



## **Children's House Outcomes**

In a Montessori classroom, children operate within a balanced structure of freedoms and responsibilities, free to follow their inspirations with work that stimulates and satisfies their inner motivations, while remaining responsible for tackling challenging and difficult work head-on. This balanced structure of freedoms and responsibilities is created and maintained through the ongoing observations, inspiration and redirection of the classroom guides (we call our teachers 'guides'). The Montessori curriculum is organized as a continuum with one step building precisely on the previous one. The concept of mixed ages promotes an atmosphere of cooperation, teamwork, and peer teaching. The design of the materials and the structure of the tasks lead children in the development of self-discipline.

### **AUTONOMY & COLLABORATION**

Grace and courtesy in the classroom contribute to the students' understanding of each individual's desire to work alone or with others. In a Montessori setting children are able to hone their collaboration, cooperation, and negotiation skills in working through choices of work partners. Children develop from the earliest ages the vocabulary and skills needed to accept or decline inclusion in others' work with equanimity, ask for and accept help graciously and resolve conflicts peacefully and respectfully.

#### Observable Outcomes:

- Shows respect for the work of others
- Helps others/accepts help graciously
- Participates in group activities constructively

### **INTRINSIC MOTIVATION/LOVE OF LEARNING**

The Montessori guide knows that each child possesses the natural desire to know and the "work is its own reward" in a Montessori environment. External rewards such as gold stars, stickers, or "smile" stamps and other forms of praise undermine the child's development of intrinsic motivation and are not present in a Montessori environment. Instead, the Montessori curriculum and materials stimulate each child's natural curiosity and promote engaged exploration and discovery. The child's freedom to choose his or her work (within limits) nurtures individual initiative and personal responsibility. And the guide's focus on acknowledging the elements of the child's work, e.g. their effort, their approach, etc., encourages the child's concentration and effort on the process of learning not just the end products.

#### Observable Outcomes:

- Demonstrates perseverance in their work
- Demonstrates the ability to complete work from start to finish
- Actively engages with age-appropriate concentrated interest and constructive and meaningful work (20-30 minute periods)

## **CONFIDENCE AND COMPETENCE**

Confidence is built upon success. A Montessori environment creates many occasions for success. In the spiraling framework of the Montessori curriculum, each educational experience builds towards another. Each lesson and activity prepares the child for more complex learning to come, providing greater chances of success for the child throughout his experience.

Confidence and perceived competence are also built upon mistakes made. The teacher's respect for each child's efforts and the realization that each child constructs his or her own intelligence create a supportive learning culture where it is also safe to *fail*. Mistakes and difficulties are seen as valuable stepping stones to the development of perseverance, self-perceived competence (*I can do that.*), and ultimately, individual confidence. A child growing in success is growing in confidence.

### Observable outcomes:

- Shows confidence and self-directedness in their work
- Corrects own mistakes or seeks assistance from an adult or another child

## **INDEPENDENCE**

The social and physical organization of the Montessori prepared environment, as well as the guiding actions of the teacher, promote individual independence. Each child develops independence through a balance of freedoms and responsibilities. These include self-selection of opportunities for constructive work, care of environment, and care of self and others in the community. With the support of a meticulously-prepared environment and the consistent nurturing guidance of the teachers, this balanced structure of freedoms and responsibilities leads to the development of concentration, inner discipline, internalization of the learning and learning strategies and metacognition (thinking about thinking).

### Observable Outcomes:

- Initiates own purposeful activities
- Works toward completion on self-chosen tasks
- Returns work/materials so that it is ready for the next student

## **SOCIAL RESPONSIBILITY**

Independent and autonomous persons are always a part of a group and must attain independence and autonomy through participation in group activity. Children in Montessori classes are "free" within the carefully crafted, mutually agreed upon limits of the group. These limits are articulated in the course of the school experience through clearly defined class agreements which are modeled by the guide and the children. The physical organization of the classroom contributes to the successful conformance to the class agreements by all members of the classroom community. Social responsibility develops from the child's willful adherence to and enforcement of these agreements. Children in a Montessori environment attain independence and autonomy, and at the same time, develop social responsibility.

### Observable Outcomes:

- Models appropriate behaviors for others
- Respects the agreements of the class without intervention from the adult
- Shows personal responsibility
- Is responsive and helpful to others and shows respect in social interactions.

## **PHYSICAL DEVELOPMENT**

The first six years of life is a time of dynamic physical development. During these first years of life the young child is in a sensitive period for the refinement of the senses and development of fine and gross motor skills. Along with regular outdoor play and exploration much the child's physical development in the Children's House environment is nurtured through work with the sensorial and practical life materials. The sensorial and practical activities are the keys to the physical world, isolating physical qualities to refine the senses and designed to develop coordination, concentration, control of movement and independence.

### Observable Outcomes:

- Demonstrates and uses appropriate pincer grip (for writing)
- Demonstrates age-appropriate hand-eye coordination, i.e. simple sewing, catching, cutting, pouring, scooping
- Demonstrates age-appropriate balance and body coordination, runs, skips/gallops, jumps, sweeps
- Demonstrates age-appropriate body strength; running, climbing, jumping, lifting and carrying objects
- Demonstrates sensorial discrimination:
  - Visual (size, shape, color)
  - Auditory (volume, tone, pitch)
  - Tactile (rough/smooth, weight)

## **ACADEMIC PREPARATION**

In Montessori education, children learn by doing. Academic preparation is achieved by nurturing each child's natural curiosity into a life-long love of learning. The spiraling nature of the Montessori curriculum, one experience building toward successively complex experiences, scaffolds learning for the child. Through the use of the Montessori didactic materials, the child achieves first perceptual and then cognitive understanding of concepts. The interdisciplinary nature of the curriculum allows the child to make connections between disciplines, leading to deeper understanding and application of skills and knowledge. As an active participant in his or her education, each child becomes the builder of meaningful knowledge helping her or him learn how to learn.

### Observable Outcomes:

#### Geometry/Mathematics

- Counts from (1- 9,999)
- Recognizes numerals
- Associates number symbols to quantities (1-9,999)
- Demonstrates understanding of base 10 place value; units, tens, hundreds, thousands
- Performs static and dynamic whole number operations with materials
  - Addition
  - Multiplication
  - Subtraction
  - Division
- Demonstrates signs of abstraction of whole number operations; i.e. static math facts ( $2+3=5$ ,  $2\times 3=6$ ,  $8-2=6$ , etc.)
- Demonstrates an introductory understanding of time; days of the week, months of the year, hours and  $\frac{1}{2}$  hours

- Demonstrates an introductory understanding of money (US currency, names of coins, concept of cents and
- understanding of Fractional values;  $\frac{1}{2}$  &  $\frac{1}{4}$

dollars, values of pennies, nickels, dimes and quarters)

- Demonstrates a introductory

### Reading

- Demonstrates phonemic awareness; beginning sounds, ending sounds, middle sounds
- Corresponds sounds and their symbols (Sandpaper Letters)

- Demonstrates understanding of phonograms (*chi, ar, er, th, etc.*)
- Reads words, phrases, sentences short stories

### Writing

- Holds pencil with proper pencil grip
- Writes letters properly
- Writes numerals properly
- Composes with materials (moveable alphabet)
  - Words
  - Phrases

- Sentences
- Short stories/Researches
- Writes
  - Words
  - Phrases
  - Sentences
  - Short stories/Researches

### Syntax and Grammar

- Demonstrates an introductory understanding of the functions of words
  - Verb
  - Noun
  - Article
  - Adjective

### Biology

- Introductory understanding of:
  - living vs. non-living
  - Parts of the plant
  - Parts of the flower
  - Animal classification (5 classes)
  - Parts of animals

### Geography

- Introductory understanding of continents of the world
- Introductory understanding of parts of continents
- Introductory understanding of parts of the United States
- Introductory understanding of basic land and water forms (island/lake, mountain, peninsula/gulf, cape/bay, etc.)

### **COSMIC EDUCATION & GLOBAL CITIZENSHIP**

The outcomes described nurture the child toward the larger goals of developing both an awareness of ecological and humanistic/cultural interdependence and a perspective of and commitment to global citizenship. From the earliest experiences of negotiating and adjusting one's behavior with other students' through the study of people of various cultures, Montessori education guides children to move far beyond the family and school, towards global citizenship. The child comes to understand the ecology of existence that gives every living thing a meaningful function in the larger system. Personal responsibility is configured for the child in successively broader terms to include an awareness of the importance of stewardship of the plane - the necessity to cherish, respect, sustain and live harmoniously within it -and encourages each child to make his or her own unique contribution to the world.

