribute to a safe and happy classroom community.

Teachers observe, assess, and make notes on each child's skills, development, social interactions, needs and progress. Children are encouraged to make their own choices and satisfy their needs intrinsically. Teachers meet in teams to discuss their observations about the children and to collaborate on the introduction of new work. Teachers design and introduce new work when a particular skill or activity is mastered or when a child expresses a need or interest. Children are given materials and lessons that will result in successful learning. Children find joy, excitement in their work, and their self-esteem builds from what they have accomplished.

Children learn best and with the most interest when they learn in relationship. Teachers actively listen to children and teach them skills to express their needs and ideas. Teachers take great care to orient new members of the class in compassionate, clear, supportive ways. Teachers may provide hugs and one-on-one support or may link a child with a person or activity that can offer a calming transition if needed.

CHILDHOOD PROGRAM

Language Arts

ORAL LANGUAGE OVERVIEW

Visual discrimination

- Matching
- Patterning
- Sequencing
- Classification
- Sorting

Vocabulary enrichment

- Beginning grammar
 - Naming
 - Action
 - Describing
 - Joining

Oral language

- Stories/storytelling/re-telling
- Sequencing
- Fingerplays
- Rhyming
- Key sounds
- Beginning and ending sounds

HANDWRITING OVERVIEW

Practical life

- Whole hand development
- Fine motor development
- Wrist development

Numeral formation

- Sand tray
- Sandpaper numerals
- Tracing numerals with guidelines
- Copying numerals- 1-10

Letter formation

- Sand tray
- Sandpaper letters
- Tracing letters with guidelines
- Copying letters
- Copying words

Pencil grip

- Sensorial materials
- Metal insets

& CURRICULUM

WRITING OVERVIEW

Use of lines

- Spatial awareness
- Laying out work on a rug
- Sequencing
- Patterning
- Left to right progression
- Top to bottom orientation
- Handwriting books

Spacing between words

- Spacial awareness
- Movable alphabet

Grammar

Phonetics

- Beginning/ending sounds
- Medial sounds
- Phonetic phrases

Writing/copying

- Controlled movable alphabet
- Movable alphabet

Application

- Writing from topics
- Creative story writing

READING OVERVIEW

Letter identification and phonetics

- Sandpaper letters
- Movable alphabet
- Rhyming/word families
- Command cards
- Sight words

Pre-reading

- Matching
- Visual patterns
- Sequencing
- Rhyming
- Letter recognition
- Sounds
- Blending/sounding

Application

- Predictable books

Mathematics

MATHEMATICS OVERVIEW

Quantities and Numbers to ten

The Decimal System

Place value

Teens and Tens

Mathematical Operations

Addition

Multiplication

Subtraction

Division/Fractions

Formation of Numerals

Money

Clockwork and time

Measurement

SENSORIAL OVERVIEW

The sensorial curriculum is specific to the Montessori environment and was originally designed to help children refine their senses. There are materials for the visual sense (height, thickness, length,), touch, hearing, smell and taste.

Tactile discrimination

Weight discrimination

Visual discrimination

Auditory discrimination

Smell and taste

PRACTICAL LIFE OVERVIEW

The practical life curriculum is the foundation for everything that happens in an early childhood environment. It helps children to develop and strengthen their concentration skills, sense of purpose, confidence, pride in their abilities and it lends itself to repetition of tasks, allowing children to become completely absorbed in their work. Practical life materials give practice to skills in isolation. Children can then apply them in other areas of the classroom.

Materials of everyday

Of beauty

Of simplicity

Real life materials- glass pitchers, metal spoons

Tasks and purposes

Tasks- simple, precise, isolated

Purposes- strengthen fine motor, eye coordination, gross motor

To develop specific and isolated skills- independence, concentration

Movement

Gross motor

Fine motor

Care of self

Dressing

Hygiene- hand washing, teeth brushing, shoe polishing, clothes washing, ironing

Food preparation- snacking, table setting, preparing food

Care of environment

Social development/grace and courtesy

Technology

Cultural Studies/Sciences

CULTURAL STUDIES OVERVIEW

Physical Geography

Earth forms

Continents and maps

Flags

Climates and Biomes

Cultural Geography

Continent study

Material and activity enrichment

HISTORY OVERVIEW

Planets

Fossils

Dinosaurs

SCIENCES OVERVIEW

Natural Science

Biology

Botany

Physical Science

ART STUDIES OVERVIEW

Art enrichment

Color Work

Cutting work

Painting work

Printing

Weaving

Sewing

Bead-making

TECHNOLOGY OVERVIEW

Basic skills/computer use

Mouse movement

Manipulation of software for initial sounds, counting

LOWER

Maria Montessori frequently compared the young mind to a sponge, “constantly soaking up information from the environment.” Because information is best absorbed through the use of the hand, much of the child's learning in the Lower Elementary Program takes place using manipulative materials and nomenclature previously found in the Early Childhood Program. At this point in the Lower Elementary however, the materials are enhanced through lessons and extension activities.

The teacher facilitates the learning within the prepared environment, enabling children to be masters of their own learning. Assignments provide opportunities for the active imagination and creativity of the child. With enthusiasm for work and confidence, the ability to concentrate is increased and the child moves towards inner discipline. Children are engaged as learners within the community and together, are given ownership of the environment and ultimately are responsible for its care and maintenance.

The children progress through their studies in all subject areas with the aid of weekly workplans. These, along with the teachers’ guidance, teach children to structure and organize their work time. They develop healthy work habits and assume responsibility for the completion of assignments. Routines and work in the academic subjects lends itself to building the child’s individuality, character and self-esteem. Such growth requires that broader social experiences occur outside of the regular classroom environment. Children participate in a ninety-minute lunch and recess period that fulfills their social and emotional needs.

Language Arts

HANDWRITING/WRITING OVERVIEW

Handwriting applications
Journal writing

Writing applications
Sentences
Grammar
Storytelling

Word study

Poetry

READING OVERVIEW

Concepts
Phonetics/Grammar

Word Study

Applications
Fluency and comprehension

Poetry

ELEMENTARY

Mathematics

MATHEMATICS OVERVIEW

Quantities and Numbers

The Decimal System

Mathematical Operations

Addition

Multiplication

Subtraction

Division/Fractions

Application of Operations

Word problems

Communicative property

Formation and Notation of Numerals

Money

Clockwork and time

Measurement

Grids and graphs

GEOMETRY OVERVIEW

Concepts

Point

Line

Surface

Solid

Study of lines

Study of angles

Study of figures

Study of triangles

Study of quadrilaterals

Study of polygons

Relationship between figures

PROGRAM & CURRICULUM

PRACTICAL LIFE OVERVIEW

Movement

Gross motor development

Fine motor development

Grace and courtesy

Care of self, environment, community

Lunch and food preparation, clean-up

Cultural Studies/Sciences

CULTURAL STUDIES OVERVIEW

Physical Geography

Earth Forms

Geology

Cultural Geography

Continent and maps

HISTORY OVERVIEW

Measuring time

Human history

SCIENCES OVERVIEW

Earth Science

Physical Science

Natural Science

Biology

Botany

TECHNOLOGY OVERVIEW

Type to Learn computer aided software

Internet/Research

Kurzweil 3000 computer aided language/writing/reading software

Word Processing

UPPER

The Upper Elementary Program continues striving to meet a child's individual needs while developing their whole being in a prepared environment. Increased independence, heightened expectations for leadership, and improved skill development mark the beginning of a child's 9-12 experience. This work, in the Annex, as their space is formally called, is done to support the social and emotional needs of children as they enter adolescence.

The environments are two beautiful, open spaces filled with resources to feed the child's mind, body and spirit. Similar to the other classroom spaces, work is done to create community within the space. Ownership of the space and respect for one another is essential. The children's understanding of mutual respect is inherent in the entire community and continues to be strengthened and reinforced in academic work, group activities, community meetings and service.

Language Arts HANDWRITING/WRITING OVERVIEW

Grammar

Word/sentence study
Verb

Sentence

Writing application
Format

Types/format

Technology
Research
Composition
Senior Project

READING OVERVIEW

Basic skills- parts of a book

Fluency

Comprehension

Poetry

ELEMENTARY

Mathematics MATHEMATICS OVERVIEW

Quantities and Numbers

The Decimal System

Mathematical Operations/ Application
Addition
Multiplication
Subtraction
Division

Fractions

Percents/Proportion/Integers/Powers/Roots

Algebraic Equations- understanding of and
application

Formation and Notation of Numerals

Money

Clockwork and time

Measurement

Graphs

GEOMETRY OVERVIEW

Study of lines
Study of angles
Study of triangles
Study of quadrilaterals
Study of polygons
Study of the circle
Relationship between figures
Study of Volume
Study of Surface Area

PROGRAM & CURRICULUM

PRACTICAL LIFE OVERVIEW

Movement
Gross motor development
Fine motor development

Grace and courtesy

Care of self, environment, community

Lunch and food preparation, clean-up

Cultural Studies/Sciences CULTURAL STUDIES OVERVIEW

Physical Geography
Continents and maps

Cultural Geography

HISTORY OVERVIEW

People and places

SCIENCE OVERVIEW

Natural Science
Biology

Zoology

Botany

Human Biology

CIVICS OVERVIEW

Civil Rights
Responsibilities
In the 9 to 12 community
In The New School Community
In the world community

Personal reflection

Diversity

Government

TECHNOLOGY OVERVIEW

Internet/Research/Word Processing

Kurzweil 3000 computer aided language/writing/reading
software

ELEMENTARY FINE ARTS &

Student activity courses are designed to support the Montessori philosophy and are offered to enhance the experiences of children outside the regular classroom setting. Collaboration between individual instructors occurs informally to better support the work of each across all disciplines. Montessori-certified instructors, professionals within the field of study, or other interested professionals teach all programs. Kindergartners and children, ages six through twelve, participate year round in all programs. However, exceptions do occur by program. Generally, all children attend class as members of their respective homerooms for forty-five minutes per week.

ART OVERVIEW

Art is taught as a special, fine arts program to all children in levels one through six. The Art Program is designed as outlet for children to express themselves freely and openly. It is a well-rounded program that directly supports and enhances the work that the children do within their classrooms and around school. Various types of artistic mediums are continually explored in varying degrees throughout the entire six-year period. Children are offered insight into all forms of art including art history, drawing, sculpting, painting and the creation of their own materials.

DANCE/PHYSICAL EDUCATION OVERVIEW

The Dance Program is designed to support the development of coordination, large muscles and creative thinking. Various types of dance are studied during class and rotate on a yearly cycle.

The Physical Education provides organized instruction in athletic gaming and physical activity to teach sportsmanship and teamwork without exclusivity or winners and losers. The program also encourages personal and group reflection and works to support the child's development of coordination and balance.

FOREIGN LANGUAGE OVERVIEW

The Spanish Program is designed to provide a cultural experience for children and to teach basic skills. Instruction supports their appreciation and understanding for the Spanish language and the people who speak it.

Spanish is taught through an integrated approach in the Preprimary. Children experience the culture and language together through song, dance, art, story-telling, the use of Montessori apparatus and total physical response.

Elementary children are divided into multi-age level groups by ability. Spanish is taught using games, written work, question and answer sessions, dialogue and other communicative activities and at times, video. Note-taking and homework work to enhance what is taught during the class period in the upper levels.

STUDENT ACTIVITIES

MUSIC OVERVIEW

The music program is designed to introduce children in the elementary programs to both choral and instrumental music. The children enjoy learning how to read music, write music and about various music types. Children are encouraged to move, dance, sing and play while participating during each class period.

Children also begin thinking more critically about the form of songs, from classical compositions to pop songs. Music is listened to from various eras, discuss the historical context of the music, listen to works from notable composers of the time and compare and contrast Western and Eastern musical forms and styles.

Finally, all children spend class time learning about more advanced rehearsal and performance etiquette. Children work hard on putting together a polished, professional performance for the spring Montessori in Motion program and have input into the pieces that are performed.

FINE ARTS ELECTIVE PROGRAMS

The purpose of Elective Programs is to support many of the Core Values and Goals of The New School Montessori while also giving Elementary students opportunities to explore interests in areas that relate to the general fine arts education programs currently offered, specifically Art, Music, Dance and Spanish. While each child participates in the general fine arts education programs, each selects Elective Courses that they would like to participate in over the three- semester school year.

AFTER-SCHOOL PROGRAMS

After-School Programs are offered as a service and convenience to busy parents and to provide children with organized after-school activities at school. New programs begin every eight weeks and a majority of programs are open to children ages five to twelve. The program options rotate based on season, student participation and instructor availability. Program options may include chess, drama, art, babysitting, cooking, skiing, piano, guitar, fencing, yoga for children and parents, palates, girl scouts and dance. Independent contractors or school staff lead all programs.

LIBRARY

The library is maintained to support The New School Montessori's community of children, teachers and parents. It contains supplemental materials to aid children's learning, a teacher's facilitation of the curriculum and for parent education. The library is equipped with two computers for research and/or typing of work. It is currently used strictly as a resource room and is available during school hours except during tutoring. The art teacher works in the library approximately three hours per week to organize, re-stock and to create renewal notices.

PROGRAMS & CURRICULA

INSTRUCTIONAL TUTORING

Instructional tutoring occurs individually or by group from private tutors or an auxiliary services teacher employed through the local school district. Private tutors use space at the school to deliver service, as does the teacher secured through the local district. The district employee works approximately three hours per day, three days a week with thirteen students from the lower elementary program only. Other instructional tutoring including reading assistance is available to all children through agreements made between teachers, parents and tutors.

FOOD SERVICE

The New School Montessori's food program, which includes lunch and snacks, is based on a whole foods concept. Care is taken to avoid refined sugars and chemicals, additives and preservatives while providing child-friendly foods. Along with the goal of having children eat nutritious food, the educational goals of the program are to visually provide children with the experience of seeing what a nutritious meal looks like, making it appealing so that it encourages them to try food, providing an opportunity to eat in-community and to practice lessons in what Montessori called "lessons in grace and courtesy". Unless a child has a medical condition that the school cannot accommodate, parents are advised that brown bag lunches are not a part of the food program. Some exceptions to this include parent-provided food related to religious choices or allergy-related conditions. A vegetarian alternative is provided daily.