



**AMERICAN MONTESSORI SOCIETY**

education that transforms lives

**Office of Early Learning  
School Readiness Curriculum Approval**

**AMS Montessori Curriculum**

**Submitter Written Correlation with  
the Florida Early Learning and Developmental Standards: Birth to Five**

**Montessori Philosophy and Values:**

The Montessori philosophy, mission and values are guided by the principles found in the Montessori pedagogy. This comprehensive understanding of the developmental needs of children was based on the scientific observations of Dr. Maria Montessori over 100 years ago. More recent research on child development has confirmed Dr. Montessori's findings.

Children develop in predictable patterns referred to as planes of development. Each child experiences sensitive periods during which he or she has a particular focus, internal urge, to master a skill or concept. In a "prepared environment" (the Montessori classroom) which is responsive to these planes of development and sensitive periods, the Montessori teacher observes each child's interests and needs through an ongoing formative assessment loop based on critical observations. Dr. Montessori discovered that children learn best, and most joyfully, when able to freely choose from a number of developmentally appropriate activities and that this learning which is self-motivated allows for exploration, discovery, and self-paced mastery. Recent outcomes studies find children exposed to a high quality Montessori environment to be confident, independent, excellent problem solvers, and creative thinkers. Montessori students and alumni have demonstrated the development of a high level of executive functioning that positively impacts their cognitive, behavioral, and social/emotional growth.

Montessori classrooms place a high value on respect—for self, for others, for the community, and for the environment. The social dynamics of the classroom environment are just as important as the curriculum areas, the materials, and the activities. From a very young age, children are taught how to engage in self-care skills, how to interact with peers and adults in a pro-social ways, and how to participate in the care of their classroom environment. Lessons in Grace and Courtesy are integral to the Montessori Peace curriculum and give children the opportunity to play together, work together, and support one another's sense of belonging and competence.

Montessori classrooms and schools actively seek diversity—in all its forms—in its community. The Social Studies curriculum area is rich in experiences of cultural variety as children explore cultures, languages and customs from many ethnicities and countries. Children who are English Language learners are able to share their original language as they master English at their own pace. The education that the Montessori



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teacher receives in differentiated instruction contributes to an understanding of the needs of ELL students. Children with special needs are welcomed in Montessori classrooms. Teachers are able to provide differentiated instruction based on learning style and pace of learning. The attention to the needs of each child in the classroom easily extends to the child who may exhibit needs that are different from peers.

Montessori programs work closely with parents and families as members of a “team” all working together for the benefit of the child. Parents, and the extended family, are an important and integral component of the child’s “team.” Montessori programs are responsive to the needs of parents and establish a variety of methods for open and supportive conversation. This is especially true when working with a special needs student. Teachers and parents communicate on a regular basis, and work together with other professionals who may be supporting the growth and development of the student. Methods of communication with parents include a daily greeting and ending to the day; emails and phone calls, as needed; newsletters; parent education meetings; and formal parent-teacher conferences. Parents are invited to participate in the school in a variety of ways from being a classroom guest to sharing a topic, hobby, or talent; observing the classroom several times a year; joining in a parent group such as a PTA; volunteering; and in many schools, participating in the governing body of the school.

### **Montessori Age Grouping:**

*The AMS Montessori Curriculum is designed to be used in Montessori learning environments that contain the following age groupings:*

*Infant/Toddler: 0-18 months*

*Toddler: 18-36 months*

*Early Childhood: ages 3-6 years*

Multi-age grouping is an integral part of the Montessori philosophy at all levels. Philosophically, the rationale is that individuals learn from each other with opportunities to lead, share, and serve as role models for their peers. Students can accelerate or take additional time as needed to learn skills. The age spans of multi-age groupings are determined by the Montessori planes of development that are defined broadly as 0-6, 6-12, 12-18 and 18-24 years. AMS Teacher Education Programs prepare teachers to work with a 3-year age span and to have the expertise to support skills both above and below a developmental level. Multi-age grouping is recognized within the Montessori community as the optimal configuration for Montessori classrooms allowing the maximum opportunity for students to interact and learn from one another.

### **The Montessori Curriculum:**

The AMS Montessori Curriculum is based on the use of hands-on *Montessori materials*, designed by Dr. Maria Montessori in the early 1990’s to help children learn in all areas of the curriculum. The Montessori didactic materials appeal to the child’s innate sense of beauty and order, and



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provide isolated examples of concepts to be learned and follow a natural progression from simple to complex and from concrete to abstract. The Montessori materials are designed with a control of error, an aspect of the specific material and/or the teacher's presentation that gives the student feedback about his success and allows him to independently correct his process.

Please see [AMS Suggested Materials List](#) for a list of Montessori materials to be found in classrooms implementing the AMS Montessori curriculum.

Each Montessori curriculum area (Practical Life; Sensorial; Language and Literacy; Math; Physical and Life Science; Social Studies; and Art, Music, and Movement) includes a specific sequence of lessons and materials, deliberately organized with attention to scaffolded instruction according to basic principles: simple to complex, one step to multiple steps, and concrete to abstract. Based on knowledge of each child's developmental level, interests, learning style, and readiness, the teacher will provide a lesson to an individual, or a small group. (The composition of these small groupings will vary based on child interest, need for practice, or mastery of a skill or concept, as opposed to chronological age.) Using an ongoing formative assessment loop, the teacher can provide appropriate support and challenge to each child, and respond to his cognitive, behavioral, and social/emotional needs on an immediate basis.

The daily schedule of the Montessori classroom is dependable and based on routine, which young children need for consistency. There is an extended, uninterrupted period of time (typically three hours) during which children may choose their activities, receive lessons from a teacher, and work individually, in a small group, or with a peer. Social interaction, verbal exchange, and collaborative problem solving are encouraged during the three-hour work period. Children participate in outdoor time daily, weather permitting, in an outdoor environment which is carefully prepared to provide a variety of developmentally appropriate gross and fine motor opportunities. Most classrooms include at least one whole-group "circle time" with activities, music, movement, and reading aloud during the day.

### **The Montessori Learning Environment:**

The Montessori learning environment is *child-centered*. Individual and small group lessons are presented according to each child's development and ability. At all levels, students work using hands-on, self-correcting, self-directed materials which allow them to progress at an individualized pace. Faculty members carefully observe the student's learning style, strengths, and areas of challenge and present developmentally appropriate lessons in a variety of modalities so as to best instruct that particular student. Faculty members present lessons in different ways to meet the needs of students who learn auditorily, visually, kinesthetically, etc.

Montessori learning environments employ *active learning methods*, which are facilitated by the Montessori materials. A teacher's guidance, the carefully prepared classroom environment, and didactic materials allow the student to be actively engaged in his own learning. With guidance,



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students learn to choose their own activities and ask for guidance or new lessons when needed. The student moves about the classroom, and later the greater school community, to get or use the materials he needs and he makes the choice to work independently, with other children, or with a teacher. Age appropriate guidelines for classroom expectations help the child manage his time and be responsible for productivity. Ultimately, it is the student's work of self-construction within the environment that leads to learning in all areas of the curriculum.

The learning environment is *non-competitive*. Teachers do not compare children to their peers, but rather teach to the individual child's needs and push the child to reach his fullest potential. Students are free to progress through the curriculum at their own pace and do not feel pressured to learn at the same rate or in the same way as their peers. Students are not given grades, but are evaluated through individual observation and narrative descriptions of their work.

The learning environment is *responsive*. Each classroom contains appropriate furnishings and materials for the developmental and physical needs of the students in the room. In order to meet students' needs and interests, classroom faculty carefully observe the students at work and modify materials according to their observations. The classroom environments are safe and respectful places that are prepared to meet the needs of the students.

The learning environment is *whole-child focused*. Faculty members offer unique and individualized academic opportunities to each student, while being equally concerned with the development of each child's social, moral, and emotional growth.

The learning environment encourages *independence*. The classroom environment allows the child to develop and strive to reach his potential, while pursuing his unique interests. Montessori teachers believe that the student learns best when he follows his interest and the activity offers meaningful experience. Every classroom at all levels of the school provide a long, uninterrupted work period in which the child can choose an activity, repeat the task as often as he needs to, and follow the activity to its conclusion, cleaning up his work area in an appropriate and conscientious manner. Task repetition and individual choice leads to task mastery.

The learning environment provides *freedom within limits*. The student has the freedom to initiate activities and exercise judgment and free will within the prepared environment. This freedom to make choices and follow interests is tempered by classroom ground rules that outline culturally acceptable and developmentally appropriate behaviors. Limits and responsibilities ensure a safe and respectful learning environment for every child where the students are given opportunities to carry out actions and practice good judgment.

### **The Montessori Teaching Method:**

The Montessori teaching method is grounded in the education of the teacher. Montessori teachers participate in a rigorous Montessori teacher education program, most of which are accredited through the Montessori Accrediting Council of Teacher Education (MACTE) which is recognized by the US Department of Education. Requirements include coursework in each of the curriculum content areas (Practical Life; Sensorial;



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Language and Literacy; Math; Physical and Life Science; Social Studies; and Art, Music, and Movement); Classroom Leadership (which includes evaluations and assessments); Child Development and Psychology; Montessori Philosophy and Theory; Classroom Management(which includes preparation of the classroom environment, scheduling, curriculum planning, and differentiating instruction for special needs students and English Language Learners); Observation Techniques and Strategies; and Children, Families and Community. Each candidate is required to complete a supervised student teaching practicum and typically spends a school year full-time in a Montessori classroom as an intern or teaching assistant.

This specially prepared teacher, then, has a clear understanding of the goals, desired outcomes, and methods in which to create a prepared environment that facilitates the academic, physical, and social-emotional development of each child in the classroom.

Every high-quality Montessori classroom includes at least one Montessori teacher who has been trained for the level at which he or she teaches and the number of teaching assistants to comply with state and/or local required adult to student ratios. The collaboration of these adults in the classroom is crucial as they work closely together to meet the needs of the children in their care. They model in their relationships the respect that is integral to the positive functioning of the classroom; they communicate clearly and often regarding each child and that child’s developmental needs in the cognitive, behavioral, and social-emotional domains.

| Florida Early Learning and Developmental Standards:            | Learning Objectives  | Learning Activities   | Assessment  |
|--|--|---|---|
| <b>Domain: Physical Development</b>                            |  |   |   |
| <b>Age: Birth to 18 Months</b>                                 |  |   |   |
| <b>A. Gross Motor Development</b>                              |  |   |   |
| 1. Shows characteristics of appropriate health and development | To aid in the development of the student’s physical, social-emotional development, and cognitive development, self-regulation, language and communication, and approach to learning. | The Montessori prepared environment, the preparation of the Montessori teacher of the teacher, the Montessori curriculum, and the interaction between children of multiple ages facilitates the optimal development of the whole child. | The children exhibit developmentally appropriate benchmarks in each area. |
| 2. Demonstrates beginning signs of balance, control, and       | To teach the student order, concentration, balance, control, and coordination, as well   | Carrying a tray, rug, bucket; handwashing; wiping nose and  | Increasing development of strength, coordination, control                 |



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| coordination   | as aid in the development of his growing independence.   | other lessons in personal hygiene; toileting; other gross motor activities such as snack and meal time preparation, eating, and cleaning; indoor and outdoor gross motor equipment; group games and cooperative challenges.       | of body.  |
| <b>B. Fine Motor Development</b>   |  |   |   |
| 1. Demonstrates visual abilities that support healthy growth and development   | To aid in the development of the student's visual sense; refine the senses; enable the student to categorize and classify objects by sight; to expose the student to new sights.   | All Montessori Sensorial materials and lessons. Mobiles, Shape Boxes; rattles; Montessori Bells; Cylinder Blocks; puzzles; block materials; Geometric Solids.   | Increasing development of fine motor skills; development of eye-hand coordination. Development and enhancement of sensory discriminations (visual, auditory, tactile, baric, thermic, olfactory, gustatory), attention, and memory. |
| 2. Demonstrates beginning signs of strength, control and eye-hand coordination | To teach the student order, concentration, and eye-hand coordination, as well as aid in the development of his growing independence. Practical Life activities create real opportunities for the student to practice necessary life skills such as dressing, feeding, and pouring. | Carrying a tray, rug, and bucket; other gross motor activities such as snack and meal time preparation, eating, and cleaning; Sensorial and Practical Life activities.  | Increasing development of strength, hand-eye coordination, control of body.   |
| <b>C. Self-help</b>  |  |   |   |
| 1. Demonstrates beginning participation in self-care                           | To develop the student's desire and ability to participate in and practice self-care routines.   | Helping with diapering; use of the toilet; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; setting the table; care of the environment activities. | Increasing development of self-help skills.   |
| 2. Participates in basic health  | To develop the student's desire and ability  | Helping with diapering; use of the  | Increasing development of self-   |



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| and safety routines  | to participate in and practice self-care routines, personal hygiene, and safety routines.  | toilet; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; setting the table; care of the environment activities. Participation in safety routines such as fire drills and exercises in safe and deliberate movements in the classroom. | help, health, and safety skills and routines.  |
| <b>D. Health</b>   |  |  |  |
| 1. Shows characteristics of good nutritional health                        | To develop the student's acceptance of nutritional food choices and his willingness to try new foods.  | Snack and mealtime routines, food preparation.   | Children try new foods, eat nutritional foods at snack and lunch, and can make nutritional food choices. |
| 2. Exhibits auditory abilities that support healthy growth and development | To aid in the development of the student's auditory sense; refine the senses; enable the student to categorize and classify objects by sound; to expose the student to new sounds. | Singing; dancing; movement games; musical instruments; Sound Cylinders; recordings of diverse kinds of music.  | Increasing development of auditory skills.   |
| 3. Shows characteristics of good oral health                               | To teach the student to care for teeth and mouth.  | Teeth brushing.  | The child is able to brush his teeth independently.  |
| 4. Shows basic health needs are met  | To develop the student's ability to take care of his basic health needs.   | Helping with diapering; use of the toilet; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; snack and mealtime routines.  | The child is able to take care of his own basic health needs independently.                              |
| <b>Domain: Physical Development</b>  | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>  |
| <b>Age: 18-36 months</b>   |  |  |  |
| <b>A. Gross Motor Development</b>  |  |  |  |



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| <p>1. Shows characteristics of appropriate health and development</p>                | <p>To teach the student order, concentration, and coordination, as well as aid in the development of his growing independence. Practical Life activities create real opportunities for the student to practice necessary life skills such as dressing, feeding, and pouring.</p> | <p>Carrying a tray, rug, bucket; handwashing; wiping nose and other lessons in personal hygiene; toileting; other gross motor activities such as snack and meal time preparation, eating, and cleaning; indoor and outdoor gross motor equipment.</p>   | <p>Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts. Increasing development of strength, coordination, control of body.</p> |
| <p>2. Demonstrates improved signs of balance, control, and coordination</p>          | <p>To teach the student order, concentration, balance, control, and coordination, as well as aid in the development of his growing independence.</p>   | <p>Carrying a tray, rug, bucket; handwashing; wiping nose and other lessons in personal hygiene; toileting; other gross motor activities such as snack and meal time preparation, eating, and cleaning; indoor and outdoor gross motor equipment; group games and cooperative challenges.</p> | <p>Increasing development of strength, coordination, control of body.</p>   |
| <p><b>B. Fine Motor Development</b></p>  |  |   |   |
| <p>1. Demonstrates visual abilities that support healthy growth and development</p>  | <p>To aid in the development of the student’s visual sense; refine the senses; enable the student to categorize and classify objects by sight; to expose the student to new sights.</p>  | <p>All Montessori Sensorial materials and lessons. Mobiles, Shape Boxes; rattles; Montessori Bells; Cylinder Blocks; puzzles; block materials; Geometric Solids.</p>  | <p>Increasing development of fine motor skills; development of eye-hand coordination. Development and enhancement of sensory discriminations (visual, auditory, tactile, baric, thermic, olfactory, gustatory), attention, and memory.</p>                                |
| <p>2. Demonstrates improved signs of strength, control and eye-hand coordination</p> | <p>To teach the student order, concentration, and eye-hand coordination, as well as aid in the development of his growing independence. Practical Life activities create real opportunities for the student</p>  | <p>Carrying a tray, rug, and bucket; other gross motor activities such as snack and meal time preparation, eating, and cleaning; Sensorial and Practical Life</p>   | <p>Increasing development of strength, hand-eye coordination, control of body.</p>  |



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|  | to practice necessary life skills such as dressing, feeding, and pouring.  | activities.   |  |
| <b>C. Self-help</b>  |  |   |  |
| 1. Demonstrates participation in self-care                                 | To develop the student's desire and ability to participate in and practice self-care routines.   | Helping with diapering; use of the toilet; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; setting the table; care of the environment activities.   | Increasing development of self-help skills.  |
| 2. Participates in basic health and safety routines                        | To develop the student's desire and ability to participate in and practice self-care routines, personal hygiene, and safety routines.  | Helping with diapering; use of the toilet; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; setting the table; care of the environment activities. Participation in safety routines such as fire drills and exercises in safe and deliberate movements in the classroom. | Increasing development of self-help, health, and safety skills and routines.                             |
| <b>D. Health</b>   |  |   |  |
| 1. Shows characteristics of good nutritional health                        | To develop the student's acceptance of nutritional food choices and his willingness to try new foods.  | Snack and mealtime routines, food preparation.  | Children try new foods, eat nutritional foods at snack and lunch, and can make nutritional food choices. |
| 2. Exhibits auditory abilities that support healthy growth and development | To aid in the development of the student's auditory sense; refine the senses; enable the student to categorize and classify objects by sound; to expose the student to new sounds. | Singing; dancing; movement games; musical instruments; Sound Cylinders; recordings of diverse kinds of music.   | Increasing development of auditory skills.   |
| 3. Shows characteristics of good oral health                               | To teach the student to care for teeth and mouth.  | Teeth brushing.   | The child is able to brush his teeth independently.  |



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| 4. Shows basic health needs are met  | To develop the student’s ability to take care of his basic health needs. | Helping with diapering; use of the toilet; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; snack and mealtime routines. | The child is able to take care of his own basic health needs independently. |
| <b>Florida Early Learning and Developmental Standards:</b>                     | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>   |
| <b>Domain: Physical Development</b>  |  |   |   |
| <b>Age: 2 Year-Olds</b>  |  |   |   |
| <b>A. Gross Motor Development</b>  |  |   |   |
| 1. Shows characteristics of appropriate health and development                 | See curriculum for 18-36 months above                                    |   |   |
| 2. Demonstrates advancing signs of balance, control, and coordination          | See curriculum for 18-36 months above                                    |   |   |
| <b>B. Fine Motor Development</b>   |  |   |   |
| 1. Demonstrates visual abilities that support healthy growth and development   | See curriculum for 18-36 months above                                    |   |   |
| 2. Demonstrates advancing signs of strength, control and eye-hand coordination | See curriculum for 18-36 months above                                    |   |   |
| <b>C. Self-help</b>  |  |   |   |
| 1. Demonstrates advancing participation in self-care                           | See curriculum for 18-36 months above                                    |   |   |
| 2. Participates in basic health and safety routines                            | See curriculum for 18-36 months above                                    |   |   |
| <b>D. Health</b>   |  |   |   |



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| 1. Exhibits auditory abilities that support healthy growth and development | See curriculum for 18-36 months above   |  |  |
| 2. Shows characteristics of good oral health                               | See curriculum for 18-36 months above   |  |  |
| 3. Shows basic health needs are met  | See curriculum for 18-36 months above   |  |  |
| <b>Florida Early Learning and Developmental Standards:</b>                 | <b>Learning Objectives</b>  | <b>Learning Activities</b>   | <b>Assessment</b>  |
| <b>Domain: Physical Development</b>  |   |  |  |
| <b>Age: 3 Year-Olds to 6 Year-Olds</b>                                     |   |  |  |
| <b>A. Gross Motor Development</b>  |   |  |  |
| 1. Shows characteristics of appropriate health and development             | To teach the student order, concentration, and coordination, as well as aid in the development of his growing independence. Practical Life activities create real opportunities for the student to practice necessary life skills such as dressing, feeding, and pouring. | Carrying a tray, rug, bucket; handwashing; wiping nose and other lessons in personal hygiene; toileting; other gross motor activities such as snack and meal time preparation, eating, and cleaning; indoor and outdoor gross motor equipment; physical education activities; health awareness activities; safety lessons. | Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts. Increasing development of strength, coordination, control of body. |
| 2. Demonstrates increasing control of large muscles                        | To teach the student order, concentration, balance, control, and coordination, as well as aid in the development of his growing independence.   | Indoor and outdoor gross motor equipment; introduction to sports, space, and direction; activities in balance, coordination, and teamwork; group games and cooperative teamwork.   | Increasing development of strength, coordination, control of body.   |
| <b>B. Fine Motor Development</b>   |   |  |  |



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| 1. Demonstrates increasing control of small muscles                | To develop the student's fine motor coordination and strengthen the muscles of the hand.   | Preparation of the hand activities using Sensorial materials, scissors, pencils, beads, blocks, etc.  | The student's work reflects increasing mastery of fine motor control.  |
| 2. Shows improving eye-hand coordination                           | To teach the student order, concentration, and eye-hand coordination.  | Carrying a tray, rug, and bucket; other gross motor activities such as snack and meal time preparation, eating, and cleaning; Sensorial and Practical Life activities.  | Increasing development of strength, hand-eye coordination, control of body.  |
| 3. Uses various drawing and art tools with developing coordination | To develop the student's fine motor coordination and strengthen the muscles of the hand; to teach the student how to appropriately use drawing and writing implements. | Preparation of the hand activities using Sensorial materials, scissors, pencils, beads, blocks, etc.  | The student's work reflects increasing mastery of fine motor control.  |
| <b>C. Self-help</b>  |  |   |  |
| 1. Actively participates in self-care                              | To develop the student's desire and ability to participate in and practice self-care routines.   | Dressing Frames: velcro, button, snap, zipper, hook and eye, buckle, bow tie, lace, safety pin; putting on shoes; putting on a coat; noseblowing; handwashing; toileting  | The student is able to velcro, button, snap, zipper, hook and eye, buckle, tie, lace, and safety pin independently. The student is able to independently take care of personal health and hygiene needs. |
| 2. Actively takes part in basic health and safety routines         | To develop the student's desire and ability to participate in and practice self-care routines, personal hygiene, and safety routines.                                  | Toileting; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; setting the table; care of the environment activities. Participation in safety routines such as fire drills and exercises in safe and deliberate movements in the classroom. | Increasing development of self-help, health, and safety skills and routines.   |



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| <b>D. Health</b>   |  |  |   |
| 1. Exhibits auditory abilities that support healthy growth and development | To aid in the development of the student’s auditory sense; refine the senses; enable the student to categorize and classify objects by sound; to expose the student to new sounds. | Singing, dancing, movement games, musical instruments, Sound Cylinders, recordings of diverse kinds of music.  | Increasing development of auditory skills.  |
| 2. Shows characteristics of good oral health                               | To teach the student to brush teeth and care for gums and mouth.   | Teeth brushing.  | The student is able to independently brush his teeth and care for mouth and gums.           |
| 3. Shows physical needs are met  | To develop the student’s ability to take care of and communicate his basic health needs.   | Toileting; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; snack and mealtime routines.    | The child is able to take care of and communicate his own basic health needs independently. |
| <b>Florida Early Learning and Developmental Standards:</b>                 | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>   |
| <b>Domain: Physical Development</b>  |  |  |   |
| <b>Age: 3-6 year olds</b>  |  |  |   |
| <b>A. Health and Wellness</b>  |  |  |   |
| 1. Shows characteristics of good health to facilitate learning             | To develop and instill in the student healthy lifestyle habits, such as proper nutrition, frequent physical exercise, and proper sleep habits.                                     | Snack and mealtime routines; food preparation; read-alouds and discussions about healthy lifestyle habits; physical education and health awareness lessons and activities. | The student demonstrates healthy lifestyle habits that support optimal learning.            |



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| <p>2. Shows visual abilities facilitate learning and healthy growth and development</p>           | <p>To aid in the development of the student’s visual sense; refine the senses; enable the student to categorize and classify objects by sight; to expose the student to new sights.</p>   | <p>All Montessori Sensorial materials and lessons. Mobiles, Shape Boxes; rattles; Montessori Bells; Cylinder Blocks; puzzles; block materials; Geometric Solids.</p> | <p>Increasing development of fine motor skills; development of eye-hand coordination. Development and enhancement of sensory discriminations (visual, auditory, tactile, baric, thermic, olfactory, gustatory), attention, and memory.</p> |
| <p>3. Demonstrates auditory ability to facilitate learning and healthy growth and development</p> | <p>To aid in the development of the student’s auditory sense; refine the senses; enable the student to categorize and classify objects by sound; to expose the student to new sounds.</p> | <p>Singing; dancing; movement games, musical instruments; Sound Cylinders; recordings of diverse kinds of music.</p>   | <p>Increasing development of and proficiency with auditory skills.</p>   |
| <p>4. Demonstrates characteristics of good oral health and performs oral hygiene routines</p>     | <p>To teach the student to brush teeth and care for gums and mouth and to instill good oral hygiene habits.</p>   | <p>Teeth brushing.</p>   | <p>The student is able to independently brush his teeth and care for mouth and gums and exhibits good oral hygiene habits.</p>   |
| <p>5. Shows familiarity with health care providers in relation to health and wellness</p>         | <p>To introduce the student to the roles and responsibilities of various health care providers and establish good healthcare habits.</p>  | <p>Field trips to community healthcare providers; read-alouds about healthcare providers; discussions about proactive and preventative healthcare habits.</p>        | <p>The student exhibits a healthy and positive attitude about healthcare providers and demonstrates healthy habits.</p>  |



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| <p>6. Demonstrates self-control, interpersonal and social skills in relation to mental health</p> | <p>To develop self-help, -management, and -regulation skills. To develop social-emotional skills and to assist the child in developing pro-social skills in interactions with peers and adults. To develop effective conflict resolution skills.</p> | <p>Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.</p> | <p>The child demonstrates an increasing ability to participate in pro-social interactions with children and adults. He is able to participate in effective conflict resolution and to express needs and feelings in positive, age-appropriate ways.</p> |
| <p>7. Shows basic physical needs are met</p>  | <p>To develop the student's ability to take care of and communicate his basic health needs.</p>  | <p>Toileting; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; snack and mealtime routines.</p>   | <p>The child is able to take care of and communicate his own basic health needs independently.</p>  |
| <p>8. Actively takes part in basic health and safety routines</p>                                 | <p>To develop the student's desire and ability to participate in and practice self-care routines, personal hygiene, and safety routines.</p>   | <p>Toileting; washing hands and face; feeding self; Dressing Frames; washing activities; putting on and taking off shoes, socks and clothing; setting the table; care of the environment activities. Participation in safety routines such as fire drills and exercises in safe and deliberate movements in the classroom.</p>                     | <p>The child demonstrates proficiency with self-help, health, and safety skills and routines.</p>   |



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| <p>9. Participates in physical fitness activities</p> | <p>To develop movement skills and teach the student concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity; to demonstrate physical competency and control of large and small muscles; to demonstrate awareness and coordination of body movements and knowledge of rules and safety during activity.</p> | <p>Indoor and outdoor gross motor equipment; introduction to sports, space, and direction; activities in balance, coordination, and teamwork; group games and cooperative teamwork, physical education and health awareness activities.</p>  | <p>The child actively and joyfully participates in physical fitness activities and understands and communicates the importance of physical fitness.</p>   |
| <p>10. Makes healthy food choices</p>                 | <p>To develop the student’s acceptance of nutritional food choices and his willingness to try new foods.</p>  | <p>Snack and mealtime routines; food preparation.</p>  | <p>The child tries new foods, eat nutritional foods at snack and lunch, and can make nutritional food choices.</p>  |
| <p><b>B. Self-help</b></p>                            |   |  |   |
| <p>1. Actively participates in self-care</p>          | <p>To develop the student’s desire and ability to participate in and practice self-care routines.</p>   | <p>Dressing Frames: velcro, button, snap, zipper, hook and eye, buckle, bow tie, lace, safety pin; putting on shoes; putting on a coat; noseblowing; handwashing; toileting.</p>   | <p>The child is able to velcro, button, snap, zipper, hook and eye, buckle, tie, lace, and safety pin independently. The student is able to independently take care of personal health and hygiene needs.</p> |
| <p>2. Helps carry out classroom routines</p>          | <p>To develop self-help, -management, and – regulation skills. To develop social-emotional skills. To assist the child in developing pro-social skills in interactions with peers and adults and to teach the child how to make positive decisions affecting his community. To teach the child to take care of himself, others, and his environment.</p>          | <p>Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.</p> | <p>The child willingly and effectively participates in the care of the classroom environment.</p>   |



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| <b>C. Gross Motor Development</b>                    |   |   |  |
| 1. Demonstrates increasing motor control and balance | To develop fine and gross motor skills, coordinate body movements in space, and to teach rules of safety in the classroom and school environment. | Grace and Courtesy lessons and Practical Life activities. Music and movement activities at circle time/community meeting time. Yoga poses. Physical education lessons. Unstructured outdoor time. | Increasing development of strength, coordination, control of body; the child is able to move safely in the classroom and school environment. |

| Florida Early Learning and Developmental Standards:  | Learning Objectives   | Learning Activities   | Assessment   |
|--|---|---|--|
| <b>Domain: Approaches to Learning</b>  |   |   |  |
| <b>Age: Birth to 18 Months</b>   |   |   |  |
| <b>A. Eagerness and Curiosity</b>  |   |   |  |
| 1. Shows awareness of and interest in the environment  | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world. | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.  | The child exhibits increasing awareness of, interest in, and comfort with the environment. |
| <b>B. Persistence</b>  |   |   |  |
| 1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes | To develop concentration, attention, order and independence.  | Activities of Practical Life; modeling by and interaction with teachers; developmentally appropriate expectations for each child. | Increasing attention span and persistence with tasks.                                      |
| <b>C. Creativity and Inventiveness</b>   |   |   |  |
| 1. Notices and shows interest and excitement with familiar objects, people and events  | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world. | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.  | The child exhibits increasing awareness of, interest in, and comfort with the environment. |
| Florida Early Learning and Developmental Standards:  | Learning Objectives   | Learning Activities   | Assessment   |
| <b>Domain: Approaches to</b>   |   |   |  |



| <b>Learning</b>   |  |  |  |
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| <b>Age: Birth-18 Months</b>                                     |  |  |  |
| <b>A. Eagerness and Curiosity</b>                               |  |  |  |
| 1. Shows eagerness and curiosity as a learner                   | To teach the student to make independent activity choices and engage in discovery and exploration. | Every activity in the Montessori classroom encourages choice, discovery, and exploration.                    | The child is able to choose an activity and engage in discovery and exploration for an age-appropriate length of time.                 |
| <b>B. Persistence</b>   |  |  |  |
| 1. Pays attention briefly and persist in repetitive tasks       | To develop concentration, attention, order and independence. Development of impulse control.       | Activities of Practical Life; modeling by teachers; developmentally appropriate expectations for each child. | Increasing attention span and persistence with tasks.  |
| <b>C. Creativity and Inventiveness</b>                          |  |  |  |
| 1. Approaches and explores new experiences in familiar settings | To encourage the child to engage in discovery and exploration.                                     | Every activity in the Montessori classroom encourages choice, discovery, and exploration.                    | The child is able to choose an activity and freely engage in discovery and exploration. The child exhibits comfort in the environment. |
| <b>Florida Early Learning and Developmental Standards:</b>      | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>  |
| <b>Domain: Approaches to Learning</b>                           |  |  |  |
| <b>Age: 18-36 Months</b>  |  |  |  |
| <b>A. Eagerness and Curiosity</b>                               |  |  |  |
| 1. Shows eagerness and curiosity as a learner                   | To teach the student to make independent activity choices and engage in discovery and exploration. | Every activity in the Montessori classroom encourages choice, discovery, and exploration.                    | The child is able to choose an activity and engage in discovery and exploration for an age-appropriate length of time.                 |
| <b>B. Persistence</b>   |  |  |  |



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| 1. Pays attention for longer periods of time and persists at preferred activities                                | To develop concentration, attention, order and independence. Development of impulse control. | Activities of Practical Life; modeling by teachers; circle time; developmentally appropriate expectations for each child. | Increasing attention span and persistence with tasks.   |
| <b>C. Creativity and Inventiveness</b>   |  |   |   |
| 1. Explores the various new properties and uses for familiar objects and activities                              | To be able to make independent activity choices and engage in discovery and exploration.     | Every activity in the Montessori classroom encourages choice, discovery, and exploration.                                 | The child is able to choose an activity and engage in discovery and exploration. The child exhibits creativity. |
| <b>Florida Early Learning and Developmental Standards:</b>   | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>   |
| <b>Domain: Approaches to Learning</b>  |  |   |   |
| <b>Age: 2 Year-Olds</b>  |  |   |   |
| <b>A. Eagerness and Curiosity</b>  |  |   |   |
| 1. Shows eagerness and curiosity as a learner  | See curriculum for 18-36 months above  |   |   |
| <b>B. Persistence</b>  |  |   |   |
| 1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem | See curriculum for 18-36 months above  |   |   |
| <b>C. Creativity and Inventiveness</b>   |  |   |   |
| 1. Explores the environment with purpose and flexibility   | See curriculum for 18-36 months above  |   |   |
| <b>Florida Early Learning and Developmental Standards:</b>   | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>   |
| <b>Domain: Approaches to Learning</b>  |  |   |   |
| <b>Age: 3-6 Year-Olds</b>  |  |   |   |



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| <b>A. Eagerness and Curiosity</b>  |   |  |  |
| 1. Shows eagerness and is curious to learn new things and have new experiences | To teach the student to make independent activity choices and engage in discovery and exploration.  | Every activity in the Montessori classroom encourages choice, discovery, and exploration. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group.  | The child is able to choose an activity and engage in discovery and exploration for an age-appropriate length of time. |
| <b>B. Persistence</b>  |   |  |  |
| 1. Sustains attention for brief periods and finds help when needed             | To develop concentration, attention, order and independence. Development of impulse control. To develop self-help, -management, and -regulation skills. To develop social-emotional skills. | Activities of Practical Life; modeling by teachers; circle time; developmentally appropriate expectations for each child. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. | Increasing attention span and persistence with tasks.  |
| <b>C. Creativity and Inventiveness</b>   |   |  |  |
| 1. Approaches daily activities with creativity and inventiveness               | To be able to make independent activity choices and engage in discovery and exploration.  | Every activity in the Montessori classroom encourages choice, discovery, and exploration.  | The child is able to choose an activity and engage in discovery and exploration. The child exhibits creativity.        |
| <b>D. Planning and Reflection</b>  |   |  |  |



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| 1. Shows initial signs of planning and learning from their experiences | To develop the skills of planning, reflection, and auto-correction. | The Montessori work period of 3 hours, repeated practice with Montessori materials, and self-correcting materials contribute to the development of planning, reflection, and auto-correction skills. | The child demonstrates an ability to plan his work, reflect upon his work, and auto-correct. |
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| Florida Early Learning and Developmental Standards: | Learning Objectives   | Learning Activities  | Assessment   |
|---|---|--|--|
| <b>Domain: Social Emotional Development</b>         |   |  |  |
| <b>Age: Birth to 18 Months</b>                      |   |  |  |
| <b>A. Trust and Emotional Safety</b>                |   |  |  |
| 1. Experiences and develops secure relationships    | To aid in the development of trusting relationships; to teach the student to use language to meet his needs.  | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. | The child exhibits increasing trust and comfort with caregivers.   |
| 2. Responds to the environment                      | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.                             | Modeling by teachers; nature walks; read alouds; natural objects in the classroom.   | The child exhibits increasing awareness of, interest in, and comfort with the environment.   |
| <b>B. Self-Regulation</b>                           |   |  |  |
| 1. Develops early emotional regulation              | To teach the student to identify and appropriately act upon emotions, share feelings with teachers and peers, and develop self-soothing techniques. | Modeling of emotion language by teachers; labeling emotions of peers; emotion photo cards.   | The child exhibits an increasing ability to express emotions appropriately, communicate his needs with teachers and peers, and to self-soothe. |
| 2. Develops early behavioral regulation             | To teach the student pro-social behavior.   | Teacher identification and labeling of feelings and discussions of appropriate classroom behavior; lessons in                                | The child exhibits safe and pro-social behavior and a growing ability to control his behavior.   |



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|  |   | Grace and Courtesy.   |  |
| 3. Develops early social problem-solving   | To aid in the development of positive peer relationships; cooperative play; learning to take turns. To develop the ability to identify and label the feelings of others and to share in the feelings of others. | Modeling of positive interactions; lessons in Grace and Courtesy; circle time; group activities such as a reading aloud. Modeling, identifying, and labeling the feelings of peers and relating it to the specific situation; identifying the feelings related to situations of characters in a book. | The child is able to engage in age-appropriate interactions with peers and has age-appropriate coping skills when conflicts arise.                               |
| <b>C. Self-Concept</b>   |   |   |  |
| 1. Forms and maintains mutual relationships with others                            | To aid in the development of positive peer relationships; cooperative play; learning to take turns. To develop the ability to identify and label the feelings of others and to share in the feelings of others. | Modeling of positive interactions; lessons in Grace and Courtesy; circle time; group activities such as a reading aloud. Modeling, identifying, and labeling the feelings of peers and relating it to the specific situation; identifying the feelings related to situations of characters in a book. | The child is able to engage in age-appropriate interactions with peers and has age-appropriate coping skills when conflicts arise.                               |
| 2. Becomes aware of oneself as a unique individual while still connected to others | To aid in the development of a positive self-concept and independence and to develop the ability to identify and label the feelings of others and share in the feelings of others.                              | Activities of Practical Life; modeling by teachers, Grace and Courtesy lessons, independent choice of activity.   | The child is able to express his needs and engage in age-appropriate interactions with peers. The child participates appropriately in community gathering times. |
| 3. Demonstrates emerging sense of competence and confidence in growing abilities   | To develop the ability to engage in activities with increasing complexity, longer sequences, and abstract concepts.   | Montessori activities and curriculum are highly sequenced to enable the child to make independent activity choices involving work of a greater complexity, with guidance from the teachers.   | The child will choose activities of greater complexity, and of a longer sequence.  |



| <b>Florida Early Learning and Developmental Standards:</b>                         | <b>Learning Objectives</b>               | <b>Learning Activities</b> | <b>Assessment</b> |
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| <b>Domain: Social Emotional Development</b>  |  |                            |                   |
| <b>Age: 8-18 Months</b>  |  |                            |                   |
| <b>A. Trust and Emotional Safety</b>   |  |                            |                   |
| 1. Experiences and develops secure relationships                                   | See curriculum for birth-18 months above |                            |                   |
| 2. Responds to the environment   | See curriculum for birth-18 months above |                            |                   |
| <b>B. Self-Regulation</b>  |  |                            |                   |
| 1. Demonstrates developing early emotional regulation                              | See curriculum for birth-18 months above |                            |                   |
| 2. Demonstrates developing early behavioral regulation                             | See curriculum for birth-18 months above |                            |                   |
| 3. Demonstrates developing early social problem-solving                            | See curriculum for birth-18 months above |                            |                   |
| <b>C. Self-Concept</b>   |  |                            |                   |
| 1. Forms and maintains mutual relationships with others                            | See curriculum for birth-18 months above |                            |                   |
| 2. Becomes aware of oneself as a unique individual while still connected to others | See curriculum for birth-18 months above |                            |                   |
| 3. Demonstrates increasing sense of competence and confidence in growing abilities | See curriculum for birth-18 months above |                            |                   |
| <b>Florida Early Learning and Developmental Standards:</b>                         | <b>Learning Objectives</b>               | <b>Learning Activities</b> | <b>Assessment</b> |
| <b>Domain: Social Emotional Development</b>  |  |                            |                   |
| <b>Age: 18-36 Months</b>   |  |                            |                   |



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| <b>A. Trust and Emotional Safety</b>                    |   |   |  |
| 1. Forms and maintains secure relationships with others | To aid in the development of trusting relationships; to teach the student to use language to meet his needs.  | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed.  | The child exhibits increasing trust and comfort with caregivers.   |
| 2. Responds to the environment                          | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.   | Modeling by teachers; nature walks; read alouds; circle time; natural objects in the classroom.   | The child exhibits increasing awareness of, interest in, and comfort with the environment.   |
| <b>B. Self-Regulation</b>                               |   |   |  |
| 1. Demonstrates increasing early emotional regulation   | To teach the student to identify and appropriately act upon emotions, share feelings with teachers and peers, and develop self-soothing techniques.   | Modeling of emotion language by teachers; labeling emotions of peers; emotion photo cards; read alouds; circle time discussions.  | The child exhibits an increasing ability to express emotions appropriately, communicate his needs with teachers and peers, and to self-soothe. |
| 2. Demonstrates increasing early behavioral regulation  | To teach the student pro-social behavior.   | Teacher identification and labeling of feelings and discussions of appropriate classroom behavior; lessons in Grace and Courtesy.   | The child exhibits safe and pro-social behavior and a growing ability to control his behavior.   |
| 3. Demonstrates increasing social problem-solving       | To aid in the development of positive peer relationships; cooperative play; learning to take turns. To develop the ability to identify and label the feelings of others and to share in the feelings of others. | Modeling of positive interactions; lessons in Grace and Courtesy; circle time; group activities such as a reading aloud. Modeling, identifying, and labeling the feelings of peers and relating it to the specific situation; identifying the feelings related to situations of characters in a book. | The child is able to engage in age-appropriate interactions with peers and has age-appropriate coping skills when conflicts arise.             |
| <b>C. Self-Concept</b>                                  |   |   |  |
| 1. Forms and maintains mutual relationships with others | To aid in the development of positive peer relationships; cooperative play; learning to take turns. To develop the ability to   | Modeling of positive interactions; lessons in Grace and Courtesy; circle time; group activities such  | The child is able to engage in age-appropriate interactions with peers and has age-  |



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|  | identify and label the feelings of others and to share in the feelings of others.  | a reading aloud. Modeling, identifying, and labeling the feelings of peers and relating it to the specific situation; identifying the feelings related to situations of characters in a book. | appropriate coping skills when conflicts arise.  |
| 2. Becomes aware of oneself as a unique individual while still connected to others | To aid in the development of a positive self-concept and independence and to develop the ability to identify and label the feelings of others and share in the feelings of others. | Activities of Practical Life; modeling by teachers, Grace and Courtesy lessons, independent choice of activity; circle time activities.   | The child is able to express his needs and engage in age-appropriate interactions with peers. The child participates appropriately in community gathering times. |
| 3. Demonstrates increasing sense of competence and confidence in growing abilities | To develop the ability to engage in activities with increasing complexity, longer sequences, and abstract concepts.  | Montessori activities and curriculum are highly sequenced to enable the child to make independent activity choices involving work of a greater complexity, with guidance from the teachers.   | The child will chose activities of greater complexity, and of a longer sequence.   |
| <b>Florida Early Learning and Developmental Standards:</b>                         | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>  |
| <b>Domain: Social Emotional Development</b>  |  |   |  |
| <b>Age: 2 Year-Olds</b>  |  |   |  |
| <b>A. Trust and Emotional Safety</b>   |  |   |  |
| 1. Forms and maintains secure relationships with others                            | See curriculum for 18-36 months above  |   |  |
| 2. Responds to the environment   | See curriculum for 18-36 months above  |   |  |
| <b>B. Self-Regulation</b>  |  |   |  |
| 1. Demonstrates increasing emotional regulation                                    | See curriculum for 18-36 months above  |   |  |



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| 2. Demonstrates increasing behavioral regulation                                   | See curriculum for 18-36 months above  |  |   |
| 3. Demonstrates increasing social problem-solving                                  | See curriculum for 18-36 months above  |  |   |
| <b>C. Self-Concept</b>   |  |  |   |
| 1. Forms and maintains mutual relationships with others                            | See curriculum for 18-36 months above  |  |   |
| 2. Becomes aware of oneself as a unique individual while still connected to others | See curriculum for 18-36 months above  |  |   |
| 3. Demonstrates increasing sense of competence and confidence in growing abilities | See curriculum for 18-36 months above  |  |   |
| <b>Florida Early Learning and Developmental Standards:</b>                         | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>   |
| <b>Domain: Social Emotional Development</b>  |  |  |   |
| <b>Age: 3-6 Year-Olds</b>  |  |  |   |
| <b>A. Pro-social Behaviors</b>   |  |  |   |
| 1. Develops positive relationships and interacts with familiar adults              | To aid in the development of self-help, -management, and -regulation skills and to develop social-emotional skills. To assist the student in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills. | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. | The child develops positive, trusting relationships with familiar adults and exhibits comfort and confidence in his interactions with peers and adults. |
| 2. Interacts and develops positive relationships with peers                        | To assist the student in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills.   | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and  | The child engages in age-appropriate, positive relationships with peers.  |



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|   |   | Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.   |   |
| 3. Joins in group activities and experiences within early learning environments | To teach the student how to engage in lessons and activities with large and small group of peers.   | The schedule and structure of the Montessori classroom enables students to interact in large and small groups, individually, and with a teacher for a variety of activities. Teachers invite small groups of children together for a lesson which is developmentally appropriate for each child in the small group and the entire class participates in community circle times. | The child engages comfortably and confidently with small and large groups both in free choice activities and during structured lessons.     |
| 4. Shows care and concern for others  | To develop social-emotional skills and assist the child in developing pro-social skills in interactions with peers and adults and to teach the child how to make positive decisions affecting his community. To teach the child to take care of himself, others, and his environment. | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group; Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.                                    | The child shows care and concern for himself, others, and the environment and is a positive contributing member of the classroom community. |
| <b>B. Self-Regulation</b>   |   |   |   |
| 1. Follows simple rules and routines with support                               | To develop self-help, -management, and – regulation skills. To develop social-emotional skills. To assist the child in  | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-   | The child shows a growing ability to follow classroom rules and routines with gradually   |



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|  | developing pro-social skills in interactions with peers and adults and to teach the child how to make positive decisions.                      | age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions affecting his community. To teach the child to take care of himself, others, and his environment. | decreasing support.   |
| 2. Begins to use materials with increasing care and safety                             | To instill in the student responsibility for care of the environment and an appreciation for communal goods.                                   | The child's free choice of lessons and materials and his responsibility for appropriate use and clean-up of his activities established the expectation that he will use materials with care and safety. Practical Life activities involving care of the environment.  | The child uses communal materials safely and with care, including proper clean-up and replacement of materials where they belong. |
| 3. Adapts to transitions with support  | To develop resilience and flexibility and aid in the development of the child's ability to adapt to transitions.                               | The predictable structure of the Montessori school day and the child's ability to make choices facilitates the development of resilience and flexibility. Teacher and peer modeling and support.  | The child shows a growing ability to adapt to transitions with gradually decreasing support.                                      |
| 4. Shows developing ability to solve social problems with support from familiar adults | To assist the child in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills. | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum.   | The child shows an increasing ability to engage in age appropriate conflict resolution.   |



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|  |  | Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.   |  |
| <b>C. Self-Concept</b>   |  |   |  |
| 1. Shows growing confidence in their abilities                                     | To develop the student’s self-esteem and self-confidence and to enable him to challenge himself appropriately.                                 | The Montessori curriculum provides a sequence of activities from simple to complex, one concept to a combination, concrete to abstract.   | The child will chose activities of greater complexity, and of a longer sequence and exhibit confidence in his interactions with peers, adults, and materials in the classroom. |
| 2. Begins to independently initiate and direct some experiences                    | To teach the child how to make independent choices of developmentally appropriate activities and to challenge himself appropriately.           | Montessori activities and curriculum are highly sequenced to enable the child to make independent activity choices, with guidance from the teachers.  | The child will make challenging activity choices independently.  |
| 3. Demonstrates increasing sense of competence and confidence in growing abilities | To assist the child in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills. | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions. | The child shows an increasing ability to engage in age appropriate conflict resolution.  |
| <b>Florida Early Learning and Developmental Standards:</b>                         | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>  |
| <b>Domain: Social Emotional Development</b>  |  |   |  |



| <b>Age: 3-6 Year-Olds</b>   |   |   |  |
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| <b>A. Self-Regulation</b>   |   |   |  |
| <b>a. Affective</b>   |   |   |  |
| 1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment | To be able to make independent choices of developmentally appropriate activities.   | Montessori activities and curriculum are highly sequenced to all for child to make independent activity choices, with guidance from the teachers. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions. | The child will make independent activity choices and exhibit comfort and confidence in the classroom. The child will joyfully participate in the classroom community and routines. |
| 2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time           | To develop self-help, -management, and -regulation skills. To develop social-emotional skills so that the student can manage and regulate his emotions with teacher support.                              | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Teacher and peer modeling.   | The child exhibits a growing ability to regulate his emotions and displays appropriate responses to negative emotions.   |
| <b>b. Life/Adaptive</b>   |   |   |  |
| 1. Follows simple rules, agreements and familiar routines with teacher support  | To develop self-help, -management, and -regulation skills. To develop social-emotional skills. To assist the child in developing pro-social skills in interactions with peers and adults and to teach the | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and   | The child shows a growing ability to follow classroom rules and routines with gradually decreasing support.  |



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|  | child how to make positive decisions.  | Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions affecting his community. To teach the child to take care of himself, others, and his environment. |  |
| 2. Begins to use materials with increasing care and safety | To instill in the student responsibility for care of the environment and an appreciation for communal goods.     | The child's free choice of lessons and materials and his responsibility for appropriate use and clean-up of his activities established the expectation that he will use materials with care and safety. Practical Life activities involving care of the environment.             | The child uses communal materials safely and with care, including proper clean-up and replacement of materials where they belong.  |
| 3. Adapts to transitions with increasing independence      | To develop resilience and flexibility and aid in the development of the child's ability to adapt to transitions. | The predictable structure of the Montessori school day and the child's ability to make choices facilitates the development of resilience and flexibility. Teacher and peer modeling and support.   | The child shows a growing ability to adapt to transitions with gradually decreasing support.   |
| <b>B. Relationships</b>                                    |  |  |  |
| <b>a. Self</b>   |  |  |  |
| 1. Shows increasing confidence in their own abilities      | To develop the student's self-esteem and self-confidence and to enable him to challenge himself appropriately.   | The Montessori curriculum provides a sequence of activities from simple to complex, one concept to a combination, concrete to abstract.  | The child will chose activities of greater complexity, and of a longer sequence and exhibit confidence in his interactions with peers, adults, and materials in the classroom. |
| <b>b. Peers</b>  |  |  |  |



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| <p>1. Interacts and develops positive relationships with peers</p> | <p>To assist the child in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills.</p>  | <p>Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.</p>  | <p>The child shows an increasing ability to engage in age appropriate conflict resolution.</p>   |
| <p>2. Develops special friendships</p>                             | <p>To teach the child the characteristics of being a good friend and to enable him to engage in positive relationships.</p>  | <p>Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time read-alouds and discussions about friendship.</p>  | <p>The child is a positive and contributing member of the classroom community and exhibits an ability to establish and maintain friendships.</p>   |
| <p>3. Shows care and concern for others</p>                        | <p>To develop social-emotional skills and assist the child in developing pro-social skills in interactions with peers and adults and to teach the child how to make positive decisions affecting his community. To teach the child to take care of himself, others, and his environment.</p> | <p>Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group; Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions.</p> | <p>The child shows care and concern for himself, others, and the environment and is a positive contributing member of the classroom community.</p> |
| <p><b>c. Adults</b></p>  |  |   |  |
| <p>1. Develops positive</p>  | <p>To aid in the development of self-help, -</p>   | <p>Open classroom and free choice</p>   | <p>The child develops positive,</p>  |



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| relationships and interacts comfortably with familiar adults                           | management, and -regulation skills and to develop social-emotional skills. To assist the student in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills. | foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum.   | trusting relationships with familiar adults and exhibits comfort and confidence in his interactions with peers and adults.        |
| <b>C. Social Problem Solving</b>   |   |   |   |
| 1. Shows developing ability to solve social problems with support from familiar adults | To assist the child in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills.  | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions. | The child shows an increasing ability to engage in age appropriate conflict resolution.   |
| 2. Develops an initial understanding of bullying, with support from familiar adults    | To assist the child in developing pro-social skills in interactions with peers and adults and to develop effective conflict resolution skills. To teach friendship skills.  | Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Establishment of classroom rules and reiteration of rules by adults and peers.                                | The child shows an increasing ability to engage in age appropriate conflict resolution and to establish and maintain friendships. |

| Florida Early Learning and Developmental Standards: | Learning Objectives | Learning Activities | Assessment |
|---|---------------------|---------------------|------------|
| <b>Domain: Language and</b>                         |                     |                     |            |



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| <b>Communication</b>                                     |   |   |   |
| <b>Age: Birth to 18 Months</b>                           |   |   |   |
| <b>A. Listening and Understanding</b>                    |   |   |   |
| 1. Responds to frequently heard sounds and words         | To aid in the development of the student's receptive communication.   | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; sign language. | The child exhibits an increasing ability to understand directions and verbal labels and to respond to non-verbal cues and facial expressions.       |
| <b>B. Communication and Speaking</b>                     |   |   |   |
| 1. Uses a variety of sounds and movements to communicate | To aid in the development of the student's expressive language.   | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; sign language. | The child increasingly uses sounds and movements to respond to non-verbal cues and facial expressions and to communicate.                           |
| <b>C. Early Reading</b>                                  |   |   |   |
| 1. Shows enjoyment of the sounds and rhythms of language | To develop an appreciation of spoken language and to teach the child that language is a means of communicating needs and wants. | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; sign language. | The child exhibits an increasing understanding that language is a means of communication and displays an enjoyment of communicating using language. |
| <b>D. Early Writing</b>                                  |   |   |   |
| 1. Develops eye-hand                                     | To teach the student order, concentration,  | Carrying a tray, rug, and bucket;   | Increasing development of   |



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| coordination and more intentional hand control                                       | and eye-hand coordination, as well as aid in the development of his growing independence. Practical Life activities create real opportunities for the student to practice necessary life skills such as dressing, feeding, and pouring. | other gross motor activities such as snack and meal time preparation, eating, and cleaning; Sensorial and Practical Life activities.   | strength, hand-eye coordination, control of body.   |
| 2. Watches activities of others and imitates sounds, facial expressions, and actions | To develop an appreciation of language and to teach the child that language is a means of communicating needs and wants.  | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; sign language. Modeling of language by teachers; inquiry-based language related to child's actions, activities, and art work. | The child exhibits an increasing ability to understand directions and verbal labels and to respond to non-verbal cues and facial expressions. |
| <b>Florida Early Learning and Developmental Standards:</b>                           | <b>Learning Objectives</b>  | <b>Learning Activities</b>   | <b>Assessment</b>   |
| <b>Domain: Language and Communication</b>  |   |  |   |
| <b>Age: Birth-18 Months</b>  |   |  |   |
| <b>A. Listening and Understanding</b>  |   |  |   |
| 1. Shows increased understanding of gestures and words                               | To develop an appreciation of language and to teach the student that language is a means of communicating needs and wants.  | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; sign language. Modeling of language by teachers; inquiry-based language related to child's actions, activities, and art work. | The child exhibits an increasing ability to understand directions and verbal labels and to respond to non-verbal cues and facial expressions. |



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| <b>B. Communication and Speaking</b>                                  |  |   |   |
| 1. Uses consistent sounds, and gestures and some words to communicate | To aid in the development of the student’s expressive language.                    | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; sign language. | The child exhibits development of functional language to express needs and wants.   |
| <b>C. Early Reading</b>   |  |   |   |
| 1. Builds and uses vocabulary with language, pictures, and books      | To aid in the development of the student’s expressive language ability.            | Language rich environment with teacher-talk and conversation; books; name cards; Object/Picture Cards; vocabulary cards with labels; read-alouds, circle time.                      | The child displays an increasing interest in and understanding of printed materials and an ever-expanding vocabulary. The child’s growing ability to communicate his needs and wants effectively. |
| <b>D. Early Writing</b>   |  |   |   |
| 1. Uses tools to make scribbles                                       | To teach the student that writing conveys meaning and is a means of communication. | Sandpaper Letters; writing tray; easel; tracing boards, art materials.  | The child enjoys experimenting with writing implements.   |
| 2. Repeats actions that symbolize ideas                               | To teach the student that writing conveys meaning and is a means of communication. | Sandpaper Letters; writing tray; easel; tracing boards, art materials.  | The child demonstrates an understanding that his words, actions, and scribbles can communicate ideas.   |
| <b>Florida Early Learning and Developmental Standards:</b>            | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>   |
| <b>Domain: Language and Communication</b>                             |  |   |   |
| <b>Age: 18-36 Months</b>  |  |   |   |
| <b>A. Listening and Understanding</b>                                 |  |   |   |



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| 1. Gains meaning through listening  | To develop the student's receptive language skills.  | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays.           | The child's increasing ability to comprehend through listening; the child's growing ability to respond to spoken instructions, questions, and comments. |
| <b>B. Communication and Speaking</b>  |  |  |   |
| 1. Uses a larger number of words and uses words together                    | To develop the student's expressive language skills.   | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays.           | The child's increasing ability to communicate his needs and wants through multi-word communication.   |
| 2. Attends to and tries to take part in conversations                       | To develop the student's expressive language skills and to teach the student conversational turn-taking. | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays.           | The child shows a desire to participate conversation and demonstrates a beginning understanding of conversational turn-taking.                          |
| <b>C. Early Reading</b>   |  |  |   |
| 1. Learns that pictures represent real objects, events, and ideas (stories) | To teach the student that pictures represent ideas that can also be represented in writing.              | Language rich environment with teacher-talk and conversation; books; name cards; Object/Picture Cards; vocabulary cards with labels; read-alouds, circle time; library corner. | The child demonstrates an understanding that pictures in books convey meaning tied to the words in the story.   |
| 2. Shows motivation to read   | To instill in the student a love of reading.   | Language rich environment with teacher-talk and conversation; books; name cards; Object/Picture Cards; vocabulary cards with labels; read-alouds, circle time; library corner. | The child enjoys being read to and shows an interest in reading by participating in the storytelling. The child independently chooses to look at books. |



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| <b>D. Early Writing</b>   |  |  |   |
| 1. Makes purposeful marks on paper  | To teach the student that writing conveys meaning and is a means of communication.                       | Sandpaper Letters; writing tray; easel; tracing boards, art materials.   | The child enjoys experimenting with writing implements.   |
| 2. Uses beginning representation through play that imitates familiar routines | To teach the student that writing conveys meaning and is a means of communication.                       | Sandpaper Letters; writing tray; easel; tracing boards, art materials.   | The child demonstrates an understanding that his words, actions, and scribbles can communicate ideas.   |
| <b>Florida Early Learning and Developmental Standards:</b>                    | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>   |
| <b>Domain: Language and Communication</b>                                     |  |  |   |
| <b>Age: 3-6 Year-Olds</b>   |  |  |   |
| <b>A. Listening and Understanding</b>   |  |  |   |
| 1. Gains meaning through listening  | To develop the student’s receptive language skills.  | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays. | The child’s increasing ability to comprehend through listening; the child’s growing ability to respond to spoken instructions, questions, and comments. |
| <b>B. Communication and Speaking</b>  |  |  |   |
| 1. Speaks clearly and is understood by most listeners                         | To develop the child’s expressive language skills.   | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays. | The child’s increasing ability to be understood by different audiences when speaking.   |
| 2. Participates in conversations  | To develop the student’s expressive language skills and to teach the student conversational turn-taking. | Language rich environment with teacher-talk and conversation; naming objects in the  | The child shows a desire to participate conversation and demonstrates a beginning   |



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|   |  | environment; all Montessori language activities; reading, singing, finger plays.   | understanding of conversational turn-taking.  |
| <b>C. Early Reading</b>   |  |  |   |
| 1. Shows growing interest in print and words  | To instill in the student a love of reading.                                       | Language rich environment with teacher-talk and conversation; books; name cards; Object/Picture Cards; vocabulary cards with labels; read-alouds, circle time; library corner. | The child enjoys being read to and shows an interest in reading by participating in the storytelling. The child independently chooses to look at books. |
| 2. Shows motivation to read   | To instill in the student a love of reading.                                       | Language rich environment with teacher-talk and conversation; books; name cards; Object/Picture Cards; vocabulary cards with labels; read-alouds, circle time; library corner. | The child enjoys being read to and shows an interest in reading by participating in the storytelling. The child independently chooses to look at books. |
| <b>D. Early Writing</b>   |  |  |   |
| 1. Uses scribbles, marks and drawings to convey messages  | To teach the student that writing conveys meaning and is a means of communication. | Sandpaper Letters; writing tray; easel; tracing boards, art and writing materials.   | The child demonstrates an understanding that his words, actions, and scribbles can communicate ideas.   |
| 2. Uses more complicated imaginative play as symbolic thought processes and mental concepts or pictures are developed | To represent thought processes and mental concepts through play and drawing.       | Language rich environment with teacher-talk and conversation; reading, singing, finger plays; imaginative play indoors and outdoors with a diverse, multi-aged peer group.     | The child engages in imaginative play with increasing complexity of storylines and roles.   |
| <b>Florida Early Learning and Developmental Standards:</b>  | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>   |
| <b>Domain: Language and Communication</b>   |  |  |   |
| <b>Age: 3-6 Year-Olds</b>   |  |  |   |



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| <b>A. Listening and Understanding</b>                             |  |  |   |
| 1. Listens to and understands spoken language                     | To further the development of the student’s receptive language skills. To aid in the understanding of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech;; externalizing ideas, thoughts & opinions. | Language rich environment with teacher-talk and conversation; reading, singing, finger plays; imaginative play indoors and outdoors with a diverse, multi-aged peer group.   | The child’s increasing ability to comprehend through listening; the child’s growing ability to respond to spoken instructions, questions, and comments. |
| 2. Shows understanding by following simple directions             | To further the development of the student’s receptive language skills and to teach the student to attend to and follow directions delivered orally.  | Language rich environment with teacher-talk and conversation; reading, singing, finger plays; imaginative play indoors and outdoors with a diverse, multi-aged peer group.   | The child is able to follow simple instructions delivered orally.   |
| <b>B. Communication and Speaking</b>                              |  |  |   |
| 1. Shows improving expressive communication skills                | To aid in the development of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech; vocabulary; positive self-efficacy and self-concept; externalizing ideas, thoughts & opinions.                      | Story dictation; story writing; conversations about drawn pictures and written words. Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays. | The child’s increasing ability to be understood by different audiences when speaking.   |
| 2. Shows increased vocabulary and uses language for many purposes | To aid in the development of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech; vocabulary;   | Story dictation; story writing; conversations about drawn pictures and written words; variety of diverse stories   | The child’s ever-growing vocabulary and increasing ability to be understood by different audiences when speaking.                                       |



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|   | positive self-efficacy and self-concept; externalizing ideas, thoughts & opinions.. | available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label & object find; rhyming games; role play and/or dramatizations.  |   |
| <b>C. Early Reading</b>                           |   |   |   |
| 1. Shows an appreciation and enjoyment of reading | To instill in the student a love of reading.  | Language rich environment with teacher-talk and conversation; books; name cards; Object/Picture Cards; vocabulary cards with labels. Circle time/classroom meeting time; variety of multicultural books; journals, non-fiction readers, classroom library, school library, poetry books, Montessori Cultural Studies curriculum.  | The child enjoys being read to and shows an interest in reading by participating in the storytelling. The child independently chooses to look at books. |
| 2. Demonstrates beginning phonological awareness  | To aid in the development of phonological awareness.                                | Language rich environment with teacher-talk and conversation; books; name cards. Variety of diverse stories available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label & object find; rhyming games ; initial, middle and end sound objects for sorting; object picture matching, object letter match; | The child shows a beginning understanding of phonological awareness.  |



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|  |  | <p>object/picture and label matching; vowel substitution chart; Sandpaper Letter blending; word building with moveable alphabet; rhyming cards/lists; short vowel books; short sentence strips; word cards; "I Spy" sound work, literature with rhyming patterns, word family activities, rhyming songs and games; phonogram boxes; consonant and consonant blend object/picture/label sorting; sight word cards (high frequency words); "Magic e" materials.</p>                    |   |
| <p>3. Shows awareness of letters and symbols</p> | <p>To teach the student that sounds are represented by symbols and that unique letters/symbols "say" different things.</p> | <p>Language rich environment with teacher-talk and conversation; books; name cards. Variety of diverse stories available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label &amp; object find; rhyming games ; initial, middle and end sound objects for sorting; object picture matching, object letter match; object/picture and label matching; vowel substitution</p> | <p>The child shows a beginning understanding of the meaning of letters and symbols and begins to match the appropriate letter to its sound.</p> |



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|   |   | <p>chart; Sandpaper Letter blending; word building with moveable alphabet; rhyming cards/lists; short vowel books; short sentence strips; word cards; "I Spy" sound work, literature with rhyming patterns, word family activities, rhyming songs and games; phonogram boxes; consonant and consonant blend object/picture/label sorting; sight word cards (high frequency words); "Magic e" materials,</p> |  |
| <p>4. Demonstrates comprehension and responds to stories</p>        | <p>To further develop receptive language skills and to develop positive reading habits.</p>   | <p>Story dictation; story writing; conversations about drawn pictures and written words; variety of diverse stories available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label &amp; object find; rhyming games; role play and/or dramatizations.</p>  | <p>The child demonstrates comprehension of read-aloud books, is able to answer questions about the events in a familiar story, interacts with a story.</p> |
| <p><b>D. Early Writing</b></p>                                      |   |   |  |
| <p>1. Begins to use writing, pictures and play to express ideas</p> | <p>To teach the student that writing conveys meaning and to encourage him to use writing as an additional means to express himself.</p> | <p>Sandpaper Letters; writing tray; easel; tracing boards, art and writing materials. Story dictation; story writing; conversations</p>   | <p>The child demonstrates the use of writing and picture drawing to convey meaning and to express needs, wants, opinions,</p>                              |



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|   |  | about drawn pictures and written words.  | and feelings.   |
| 2. Shows beginning writing skills by making letter like shapes and scribbles to write | To aid in the development of: visual and tactile perception; thinking analytically & creatively; hand-eye coordination; recognition of patterns; reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; sound-symbol correspondence; increase written communication skills. | Direct instruction in tracing & writing activities; direct modeled writing instruction; story reading, listening, and telling; object and picture naming; invented spelling; story dictation; transferring and patterning activities; Pin Punching; picture interpretation; easel; Sandpaper Letters; Sand Tray; Metal Insets; chalkboard exercises; movable alphabet; journaling; tracing paper. Sandpaper Letters; writing tray; easel; tracing boards, art and writing materials. Story dictation; story writing; conversations about drawn pictures and written words. | The child imitates letter shapes and demonstrates the use of writing to convey meaning.   |
| <b>Florida Early Learning and Developmental Standards:</b>                            | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>   |
| <b>Domain: Language and Communication</b>   |  |  |   |
| <b>Age: 3-6 Year-Olds</b>   |  |  |   |
| <b>A. Listening and Understanding</b>   |  |  |   |
| 1. Increases knowledge through listening  | To further the development of the student's receptive language skills. To aid in the understanding of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech;;   | Language rich environment with teacher-talk and conversation; reading, singing, finger plays; imaginative play indoors and outdoors with a diverse, multi-aged peer group. Open classroom  | The child's increasing ability to comprehend through listening; the child's growing ability to respond to spoken instructions, questions, and comments. |



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|   | <p>externalizing ideas, thoughts &amp; opinions.</p>   | <p>and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group; listening exercises are provided on a daily basis to sharpen receptive auditory skills; adults ask open-ended questions—Bloom's Taxonomy and higher level questions; circle time/classroom meeting time; listening exercises: "Who am I", Montessori Bells, Sound Cylinders, musical instruments, listening to books on CD, Simon Says, etc.; classroom teacher and peers as role model; Grace and Courtesy lessons; large and small group activities.</p> |  |
| <p>2. Follows multi-step directions</p> | <p>To further the development of the student's receptive language skills and to teach the student to attend to and follow directions delivered orally.</p> | <p>Language rich environment with teacher-talk and conversation; reading, singing, finger plays; imaginative play indoors and outdoors with a diverse, multi-aged peer group. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group; listening exercises are provided on a daily basis to sharpen receptive auditory skills; adults ask open-ended questions—Bloom's Taxonomy and higher level questions; circle</p>  | <p>The child is able to follow multi-step instructions delivered orally.</p> |



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|   |   | time/classroom meeting time; listening exercises: "Who am I", Montessori Bells, Sound Cylinders, musical instruments, listening to books on CD, Simon Says, etc.; classroom teacher and peers as role model; Grace and Courtesy lessons; large and small group activities. |  |
| <b>B. Speaking</b>  |   |  |  |
| 1. Speech is understood by both a familiar and an unfamiliar peer or adult  | To aid in the development of clear, effective, appropriate speech.  | Language rich environment with teacher-talk and conversation; reading, singing, finger plays; imaginative play indoors and outdoors with a diverse, multi-aged peer group.   | The child speaks clearly and can be understood by familiar or unfamiliar peers and adults. The child is able to effectively communicate his needs and wants. |
| <b>C. Vocabulary</b>  |   |  |  |
| 1. Shows an understanding of words and their meanings                       | To aid in the development of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech; vocabulary; positive self-efficacy and self-concept; externalizing ideas, thoughts & opinions. | Story dictation; story writing; conversations about drawn pictures and written words. Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays.                 | The child's increasing ability to use diverse vocabulary words in his speech and to understand words used in spoken and written language.                    |
| 2. Shows increased vocabulary to describe many objects, actions, and events | To aid in the development of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech; vocabulary;  | Story dictation; story writing; conversations about drawn pictures and written words; variety of diverse stories   | The child's ever-growing vocabulary and the increasing complexity of his speech.   |



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|  | positive self-efficacy and self-concept; externalizing ideas, thoughts & opinions.  | available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label & object find; rhyming games.   |   |
| <b>D. Sentence and Structure</b>   |   |   |   |
| 1. Uses age appropriate grammar in conversations and increasingly complex phrases and sentences          | To aid in the development of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech; correct grammatical expression; vocabulary; positive self-efficacy and self-concept; externalizing ideas, thoughts & opinions. | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; circle time; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. | The child demonstrates increasing competence in oral communication and speaks in increasingly complex phrases.                  |
| 2. Connects phrases and sentences to build ideas   | To aid in the development of: verbal articulation, conversational rhythm, flow; oral expression; auditory discrimination; choosing appropriate speech; correct grammatical expression; vocabulary; positive self-efficacy and self-concept; externalizing ideas, thoughts & opinions. | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; circle time; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. | The child demonstrates increasing competence in oral communication and speaks in increasingly complex phrases.                  |
| <b>E. Conversation</b>   |   |   |   |
| 1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems | To develop the student's receptive and expressive language skills and to teach the student the power of language for a variety of purposes.   | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori   | The child uses increasingly complex speech for a variety of purposes including: to expressed needs and wants, to tell fictional |



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|  |  | language activities; reading, singing, finger plays; circle time; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group.   | and true stories, to resolve conflict, and to learn new information.  |
| 2. Initiates, asks questions and responds to adults and peers in a variety of settings | To develop the student’s expressive language skills and to teach the student conversational turn-taking.   | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; circle time; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. | The child shows a desire to participate in conversation and demonstrates a beginning understanding of conversational turn-taking. The child is comfortable initiating conversation with adults and peers. |
| 3. Uses appropriate language and style context   | To develop the student’s expressive language skills and to teach the student to tailor his speech for the audience and context of the conversation.  | Language rich environment with teacher-talk and conversation; naming objects in the environment; all Montessori language activities; reading, singing, finger plays; circle time; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. | The child uses appropriate speech for his audience and the content and context of his message and is able to tailor his speech appropriately.   |
| <b>F. Emergent Reading</b>   |  |   |   |
| 1. Shows motivation for reading  | To aid in the development of: vocabulary expansion and enrichment; picture and word relationships; oral and written language comprehension; preparation for future literary studies; understanding characteristics of books. | Story dictation; story writing; conversations about drawn pictures and written words; variety of diverse stories available in classroom for exploration as well as for reading  | The child enjoys reading alone and being read to and chooses both activities independently.   |



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|  |   | <p>aloud; listening to books on CD; finding materials in environment through word reading; story time; label &amp; object find; rhyming games; role play and/or dramatizations. Circle time/classroom meeting time; variety of multicultural books; journals, non-fiction readers, classroom library, school library, poetry books, Montessori Cultural Studies curriculum.</p>  |   |
| <p>2. Shows age-appropriate phonological awareness</p> | <p>To aid in the development of: letter formation and configuration; auditory association of sound to written symbol; visual and tactile perception of letters; visual memory and discrimination; reinforcement of letter sounds; preparation for reading, spelling, writing, and oral expression; reinforcement of sounds, consonant/vowel blends, articulation of phonemes; receptive auditory awareness of phonemes.</p> | <p>Variety of diverse stories available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label &amp; object find; rhyming games ; initial, middle and end sound objects for sorting; object picture matching, object letter match; object/picture and label matching; vowel substitution chart; Sandpaper Letter blending; word building with moveable alphabet; rhyming cards/lists; short vowel books; short sentence strips; word cards; "I Spy" sound work, literature with rhyming patterns, word family activities, rhyming songs and games; phonogram boxes;</p> | <p>The child is able to engage in inventive spelling, writing letters to represent sounds, and is able to participate in oral games involving sound-symbol correspondence, such as "I Spy</p> |



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|  |  | consonant and consonant blend<br>object/picture/label sorting; sight<br>word cards (high frequency<br>words); "Magic e" materials.   |   |
| 3. Shows alphabetic<br>knowledge                       | To aid in the development of: letter<br>formation and configuration; auditory<br>association of sound to written symbol;<br>visual and tactile perception of letters;<br>visual memory and discrimination;<br>reinforcement of letter sounds;<br>preparation for reading, spelling, writing,<br>and oral expression; reinforcement of<br>sounds, consonant/vowel blends,<br>articulation of phonemes; receptive<br>auditory awareness of phonemes. | Variety of diverse stories<br>available in classroom for<br>exploration as well as for reading<br>aloud; listening to books on CD;<br>finding materials in environment<br>through word reading; story<br>time; label & object find; rhyming<br>games; initial, middle and end<br>sound objects for sorting; object<br>picture matching, object letter<br>match; object/picture and label<br>matching; vowel substitution<br>chart; Sandpaper Letter blending;<br>word building with moveable<br>alphabet; rhyming cards/lists;<br>short vowel books; short<br>sentence strips; word cards; "I<br>Spy" sound work, literature with<br>rhyming patterns, word family<br>activities, rhyming songs and<br>games; phonogram boxes;<br>consonant and consonant blend<br>object/picture/label sorting; sight<br>word cards (high frequency<br>words); "Magic e" materials. | The child is able to engage in<br>inventive spelling, writing letters<br>to represent sounds, and is able<br>to participate in oral games<br>involving sound-symbol<br>correspondence, such as "I Spy." |
| 4. Demonstrates<br>comprehension of text read<br>aloud | To aid in the development of: reading<br>comprehension; vocabulary expansion and<br>enrichment; picture and word<br>relationships; oral and written language   | Story dictation; story writing;<br>conversations about drawn<br>pictures and written words;<br>variety of diverse stories  | The child is able to accurately<br>answer questions about a text<br>read aloud.   |



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|   | comprehension; preparation for future literary studies; understanding characteristics of books.   | available in classroom for exploration as well as for reading aloud; listening to books on CD; finding materials in environment through word reading; story time; label & object find; rhyming games; role play and/or dramatizations. Circle time/classroom meeting time; variety of multicultural books; journals, non-fiction readers, classroom library, school library, poetry books, Montessori Cultural Studies curriculum.  |  |
| <b>G. Emergent Writing</b>                          |   |   |  |
| 1. Shows motivation to engage in written expression | To instill in the student a love of writing and an appreciation for the written word. To teach the student how to express himself in writing. | Direct instruction in tracing & writing activities; direct modeled writing instruction; story reading, listening, and telling; object and picture naming; invented spelling; story dictation; transferring and patterning activities; Pin Punching; picture interpretation; easel; Sandpaper Letters; Sand Tray; Metal Insets; chalkboard exercises; movable alphabet; journaling; tracing paper; easel; tracing boards, art and writing materials. Story dictation; story writing; conversations about drawn pictures and written words. | The child chooses to engage in writing and expresses a desire to communicate his thoughts through writing. |
| 2. Uses scribbling, letter-like                     | To instill in the student a love of writing   | Direct instruction in tracing &   | The child chooses to engage in   |



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| <p>shapes and letters that are clearly different from drawing to represent thoughts and ideas</p> | <p>and an appreciation for the written word. To teach the student how to express himself in writing. To aid in the development of: visual and tactile perception; thinking analytically &amp; creatively; hand-eye coordination; recognition of patterns; reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; sound-symbol correspondence; written communication skills.</p>   | <p>writing activities; direct modeled writing instruction; story reading, listening, and telling; object and picture naming; invented spelling; story dictation; transferring and patterning activities; Pin Punching; picture interpretation; easel; Sandpaper Letters; Sand Tray; Metal Insets; chalkboard exercises; movable alphabet; journaling; tracing paper; easel; tracing boards, art and writing materials. Story dictation; story writing; conversations about drawn pictures and written words.</p>                                     | <p>writing and demonstrates a distinction between writing letter-like symbols and drawing pictures.</p>                            |
| <p>3. Demonstrates age-appropriate ability to write letters</p>                                   | <p>To instill in the student a love of writing and an appreciation for the written word. To teach the student how to express himself in writing. To aid in the development of: visual and tactile perception; thinking analytically &amp; creatively; hand-eye coordination; recognition of patterns; reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; sound-symbol correspondence; written communication skills.</p> | <p>Direct instruction in tracing &amp; writing activities; direct modeled writing instruction; story reading, listening, and telling; object and picture naming; invented spelling; story dictation; transferring and patterning activities; Pin Punching; picture interpretation; easel; Sandpaper Letters; Sand Tray; Metal Insets; chalkboard exercises; movable alphabet; journaling; tracing paper; easel; tracing boards, art and writing materials. Story dictation; story writing; conversations about drawn pictures and written words.</p> | <p>The child chooses to engage in writing and demonstrates a beginning ability to write letters to represent sounds and words.</p> |



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| <p>4. Demonstrates knowledge of purposes, functions, and structure of written composition</p> | <p>To instill in the student a love of writing and an appreciation for the written word. To teach the student how to express himself in writing. To aid in the development of: visual and tactile perception; thinking analytically &amp; creatively; hand-eye coordination; recognition of patterns; reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; sound-symbol correspondence; written communication skills.</p> | <p>Direct instruction in tracing &amp; writing activities; direct modeled writing instruction; story reading, listening, and telling; object and picture naming; invented spelling; story dictation; transferring and patterning activities; Pin Punching; picture interpretation; easel; Sandpaper Letters; Sand Tray; Metal Insets; chalkboard exercises; movable alphabet; journaling; tracing paper; easel; tracing boards, art and writing materials. Story dictation; story writing; conversations about drawn pictures and written words.</p> | <p>The child chooses to engage in writing and demonstrates a beginning understanding of written composition.</p> |
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| Florida Early Learning and Developmental Standards:               | Learning Objectives  | Learning Activities  | Assessment  |
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| <p><b>Domain: Cognitive Development and General Knowledge</b></p> |  |  |   |
| <p><b>Age: Birth to 18 Months</b></p>                             |  |  |   |
| <p><b>A. Exploration and Discovery</b></p>                        |  |  |   |
| <p>1. Responds in simple ways to people and objects</p>           | <p>To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.</p> | <p>Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.</p>                                      | <p>The child exhibits increasing awareness of, interest in, and comfort with the environment.</p> |
| <p>2. Establishes primary relationships</p>                       | <p>To aid in the development of trusting relationships; to teach the student to use language to meet his needs.</p>            | <p>Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are</p> | <p>The child exhibits increasing trust and comfort with caregivers.</p>                           |



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|   |  | available as needed.   |  |
| 3. Begins to actively seek out responses          | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To lay the foundation for communication and interpersonal skills. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child shows a beginning understanding of using language and gestures for communication.                                       |
| <b>B. Concept Development and Memory</b>          |  |  |  |
| 1. Responds in simple ways to people and objects  | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.  | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.   | The child exhibits increasing awareness of, interest in, and comfort with the environment.   |
| 2. Establishes primary relationships              | To aid in the development of trusting relationships; to teach the student to use language to meet his needs.   | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. | The child exhibits increasing trust and comfort with caregivers.   |
| 3. Begins to make things happen                   | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To lay the foundation for communication and interpersonal skills. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child shows a beginning understanding of using language and gestures for communication. The child begins to act autonomously. |
| <b>C. Problem-Solving and Creative Expression</b> |  |  |  |
| 1. Responds in simple ways to people and objects  | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.  | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.   | The child exhibits increasing awareness of, interest in, and comfort with the environment.   |
| 2. Establishes primary relationships              | To aid in the development of trusting relationships; to teach the student to use   | Montessori credentialed teachers who are warm, observant of  | The child exhibits increasing trust and comfort with   |



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|  | language to meet his needs.  | individual needs, use and model respectful language and are available as needed.   | caregivers.  |
| 3. Begins to make things happen                            | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To lay the foundation for communication and interpersonal skills. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed.   | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child shows a beginning understanding of using language and gestures for communication. The child begins to act autonomously. |
| <b>Florida Early Learning and Developmental Standards:</b> | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>  |
| <b>Domain: Cognitive Development and General Knowledge</b> |  |  |  |
| <b>Age: Birth to 18 Months</b>                             |  |  |  |
| <b>A. Exploration and Discovery</b>                        |  |  |  |
| 1. Responds in varied ways to people and objects           | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.  | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.   | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits varied reactions to people and objects.  |
| 2. Establishes more complex relationships                  | To aid in the development of trusting relationships; to teach the student to use language to meet his needs.   | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Interactions with a diverse group of peers. | The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers.  |
| 3. Initiates more events                                   | To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices.  | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are  | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child shows a beginning   |



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|   |   | available as needed. The Montessori environment enables the child to move freely and make work choices independently.   | understanding of using language and gestures for communication. The child makes independent work choices.  |
| <b>B. Concept Development and Memory</b>          |   |   |  |
| 1. Responds in varied ways to people and objects  | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.   | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.  | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits varied reactions to people and objects.  |
| 2. Establishes more complex relationships         | To aid in the development of trusting relationships; to teach the student to use language to meet his needs.              | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Interactions with a diverse group of peers.  | The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers.  |
| 3. Initiates more events                          | To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child shows a beginning understanding of using language and gestures for communication. The child makes independent work choices. |
| <b>C. Problem-Solving and Creative Expression</b> |   |   |  |
| 1. Responds in varied ways to people and objects  | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.   | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom.  | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits varied   |



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|  |   |   | reactions to people and objects.   |
| 2. Establishes more complex relationships                  | To aid in the development of trusting relationships; to teach the student to use language to meet his needs.              | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Interactions with a diverse group of peers.  | The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers.  |
| 3. Initiates more events                                   | To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child shows a beginning understanding of using language and gestures for communication. The child makes independent work choices.             |
| <b>Florida Early Learning and Developmental Standards:</b> | <b>Learning Objectives</b>  | <b>Learning Activities</b>  | <b>Assessment</b>  |
| <b>Domain: Cognitive Development and General Knowledge</b> |   |   |  |
| <b>Age: 18 to 36 Months</b>                                |   |   |  |
| <b>A. Exploration and Discovery</b>                        |   |   |  |
| 1. Shows more complex responses to people and objects      | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.   | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom, circle time.   | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits complex reactions to people and objects and interacts comfortably with familiar adults and peers in the classroom environment. |
| 2. Expands relationships                                   | To aid in the development of trusting relationships; to teach the student to use  | Montessori credentialed teachers who are warm, observant of   | The child exhibits increasing trust and comfort with   |



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|   | language to meet his needs. To teach the child the characteristics of being a good friend and to enable him to engage in positive relationships.                               | individual needs, use and model respectful language and are available as needed. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.  | caregivers. The child exhibits familiarity with and a desire to interact with peers. The child shows a desire to establish friendships.   |
| 3. Initiates more complex interactions                | To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices and for the further development of pro-social skills. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child uses language and gestures for communication. The child makes independent work choices and initiates interactions with adults and peers. |
| <b>B. Concept Development and Memory</b>              |  |   |   |
| 1. Shows more complex responses to people and objects | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.  | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom, circle   | The child exhibits increasing awareness of, interest in, and comfort with the environment.  |



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|   |   | time.  | The child exhibits complex reactions to people and objects and interacts comfortably with familiar adults and peers in the classroom environment.  |
| 2. Expands relationships                              | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To teach the child the characteristics of being a good friend and to enable him to engage in positive relationships. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds. | The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers. The child shows a desire to establish friendships.   |
| 3. Initiates more complex interactions                |   |  |  |
| <b>C. Problem-Solving and Creative Expression</b>     |   |  |  |
| 1. Shows more complex responses to people and objects | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world.   | Modeling by teachers; nature walks; read-alouds; natural objects in the classroom, circle time.  | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits complex reactions to people and objects and interacts comfortably with familiar adults and peers in the classroom environment. |
| 2. Expands relationships                              | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To teach the   | Montessori credentialed teachers who are warm, observant of individual needs, use and model  | The child exhibits increasing trust and comfort with caregivers. The child exhibits  |



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|  | child the characteristics of being a good friend and to enable him to engage in positive relationships.  | respectful language and are available as needed. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.  | familiarity with and a desire to interact with peers. The child shows a desire to establish friendships.  |
| 3. Initiates more complex interactions                     | To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices and for the further development of pro-social skills. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child uses language and gestures for communication. The child makes independent work choices and initiates interactions with adults and peers. |
| <b>Florida Early Learning and Developmental Standards:</b> | <b>Learning Objectives</b>   | <b>Learning Activities</b>  | <b>Assessment</b>   |
| <b>Domain: Cognitive Development and General Knowledge</b> |  |   |   |
| <b>Age: 3-6 Year-Olds</b>                                  |  |   |   |



| <b>A. Exploration and Discovery</b>                     |   |   |   |
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| 1. Demonstrates varying responses to people and objects | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world. To develop pro-social skills.   | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits complex and varied reactions to people and objects and interacts comfortably with familiar adults and peers in the classroom environment. |
| 2. Engages in multiple productive relationships         | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To teach the student the characteristics of being a good friend and to enable him to engage in positive relationships. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.  | The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers. The child shows a desire to establish friendships.  |
| 3. Initiates rich and varied events                     | To teach the student to use language to meet his needs. To lay the foundation for   | Montessori credentialed teachers who are warm, observant of   | The child exhibits increasing awareness of, interest in, and  |



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|   | making autonomous, independent choices and for the further development of pro-social skills.  | individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.  | comfort with the environment. The child uses language and gestures for communication. The child makes independent work choices and initiates interactions with adults and peers.   |
| <b>B. Concept Development and Memory</b>                |   |  |  |
| 1. Demonstrates varying responses to people and objects | To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world. To develop pro-social skills. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits complex reactions to people and objects and interacts comfortably with familiar adults and peers in the classroom environment. |



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|   |   | and read-alouds.  |   |
| 2. Engages in multiple productive relationships   | To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To teach the child the characteristics of being a good friend and to enable him to engage in positive relationships. | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.  | The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers. The child shows a desire to establish friendships.  |
| 3. Initiates rich and varied events               | To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices and for the further development of pro-social skills.  | Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds. | The child exhibits increasing awareness of, interest in, and comfort with the environment. The child uses language and gestures for communication. The child makes independent work choices and initiates interactions with adults and peers. |
| <b>C. Problem-Solving and Creative Expression</b> |   |   |   |



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| <p>1. Demonstrates discriminating responses to people and things</p> | <p>To aid in the development of increasing interest in the environment, in peers, in activities, and in the natural world. To develop pro-social skills.</p>   | <p>Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.</p> | <p>The child exhibits increasing awareness of, interest in, and comfort with the environment. The child exhibits complex reactions to people and objects and interacts comfortably with familiar adults and peers in the classroom environment.</p> |
| <p>2. Engages in multiple productive relationships</p>               | <p>To aid in the development of trusting relationships; to teach the student to use language to meet his needs. To teach the child the characteristics of being a good friend and to enable him to engage in positive relationships.</p> | <p>Montessori credentialed teachers who are warm, observant of individual needs, use and model respectful language and are available as needed. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds.</p>  | <p>The child exhibits increasing trust and comfort with caregivers. The child exhibits familiarity with and a desire to interact with peers. The child shows a desire to establish friendships.</p>   |
| <p>3. Initiates rich and varied events</p>                           | <p>To teach the student to use language to meet his needs. To lay the foundation for making autonomous, independent choices</p>  | <p>Montessori credentialed teachers who are warm, observant of individual needs, use and model</p>   | <p>The child exhibits increasing awareness of, interest in, and comfort with the environment.</p>   |



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|  | and for the further development of pro-social skills.   | respectful language and are available as needed. The Montessori environment enables the child to move freely and make work choices independently. Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Grace and Courtesy lessons and Practical Life activities. Peace and cosmic education curriculum. Circle time and read-alouds. | The child uses language and gestures for communication. The child makes independent work choices and initiates interactions with adults and peers.  |
| <b>Florida Early Learning and Developmental Standards:</b> | <b>Learning Objectives</b>  | <b>Learning Activities</b>  | <b>Assessment</b>   |
| <b>Domain: Cognitive Development and General Knowledge</b> |   |   |   |
| <b>Age: 3-6 Year-Olds</b>                                  |   |   |   |
| <b>A. Mathematical Thinking</b>                            |   |   |   |
| 1. Demonstrates interest in mathematical problem-solving   | To instill in the student an interest in mathematical concepts and to demonstrate and apply a knowledge and sense of numbers, including numeration and operations. To demonstrate beginning understanding of numbers, number names, and numerals.<br>To begin to make reasonable estimates of numbers and to compare quantities using appropriate vocabulary terms. | Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed); roll work; Addition strip board; red and blue table rods; Addition with bead bars   | The child shows an interest in mathematical concepts and problem solving and exhibits an understanding of numeration and operations, numbers, number names, numerals, quantity, and estimation. |



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|  |   | (numbers 0-10); addition finger chart with 6 control charts; addition with golden bead (numbers 10-9999); subtraction strip board; subtraction with beads (0-10); subtraction with golden bead material (numbers 10-9999); subtraction charts; equation boxes; circle problems; problem tickets; equation booklets; handful exchanging; exchange game; stamp game; small bead frame; dot game; positive and negative snake game; Estimation activities; "guessing jar." |  |
| 2. Sorts objects into groups by one characteristic | To instill in the student an interest in mathematical concepts and to identify and describe common attributes, patterns, and relationships in objects. To explore objects and patterns,<br>And concepts of geometry and spatial relations.<br>To recognize, name, and match common shapes | Practical Life activities; various Sensorial grading activities; Cards and Counters; Sensorial extension activities. Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami.  | The child shows an interest in mathematical concepts and is able to sort objects into groups using one of more characteristics. The child is able to identify and label several patterns and shapes. |
| 3. Shows knowledge of numbers and counting         | To instill in the student an interest in mathematical concepts and to demonstrate and apply a knowledge and sense of numbers, including numeration and operations.<br>To demonstrate beginning understanding of numbers, number names, and  | Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board;   | The child shows an interest in mathematical concepts and problem solving and exhibits an understanding of numeration and operations, numbers, number names, numerals, quantity, and estimation.      |



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|  | <p>numerals.<br/>To begin to make reasonable estimates of numbers and to compare quantities using appropriate vocabulary terms.</p>  | <p>Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed); roll work; Addition strip board; red and blue table rods; Addition with bead bars (numbers 0-10); addition finger chart with 6 control charts; addition with golden bead (numbers 10-9999); subtraction strip board; subtraction with beads (0-10); subtraction with golden bead material (numbers 10-9999); subtraction charts; equation boxes; circle problems; problem tickets; equation booklets; handful exchanging; exchange game; stamp game; small bead frame; dot game; positive and negative snake game; Estimation activities; "guessing jar."</p> |   |
| 4. Recognizes some geometric shapes                                    | <p>To instill in the student an interest in mathematical concepts and to identify and describe common attributes, patterns, and relationships in objects. To explore objects and patterns,<br/>And concepts of geometry and spatial relations.<br/>To recognize, name, and match common shapes</p> | <p>Practical Life activities; various Sensorial grading activities; Cards and Counters; Sensorial extension activities. Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami.</p>  | <p>The child shows an interest in mathematical concepts and is able to sort objects into groups using one of more characteristics. The child is able to identify and label several patterns and shapes.</p> |
| 5. Shows beginning understanding of spatial relationships and position | <p>To instill in the student an interest in mathematical concepts and to demonstrate an understanding of</p>   | <p>Practical Life activities; various Sensorial grading activities; Cards and Counters; Sensorial</p>  | <p>The child shows an interest in mathematical concepts and uses appropriate vocabulary to</p>  |



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| words   | location, ordinal position, and spatial relationships using appropriate vocabulary.   | extension activities. Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami.   | discuss location, ordinal position, and spatial relationships.  |
| 6. Demonstrates beginning ability to compare and contrast                 | To instill in the student an interest in mathematical concepts and to identify and describe common attributes, patterns, and relationships in objects. To explore objects and patterns, and to compare and contrast objects based on common attributes.   | Practical Life activities; various Sensorial grading activities; Cards and Counters; Sensorial extension activities. Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets.   | The child shows an interest in mathematical concepts and is able to sort objects into groups using one of more characteristics. The child is able to identify and label several patterns and shapes. The child is able to compare and contrast objects based on various attributes. |
| 7. Engages in activities that explore measurement                         | To instill in the student an interest in mathematical concepts and to introduce the student to the methods and language associated with measurement.  | Practical Life activities; various Sensorial activities; Geometric Cabinet; measuring objects in the environment.   | The child shows an interest in mathematical concepts and is able to accurately measure objects in the environment, using the appropriate vocabulary to do so.   |
| <b>B. Scientific Thinking</b>   |   |   |   |
| 1. Uses senses to collect information through observation and exploration | To instill in the student an interest in scientific discovery and to allow the student to refine each of his five senses and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him. | All Sensorial activities including: Rough/Smooth Boards; Red Rods; Pink Tower; Brown Prisms; Sandpaper Letters; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Solids; Geometric Cabinet; Color Box 3; Monomial Cube; Binomial Cube; Trinomial Cube; Thermic Tablets; Baric Tablets; Baric Cylinders; Sound Boxes; Montessori Bells; Tone | The child uses his senses to collect and process information such as sorting and classifying objects by attributes.   |



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| 2. Begins to use simple tools for observing and investigating | To instill in the student an interest in scientific discovery and to allow the student to refine each of his five senses and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him. | Science activities including: ink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; Living/Non-Living, Plant/Animal/Mineral, Vertebrate/Invertebrate Classification objects and pictures; Zoology and Botany 3-part cards, Parts-Of puzzles, Animal kingdom Classification; lifecycles of living animals and insects; weather and season activities. Scientific tools such as microscopes, magnifying glass, measuring cups, ruler, etc.                           | The child uses simple scientific tools to observe, investigate, and document discoveries.  |
| 3. Begins to compare objects                                  | To instill in the student an interest in scientific discovery and to allow the student to refine each of his five senses and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him. | All Sensorial activities. Science activities including: ink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; Living/Non-Living, Plant/Animal/Mineral, Vertebrate/Invertebrate Classification objects and pictures; Zoology and Botany 3-part cards, Parts-Of puzzles, Animal kingdom Classification; lifecycles of living animals and insects; weather and season activities. Scientific tools such as microscopes, magnifying glass, measuring cups, ruler, etc. | The child uses his senses to collect and process information such as sorting, classifying, comparing, and contrasting objects by attributes. |
| <b>C. Social Studies</b>                                      |   |  |  |
| 1. Begins to recognize and                                    | To introduce the concept of appreciation  | People of the world, homes of  | The child is able to identify  |



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| <p>appreciate similarities and differences in people</p>                    | <p>of similarities and differences of people; to situate the student in his community—family and school community, town/city, state, country, continent.</p>  | <p>the world, animals of the world; traditional dress; food of the world; Land, Air, Water globe; the Continent Globe; hemisphere puzzle map; puzzle maps of 7 continents; puzzle map of United States.</p>   | <p>similarities and differences between people and can discuss ways in which people around the world differ.</p>  |
| <p>2. Begins to understand family characteristics, roles, and functions</p> | <p>To develop an awareness of self within the context of family; exploring what it means to be a member of a family; introducing appreciation for and tolerance of different family structures; situating the student in his community—family and school community, town/city, state, country, continent.</p> | <p>Read-alouds and circle time discussions of diverse family structures and what it means to be part of a family. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions; job charts for care of environment; picture cards and books of community helpers; neighborhood walks.</p> | <p>The child is able to discuss his own family and shows an understanding of diverse family structures.</p>   |
| <p>3. Shows awareness of some social roles and jobs that people do</p>      | <p>To introduce the concept of citizenship; exploring what it means to be a member of a community; introducing the role of community helpers; situating the student in his community—family and school community, town/city, state, country, continent.</p>   | <p>Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions; job charts for care of environment; picture cards and books of community helpers; neighborhood walks; picture cards of local and national monuments.</p>   | <p>The child is able to articulate concepts related to citizenship and what it means to be a member of a community. The child exhibits an understanding of community helpers and roles.</p> |
| <p>4. Demonstrates awareness of group rules</p>                             | <p>To introducing the concept of citizenship; exploring what it means to be a member of a community; to introduce the student to classroom, school, and societal rules.</p>   | <p>Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions; job charts for care of environment; picture cards and books of community helpers;</p>  | <p>The child is aware of and abides by classroom and school rules.</p>  |



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|  |  | neighborhood walks.  |   |
| 5. Demonstrates awareness of the environment around them             | To develop an appreciation of and responsibility for maintenance of the natural world. To explore concepts and information about the physical, earth, and life sciences.<br>To explore concepts and information related to the Earth, including ways to take care of our planet.   | Land, Air, Water globe; the Continent Globe; hemisphere puzzle map; puzzle maps of 7 continents; puzzle map of United States; Land, Air and Water categorization activities (objects and pictures); land and water forms; compass work; nature walks, read-alouds about the natural world, exploring objects from nature; science activities; recycling; composting. | The child appreciates and enjoys spending time in nature and participates in taking care of the planet. |
| <b>D. The Arts</b>   |  |  |   |
| 1. Uses many different creative art materials to express and explore | To teach principles of art and design through the lens of thematic cultural exploration. To move the student toward proficiency with tools and techniques that are the basis of Art education. To highlight creativity, process, and imagination. To help students understand the tenants of respect for self, others, and the environment within the context of the Art studio. | Drawing; painting; 3-d collage and construction; introduction to other art methods; introduction to elements and principles of design (color, line, texture, shape and form, pattern and symmetry, space and composition); observing and discussing artwork.   | The child joyfully engages in creative expression using art materials.                                  |
| 2. Engages in musical experiences                                    | To motivate and cultivate an interest and love of music. To teach the student to sing correctly, and to recognize rhythmic patterns along with other musical symbols and terminology. To introduce the student to music history and how to play different instruments.   | Singing alone and with others; experimenting with musical instruments and formal instruction on proper use of instruments; listening to, analyzing and describing music; experimenting with body movement and music; introduction to music in relation   | The child expresses himself through music and movement.   |



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|   |  | to history and culture.  |  |
| 3. Engages in creative movement and dramatic play                       | To develop the ability to understand others and communicate through language and action. To integrate the arts and linking dance, music, and visual arts elements in performance and production. To introduce the student to acting, improvisation, storytelling, mime, play-making and play-writing, directing, management, design and technical theater, and related arts such as puppetry, film, and video.   | Introduction to storytelling and theater conventions; reading, listening to, and telling stories from a variety of cultures, genres, and styles; interacting with a story through movement, speech, and singing; introduction to characters, props, and dialects; performances of varying lengths of time. | The child joyfully participates in creative movement and dramatic play, acting out both fictional and true stories. The child demonstrates confidence during movement and theatrical activities. |
| 4. Shows understanding and appreciation of artistic creations or events | To identify basic stylistic characteristics of the art of different cultures. To teach principles of art and design through the lens of thematic cultural exploration. To help students achieve proficiency, moving towards mastery, with tools and techniques that are the basis of Art education in the mediums of fine arts, music, movement, and theater arts. To highlight creativity and innovation while developing the student’s vocabulary for the world around them. | Fine arts, music, movement, and theater arts unstructured exploration and structured lessons. Exposure to and discussion of notable works of art (in all mediums).   | The student is able to associate art with the appropriate culture of origin and time of creation. The child enjoys creating art and enjoys observing and participating in artistic creation.     |
| <b>Florida Early Learning and Developmental Standards:</b>              | <b>Learning Objectives</b>   | <b>Learning Activities</b>   | <b>Assessment</b>  |
| <b>Domain: Cognitive Development and General Knowledge</b>              |  |  |  |
| <b>Age: 3-6 Year-Olds</b>   |  |  |  |
| <b>A. Mathematical Thinking</b>   |  |  |  |
| <b>a. Number Sense</b>  |  |  |  |
| 1. Demonstrates   | To demonstrate and apply a knowledge   | Pink Tower; Red Rods; Brown  | The child demonstrates an  |



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| <p>understanding of one-to-one correspondence</p>  | <p>and sense of numbers, including numeration and operations; to demonstrate beginning understanding of numbers, number names, and numerals.</p>  | <p>Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed).</p>                             | <p>understanding of one-to-one correspondence using manipulative objects.</p>                                |
| <p>2. Shows understanding of how to count and construct sets</p>   | <p>To demonstrate and apply a knowledge and sense of numbers, including numeration and operations; to demonstrate beginning understanding of numbers, number names, and numerals.</p>   | <p>Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed).</p> | <p>The child demonstrates an understanding of counting and construction sets using manipulative objects.</p> |
| <p>3. Shows understanding by participating in the comparison of quantities</p>                               | <p>To compare quantities using appropriate vocabulary terms. To demonstrate and apply a knowledge and sense of numbers, including numeration and operations; to demonstrate beginning understanding of numbers, number names, and numerals.</p> | <p>Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed).</p> | <p>The child is able to compare quantities using appropriate vocabulary using manipulative objects.</p>      |
| <p>4. Assigns and relates numerical representations among numerals (written), sets of objects and number</p> | <p>To demonstrate and apply a knowledge and sense of numbers, including numeration and operations; to demonstrate beginning understanding of</p>  | <p>Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters;</p>   | <p>The child is able to count, name, and assign a numeral to groups of manipulative objects.</p>             |



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| names (spoken) from zero to 10  | numbers, number names, and numerals.   | Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed).   |   |
| 5. Counts and knows the sequence of number names (spoken) in the range of 10 to 15                            | To demonstrate and apply a knowledge and sense of numbers, including numeration and operations; to demonstrate beginning understanding of numbers, number names, and numerals. | Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed). | The child is able to count in sequence from 1-100 and beyond.   |
| 6. Shows understanding of and uses appropriate terms to describe ordinal positions                            | To introduce the student to the vocabulary and corresponding positions of ordinal numbers.   | Pink Tower; Red Rods; Brown Prisms; Red and Blue Rods; Sandpaper Numerals; Spindle Box; Cards and Counters; Memory Game; Short Bead Stair; Teen Boards; Ten Boards; Teen Beads; 9-Layout Tray; 100 Board; Bead Cabinet with short (1-10 squared) and long bead chains (1-10 cubed). | The child is able to accurately use vocabulary terms for ordinal numbers.   |
| <b>b. Number and Operations</b>   |  |   |   |
| 1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge) | To introduce the student to the four operations.   | Addition strip board; red and blue table rods; Addition with bead bars (numbers 0-10); addition finger chart with 6 control charts; addition with golden bead (numbers 10-9999);  | The child exhibits an understanding of the four operations and is able to combine sets and remove objects from a set. |



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|   |  | subtraction strip board; subtraction with beads (0-10); subtraction with golden bead material (numbers 10-9999); subtraction charts; equation boxes; circle problems; problem tickets; equation booklets; handful exchanging; exchange game; stamp game; small bead frame; dot game; positive and negative snake game.  |   |
| 2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in every day classroom activities | To add and subtract to create new numbers and begin to construct sets. | Addition strip board; red and blue table rods; Addition with bead bars (numbers 0-10); addition finger chart with 6 control charts; addition with golden bead (numbers 10-9999); subtraction strip board; subtraction with beads (0-10); subtraction with golden bead material (numbers 10-9999); subtraction charts; equation boxes; circle problems; problem tickets; equation booklets; handful exchanging; exchange game; stamp game; small bead frame; dot game; positive and negative snake game. | The child is able to accurately complete and record addition and subtraction equations using manipulative objects.                            |
| 3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over                          | To introduce the concepts of multiplication, division, and fractions.  | Multiplication bead bar layout; multiplication bead board; multiplication finger charts; division board; division finger chart; small and large bead  | The child demonstrates a beginning understanding of separating sets into parts and uses vocabulary to describe his actions using manipulative |



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| time  |  | frames; fractional cones;<br>fractional insets.  | objects.  |
| <b>c. Patterns and Seriation</b>  |  |  |   |
| 1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue, versus a non-pattern like a rainbow) | To identify and describe common attributes, patterns, and relationships in objects and to describe and document patterns using symbols.  | Practical Life activities; various Sensorial activities; Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Brown Prisms; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Cabinet; Color Boxes; Mystery Bag; pattern blocks; consistent exploration, comparing, contrasting, and evaluating using scientific terminology; written/drawn findings. | The child is able to identify characteristics of patterns, reproduce patterns, and create novel patterns.   |
| 2. Sorts, orders, compares and describes objects according to characteristics or attributes (seriation)   | To develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him. | Practical Life activities; various Sensorial grading activities; Cards and Counters; Sensorial extension activities. Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami.   | The child shows an interest in mathematical concepts and is able to sort objects into groups according to characteristics. The child is able to compare objects according to attribute. |
| <b>d. Geometry</b>  |  |  |   |
| 1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)                         | To explore objects and patterns, and concepts of geometry and spatial relations. To recognize, name, and match two-dimensional common shapes   | Practical Life activities; various Sensorial activities; Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Brown Prisms; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles;   | The child shows an interest in mathematical concepts and is able to identify and label several shapes.  |



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|   |  | Geometric Cabinet; Color Boxes; Mystery Bag; pattern blocks; consistent exploration, comparing, contrasting, and evaluating using scientific terminology; written/drawn findings.  |   |
| 2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations                         | To explore objects and patterns, and concepts of geometry and spatial relations. To recognize, name, and match common shapes and to teach the student that shapes remain the same when placed in different orientations. | Practical Life activities; various Sensorial activities; Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Brown Prisms; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Cabinet; Color Boxes; Mystery Bag; consistent exploration, comparing, contrasting, and evaluating using scientific terminology; written/drawn findings.       | The child shows an interest in mathematical concepts and is able to identify and label several patterns and shapes. The child recognizes that a given shape remains the same shape regardless of orientation. |
| 3. Understands various three dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid) | To explore objects and patterns, and concepts of geometry and spatial relations. To recognize, name, and match common three-dimensional shapes.  | Practical Life activities; various Sensorial activities; Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Brown Prisms; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Cabinet; Color Boxes; Mystery Bag; pattern blocks; consistent exploration, comparing, contrasting, and evaluating using scientific terminology; written/drawn | The child shows an interest in mathematical concepts and is able to identify and label several shapes.  |



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|   |   | findings.   |   |
| <b>e. Spatial Relations</b>   |   |   |   |
| 1. Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)                 | To demonstrate an understanding of location and ordinal position, using appropriate vocabulary.   | All Sensorial activities including: Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami.   | The child demonstrates an understanding of spatial relationships and position words by manipulating objects and his own body to correspond to the position words.   |
| 2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)                                     | To demonstrate an understanding of location and relative position, using appropriate vocabulary.  | All Sensorial activities including: Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami.   | The child demonstrates an understanding of spatial relationships and relative position by manipulating objects and his own body to correspond to the position words.  |
| 3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)   | To demonstrate an understanding of orientation in space.  | All Sensorial activities including: Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Origami. Movement games involving orientation terms. | The child demonstrates an understanding of orientations terms by manipulating objects to correspond to orientation terms.   |
| 4. Uses directions to move through space and find places in space (e.g., obstacle course, Simon Says, Mother May I, hop scotch, giving simple directions) | To gain awareness of one's body when stationary or in motion so it is possible to maneuver in large groups without interference; to judge the proximity of objects in relation to one's own body. | Movement games involving basic direction such as Up, Down, Under, Over, Around, Through, Front, Back, Top, Bottom.  | The student's motor skills, coordination, and body awareness gradually improves. The child demonstrates an understanding of spatial relationships by manipulating objects and his own body to correspond to the position words. |
| <b>f. Measurement</b>   |   |   |   |
| 1. Engages in activities that explore measurement   | To instill in the student an interest in mathematical concepts and to introduce the student to the methods and language   | Practical Life activities; various Sensorial activities; Geometric Cabinet; measuring   | The child shows an interest in mathematical concepts and is able to accurately measure  |



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|   | associated with measurement.  | objects in the environment.   | objects in the environment, using the appropriate vocabulary to do so.   |
| 2. Compares continuous quantities using length, weight, and height                                  | To refine a student's ability to discriminate by size, weight, and height and other attributes. To compare, contrast, observe, differentiate and sort objects by varying characteristics, such as size, color, type etc.  | Sensorial activities including: Geometric Cabinet; Geometric Solids; Botany Cabinet; Metal Insets; Brown Prisms; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Cabinet; Color Boxes; Mystery Bag; pattern blocks; consistent exploration, comparing, contrasting, and evaluating using scientific terminology. | The student is able to sort, match, and compare objects by physical attributes.  |
| 3. Represents and analyzes data   | To introduce the student to methods of collecting, organizing, and representing data.   | Dice games. Recording and graphing of data.   | The child demonstrates an ability to collect, organize, and represent data. The child is able to present data in a way that is comprehensible to others. |
| 4. Predicts the results of data collection, with teacher support and multiple experiences over time | To introduce the concepts of estimation, probability, and data collection and reporting.  | Dice game; science experiments. Recording and graphing of data.   | The child is able to make predictions and collect and record data.   |
| <b>B. Scientific Thinking</b>   |   |   |  |
| <b>a. Investigation and Inquiry</b>   |   |   |  |
| 1. Demonstrates the use of simple tools and equipment for observing and investigating               | To instill in the student an interest in scientific discovery and to allow the student to refine each of his five senses and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of | Science activities including: ink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; Living/Non-Living, Plant/Animal/Mineral, Vertebrate/Invertebrate Classification objects and   | The child uses simple scientific tools to observe, investigate, and document discoveries.  |



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|  | <p>learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him.</p>   | <p>pictures; Zoology and Botany 3-part cards, Parts-Of puzzles, Animal kingdom Classification; lifecycles of living animals and insects; weather and season activities. Scientific tools such as microscopes, magnifying glass, measuring cups, ruler, etc.</p>  |  |
| <p>2. Examines objects and makes comparisons</p> | <p>To instill in the student an interest in scientific discovery and to allow the student to refine each of his five senses and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him.</p> | <p>Sink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; Rough/Smooth Boards; Red Rods; Pink Tower; Brown Prisms; Sandpaper Letters; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Solids; Geometric Cabinet; Color Box 3; Monomial Cube; Binomial Cube; Trinomial Cube; Thermic Tablets; Baric Tablets; Baric Cylinders; Sound Boxes; Montessori Bells; Tone Bars; Living/Non-Living, Plant/Animal/Mineral, Vertebrate/Invertebrate Classification objects and pictures; Zoology and Botany 3-part cards, Parts-Of puzzles, Animal kingdom Classification; lifecycles of living animals and insects; weather and season activities; cloud identification; day/night sequence cards; seasons categorization cards.</p> | <p>The child is inquisitive and enjoys exploring objects and making comparisons/drawing connections.</p> |



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| <b>b. Physical Science</b>  |  |   |   |
| 1. Explores the physical properties and creative use of objects or matter | To instill in the student an interest in scientific discovery and to allow the student to explore the physical properties of objects. To refine each of his five senses and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him. | Sink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; Rough/Smooth Boards; Thermic Tablets; Baric Tablets; Baric Cylinders; weather and season activities.   | The child engages in exploration of physical properties of objects and is able to discuss his observations.   |
| <b>c. Life Science</b>  |  |   |   |
| 1. Explores growth and change of living things                            | To classify and differentiate between living and non-living things.  | Living/Non-Living, Plant/Animal/Mineral, Vertebrate/Invertebrate Classification objects and pictures; Zoology and Botany 3-part cards, Parts-Of puzzles, Animal kingdom Classification; lifecycles of living animals and insects. | The child is able to sort and classify living and non-living objects and can identify some characteristics that distinguish living from non-living objects. |
| 2. Identifies the characteristics of living things                        | To classify and differentiate between living and non-living things.  | Living/Non-Living, Plant/Animal/Mineral, Vertebrate/Invertebrate Classification objects and pictures; Zoology and Botany 3-part cards, Parts-Of puzzles, Animal kingdom Classification; lifecycles of living animals and insects. | The child is able to sort and classify living and non-living objects and can identify some characteristics that distinguish living from non-living objects  |
| 3. Identifies the five senses   | To refine each of the student's five senses  | All Sensorial activities including:   | The student is able to identify   |



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| <p>and explores functions of each</p>   | <p>and to develop three skills central to mathematical concepts: recognition of matching, recognition of differences, and recognition of gradation. In the process of learning these skills, the student also learns to observe, compare, contrast, reason, make judgments, problem solve, and appreciate the world around him.</p> | <p>Red Rods; Pink Tower; Brown Prisms; Knobbed Cylinders; Knobless Cylinders; Constructive Triangles; Geometric Cabinet; Botany Cabinet; Color Boxes; Mystery Bag; Rough and Smooth Boards and Tablets; Geometric Solids; Thermic Tablets; Baric Tablets; Baric Cylinders; Montessori Bells.</p>   | <p>the five senses and the function of each. The student uses the appropriate sense to make observations about objects in the world around him.</p>         |
| <p><b>d. Earth and Space</b></p>  |   |  |   |
| <p>1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time</p> | <p>To instill curiosity about the world and begin to use the practices of science and engineering to observe, ask questions, solve problems, and draw conclusions. To teach the student about the natural world.</p>  | <p>Sink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; weather and season activities; cloud identification; day/night sequence cards; seasons categorization cards; Calendar concepts: days of the week, months of the year, daily schedule; Cosmic Address Nesting Blocks; Pre-History Timecircle; clock with movable hands; directions/compass work; solar system activities (replicas, 3-part cards, definition books); birthday celebration; recycling; composting; nature walks.</p> | <p>The child appreciates and enjoys spending time in nature, makes observations about the natural world, and participates in taking care of the planet.</p> |
| <p>2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment</p>   | <p>To instill curiosity about the world and begin to use the practices of science and engineering to observe, ask questions, solve problems, and draw conclusions. To teach the student about the natural world.</p>  | <p>Sink and Float; Magnetic/Non-magnetic; Solid/Liquid/Gas; weather and season activities; cloud identification; day/night sequence cards; seasons categorization cards; Calendar</p>  | <p>The child appreciates and enjoys spending time in nature, makes observations about the natural world, and participates in taking care of the planet.</p> |



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|   |  | <p>concepts: days of the week, months of the year, daily schedule; Cosmic Address Nesting Blocks; Pre-History Timecircle; clock with movable hands; directions/compass work; solar system activities (replicas, 3-part cards, definition books); birthday celebration; recycling; composting; nature walks.</p>   |  |
| <b>e. Environmental Awareness</b>   |  |   |  |
| <p>1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time</p> | <p>To develop an appreciation of and responsibility for maintenance of the natural world. To explore concepts and information about the physical, earth, and life sciences.<br/>To explore concepts and information related to the Earth, including ways to take care of our planet.</p> | <p>Land, Air, Water globe; the Continent Globe; hemisphere puzzle map; puzzle maps of 7 continents; puzzle map of United States; Land, Air and Water categorization activities (objects and pictures); land and water forms; compass work; nature walks, read-alouds about the natural world, exploring objects from nature; science activities; recycling; composting.</p> | <p>The child appreciates and enjoys spending time in nature and participates in taking care of the planet.</p>                                 |
| <b>C. Social Studies</b>  |  |   |  |
| <b>a. Individual Development and Identity</b>   |  |   |  |
| <p>1. Begins to recognize and appreciate similarities and differences in people</p>   | <p>To introduce the concept of appreciation of similarities and differences of people; to situate the student in his community— family and school community, town/city, state, country, continent.</p>   | <p>People of the world, homes of the world, animals of the world; traditional dress; food of the world; Land, Air, Water globe; the Continent Globe; hemisphere puzzle map; puzzle maps of 7 continents; puzzle map of United</p>   | <p>The child is able to identify similarities and differences between people and can discuss ways in which people around the world differ.</p> |



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| 2. Begins to understand family characteristics, roles and functions        | To develop an awareness of self within the context of family; exploring what it means to be a member of a family; introducing appreciation for and tolerance of different family structures; situating the student in his community—family and school community, town/city, state, country, continent.  | Read-alouds and circle time discussions of diverse family structures and what it means to be part of a family. Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions; job charts for care of environment; picture cards and books of community helpers; neighborhood walks. | The child is able to discuss his own family and shows an understanding of diverse family structures.   |
| 3. Shows awareness and describes some social roles and jobs that people do | To introduce the concept of citizenship; exploring what it means to be a member of a community; introducing the role of community helpers; situating the student in his community—family and school community, town/city, state, country, continent.  | Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions; job charts for care of environment; picture cards and books of community helpers; neighborhood walks; picture cards of local and national monuments.   | The child is able to articulate concepts related to citizenship and what it means to be a member of a community. The child exhibits an understanding of community helpers and roles. |
| <b>b. People, Places and Environments</b>                                  |   |  |  |
| 1. Demonstrates awareness of geographic thinking                           | To introduce the student to geography, the local environment, and where people live, work, and play. To identify local places and faces; introduction to community helpers and roles; introduction to map-making (town, bedroom, continent); introduction of Earth's contents: land, air and water; introduction to the historical significance of geography. | Picture cards and books of community helpers; neighborhood walks; picture cards of local and national monuments; Land, Air, Water globe; the Continent Globe; hemisphere puzzle map; puzzle maps of 7 continents; puzzle map of United States; Land, Air and Water categorization activities                                       | The child is able to identify the city, state, country, and continent on which he lives and locate all on a map and globe.   |



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|  |   | (objects and pictures); land and water forms; compass work. People of the world, homes of the world, animals of the world; traditional dress; food of the world.  |   |
| <b>c. Technology and Our World</b>                                 |   |   |   |
| 1. Shows awareness of technology and its impact on how people live | To introduce the student to current technology and its diverse uses.  | Field trips in the community; library visits; multimedia cultural studies.  | The child is able to discuss current technology and how it is used to help people live, work, and play. |
| <b>d. Civic Ideals and Practices</b>                               |   |   |   |
| 1. Demonstrates awareness of group rules (civics)                  | To introducing the concept of citizenship; exploring what it means to be a member of a community; to introduce the student to classroom, school, and societal rules.                              | Establishment of classroom rules and reiteration of rules by adults and peers; voting on classroom decisions; job charts for care of environment; picture cards and books of community helpers; neighborhood walks. | The child is aware of and abides by classroom and school rules.   |
| 2. Begins to understand and take on leadership roles               | To be able to understand and participate in various group roles.  | The multi-age grouping in the Montessori classroom provides a variety of opportunities for children to explore and experience various roles in the classroom community.   | The child will demonstrate an ability to understand and participate in a variety of classroom roles.    |
| <b>D. Creative Expression Through The Arts</b>                     |   |   |   |
| <b>a. Visual Arts</b>  |   |   |   |
| 1. Explores visual arts  | To teach principles of art and design through the lens of thematic cultural exploration. To move the student toward proficiency with tools and techniques that are the basis of Art education. To | Drawing; painting; 3-d collage and construction; introduction to other art methods; introduction to elements and principles of design (color, line, texture, shape  | The child joyfully engages in creative expression using art materials.                                  |



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|   | highlight creativity, process, and imagination. To help students understand the tenants of respect for self, others, and the environment within the context of the Art studio.   | and form, pattern and symmetry, space and composition); observing and discussing artwork.  |  |
| 2. Children create visual art to communicate an idea        | To teach principles of art and design through the lens of thematic cultural exploration. To move the student toward proficiency with tools and techniques that are the basis of Art education. To highlight creativity, process, and imagination. To help students understand the tenants of respect for self, others, and the environment within the context of the Art studio. | Drawing; painting; 3-d collage and construction; introduction to other art methods; introduction to elements and principles of design (color, line, texture, shape and form, pattern and symmetry, space and composition); observing and discussing artwork.                   | The child joyfully engages in creative expression using art materials.             |
| 3. Discusses and responds to the feelings caused by artwork | To motivate and cultivate an interest in the arts and to raise the student's awareness of the feelings and emotions that art can evoke.  | Observing and discussing artwork.  | The child is able to identify the feelings invoked by different pieces of artwork. |
| <b>b. Music</b>   |  |  |  |
| 1. Explores music   | To motivate and cultivate an interest and love of music. To teach the student to sing correctly, and to recognize rhythmic patterns along with other musical symbols and terminology. To introduce the student to music history and how to play different instruments.   | Singing alone and with others; experimenting with musical instruments and formal instruction on proper use of instruments; listening to, analyzing and describing music; experimenting with body movement and music; introduction to music in relation to history and culture. | The child expresses himself through music and movement.                            |
| 2. Creates music to communicate an idea                     | To motivate and cultivate an interest and love of music. To teach the student to sing correctly, and to recognize rhythmic   | Singing alone and with others; experimenting with musical instruments and formal   | The child expresses himself through music and movement.                            |



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|   | patterns along with other musical symbols and terminology. To introduce the student to music history and how to play different instruments.           | instruction on proper use of instruments; listening to, analyzing and describing music; experimenting with body movement and music; introduction to music in relation to history and culture. |  |
| 3. Discusses and responds to the feeling caused by music                        | To motivate and cultivate an interest in the arts and to raise the student’s awareness of the feelings and emotions that music can evoke.             | Listening to and discussing music.  | The child is able to identify the feelings invoked by different pieces of music.   |
| <b>c. Creative Movement and Dance</b>   |   |   |  |
| 1. Explores creative movement and dance   | To develop the ability to understand others and communicate through movement and dance.   | Opportunities to move to music and act out moods, feelings, stories, and actions through movement.  | The child joyfully participates in creative movement and dramatic dance. The child demonstrates confidence during movement and dance activities.   |
| 2. Create creative movement and dance to communicate an idea                    | To develop the ability to understand others and communicate through movement and dance.   | Opportunities to move to music and act out moods, feelings, stories, and actions through movement.  | The child joyfully participates in creative movement and dramatic play, acting out both fictional and true stories. The child demonstrates confidence during movement and theatrical activities. |
| 3. Discusses and responds to the feelings caused by creative movement and dance | To motivate and cultivate an interest in the arts and to raise the student’s awareness of the feelings and emotions that creative movement can evoke. | Observing and discussing creative movement.   | The child is able to identify the feelings invoked by creative movement.   |
| <b>d. Dramatic Play and Theatre</b>   |   |   |  |
| 1. Explores dramatic play and theatre   | To develop the ability to understand others and communicate through language and action. To integrate the arts  | Introduction to storytelling and theater conventions; reading, listening to, and telling stories  | The child joyfully participates in creative movement and dramatic play, acting out both  |



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|  | and linking dance, music, and visual arts elements in performance and production. To introduce the student to acting, improvisation, storytelling, mime, play-making and play-writing, directing, management, design and technical theater, and related arts such as puppetry, film, and video.   | from a variety of cultures, genres, and styles; interacting with a story through movement, speech, and singing; introduction to characters, props, and dialects; performances of varying lengths of time.  | fictional and true stories. The child demonstrates confidence during movement and theatrical activities.   |
| 2. Creates dramatic play and theatre to communicate and idea                 | To develop the ability to understand others and communicate through language and action. To integrate the arts and linking dance, music, and visual arts elements in performance and production. To introduce the student to acting, improvisation, storytelling, mime play making and play-writing, directing, management, design and technical theater, and related arts such as puppetry, film, and video. | Introduction to storytelling and theater conventions; reading, listening to, and telling stories from a variety of cultures, genres, and styles; interacting with a story through movement, speech, and singing; introduction to characters, props, and dialects; performances of varying lengths of time. | The child joyfully participates in creative movement and dramatic play, acting out both fictional and true stories. The child demonstrates confidence during movement and theatrical activities. |
| 3. Discusses and responds to the feeling caused by dramatic play and theatre | To motivate and cultivate an interest in the arts and to raise the student's awareness of the feelings and emotions that theater can evoke.   | Watching and discussing theater.   | The child is able to identify the feelings invoked by different theatrical productions.  |