

### **3-6 year-old First Plane of Development**

In the 3-6 (K) classroom, the ultimate goal for each individual is to achieve concentration; self regulated behavior, independence, confidence, and an interest in learning about his/her world. During this time of development, children continue to be in the stage of the “absorbent mind,” what Maria Montessori referred to as a child’s unique ability to absorb knowledge quickly and effortlessly. Children take great joy and pride in real and purposeful work, and in their ability to contribute to their community as active and helpful participants. These children continue to learn through the senses. All experiences within the classroom engage use of the hands, are purposeful and are accompanied by mental concentration. Social development is fostered organically in the Montessori environment by having at least a three age span(3- 6 year olds), thus allowing the children to develop helping, caring, and sympathetic relationships with others in natural, real-life situations.

### **6-9 year-old Second Plane of Development**

During this stage of development, we see the development of the “reasoning mind” where the 6-9 child has an unusual desire to know the reasons of things. Because there is a great thirst for knowledge, we offer the second plane child many seeds of knowledge and use of the power of imagination to captivate his interest and do further research to allow these seeds to germinate. The 6-9 child is also very interested in morality and what society (the child’s own group) considers to be right and wrong. Students explore the wider society outside of family by learning and experimenting with social order among their peer groups. This allows for opportunities to practice grace and courtesy and develop resilience. Students in this plane of development enjoy working with others so collaborative projects and group work is encouraged in the classroom. This provides students with the opportunity to learn to listen and respect the ideas and thoughts of others in their group

### **9-12 year-old Second Plane of Development**

During this stage of development, children are interested in the exploration of a wider society. The 9-12 year-olds begin to have an attitude of detachment from the home environment and a continued interest in morality.

Children in this stage move from concrete representation to abstract thinking. They bring order to various disconnected facts and are able to think hypothetically. No longer focused on right and wrong, good and bad, the Montessori student now seeks to understand the motivation behind behavior, and when confronted with moral issues, the student seeks to imagine and develop possible solutions.

## **The Curriculum**

### **Practical Life**

3-6 Practical life activities continue to build on the home-school continuum, as the child develops everyday life skills through real and purposeful work. These activities form the foundation for all other work in the environment. The goals of practical life lessons are to promote the development of a child's concentration, coordination, independence, and sense of order. Practical life activities further aid in a child's development of logical thought, ability to sequence and explore spatial relationships, and promote cultural awareness and adaptation. Practical life exercises are indirectly preparing children for later exercises in reading and writing. Practical life exercises include learning:

#### **HOW TO CARE FOR ONESELF**

- Dressing / undressing
- Hand washing
- Food preparation
- Sewing

#### **HOW TO CARE FOR THE ENVIRONMENT**

- Table scrubbing
- Polishing
- Dusting
- Flower arranging
- Dishwashing

#### **HOW TO PRACTICE POLITE SOCIAL INTERACTIONS, KNOWN AS GRACE AND COURTESY LESSONS**

- How to greet someone
- How to ask for help
- How to ask to join in a game
- How to problem-solve and form positive social interactions

#### **CONTROL OF MOVEMENT**

- Caring a tray

- Pouring dry and wet things
- Walking with a purpose
- Walking on a line
- Silence Game

6-9

Practical life activities help the child to navigate the physical and social world he is entering. Activities now include learning the social norms of a group, planning work and managing short-term projects. Practical life exercises include learning:

- Conflict resolution skills
- Organizational skills
- Gardening
- Cooking
- Baking
- Science experiments
- Care of the environment
- Care of self
- Grace and courtesy
- Movement
- Silence (reflection)

9-12

Practical life activities focus on care of self, care of environment and living things, cooperation, and continued practice of grace and courtesy. Students feel a greater sensitivity to their surroundings, so activities begin to take the children outside of the classroom through community service projects.

Practical life activities teach:

- A means to an end
- Cultural awareness
- A sense of success
- Organizational skills to plan and run fundraisers, to coordinate school-wide events and programs, food drives, involvement in local and global charities and organizations
- Gardening skills to plant and harvest produce
- School outreach, role modeling and mentoring
- Building projects such as sets, greenhouses, indoor and outdoor environments

- Enterprises such as salad bars, lemonade stands, dances, and holiday stores
- Planning functions

### **Sensorial (K)**

The sensorial curriculum engages a child's natural tendency to explore the physical world around him through the involvement of all his senses. The sensorial materials are puzzle-like materials that allow the child to refine the many sensorial impressions that they have experienced. These impressions are classified and organized in the mind. The goal of the sensorial area is to aid in the refinement of the five senses through manipulation and exploration of concrete materials, so the child will have a better understanding of his world.

Sensorial activities focus on and include:

- Visual sense: visual discrimination of dimension, form and color through block manipulatives, color tablets, geometric shapes
- Tactile sense: discrimination of texture, temperature and weight through sorting, matching, and measuring activities
- Auditory sense: discrimination of volume and pitch through sound cylinders
- Sense of taste: discrimination of tastes such as sour, sweet, bitter, and salty through food preparation and specific lessons on taste
- Sense of smell: discrimination of smell through natural elements such as herbs, food, and flowers through food preparation, farm visits and specific lessons on smell

Many of the 0-6 sensorial materials lay a foundation for later work in Geometry, a subset of Mathematics, which is presented at the 6-9 and 9-12.

### **Mathematics & Geometry**

#### **3-6 (K)**

The Montessori math curriculum is presented to children first through concrete materials that allow for hands-on exploration of a concept. The goals of the math curriculum are quite extensive, beginning with an understanding of quantity and symbol, progressing to place value and experiences with the four operations of mathematics (addition, subtraction,

multiplication, and division). When children at this level demonstrate a concrete understanding of these math concepts, they may be ready to move on to the more advanced exercises in memorization, abstraction, and fraction work.

### **NUMBERS 1-10**

One to one correspondence, quantity, symbol and sequence of numbers one through ten are taught through the use of materials such as rods, spindles, and cards/counters (numeration with objects).

### **DECIMAL SYSTEM**

Categories of unit, ten, hundred, and thousand are introduced with bead materials. The processes of addition, subtraction, multiplication, and division are experienced with the manipulation of the materials, giving the impression of the four operations in math.

### **TEENS AND TENS**

The teens are introduced through the manipulation of gold beads, colored beads, and cards to represent quantities and symbols of numbers 11 through 19. Numbers in the tens are explored with the emphasis on the change from nine to the next ten (e.g., 39-40) by building the numbers with beads and cards. Bead chains provide concrete practice in counting and recognizing numbers and patterns. Exercises using the chains include the introduction to multiples of numbers and the concept of squaring and cubing.

### **MEMORIZATION WORK**

The exploration of math facts occurs through a series of beads and boards work, offering repetition. Further understanding of math facts occurs as children memorize math facts in addition, subtraction, multiplication, and division.

**FRACTIONS** Students may begin manipulation and exploration of fraction inset materials through introduction to the language and writing of fractions and their relationships to each other.

### **6-9**

The mathematics curriculum introduces mathematics concepts, number theory, and computation through the use of Montessori materials, which allow the children to practice in order to gain understanding.

### **NUMERATION**

- Formation of numbers

- Attach quantity to symbol
- Place value to millions
- Reading numbers

## **OPERATIONS**

- Static and dynamic addition with and without materials
- Static and dynamic subtraction with and without materials
- Static and dynamic multiplication with and without materials
- Static and dynamic division with and without materials
- Memorization of math facts for each operation
- Introduction to commutative, associative, and distributive laws of mathematics with materials

## **MULTIPLES**

- Introduction, concept, and practice with materials
- Skip counting with and without materials

## **SQUARING / CUBING**

- Introduction, concept, and practice with materials

## **MEASUREMENT**

- History/introduction, concept, practice of linear measurement
- Money - coin identification, adding coins, making change
- Metric measurement
- Customary measurement • Measuring circles, cylinders and time

## **FRACTIONS**

- Introduction and identification using materials
- Equivalence of fractions
- Operations with fractions with like denominators

## **GRAPHS**

- Introduction to bar, line, and picture graphs

## **PROBLEM-SOLVING SKILLS**

- Word problems using the operations

## **COORDINATING GRAPHING**

- Solving equations using addition or subtraction
- Solving equations using multiplication and division

Montessori exposes the children to concepts of geometry with manipulatives that allow children to visualize and interact manually with concepts.

## **CONCEPTS**

- Point, line, surface, solid

## **LINES**

- Definition, position, and types of lines using the nomenclature booklets and materials

## **ANGLES**

- Definition, types, and measurement of angles

## **POLYGONS**

- Definition and types of polygons using the nomenclature booklets materials
- Further study of triangles
- Similarity, congruency, equivalence

9-12, mathematics instruction continues to use Montessori materials, but the goal is abstract understanding.

## **WHOLE NUMBERS AND NUMERATION**

- Complete all whole number operations, (including long multiplication and division abstractly)
- Review hierarchical values, expanded notation, comparison, rounding, and estimating

## **MULTIPLES**

- Greatest common factor, least common multiple, prime, and composite numbers
- Using prime factorization

## **PROBLEM SOLVING SKILLS**

- Commutative, associative, and distributive operations
- Rules of divisibility
- Review odd and even numbers

## **FRACTIONS**

- Review concept, equivalence
- Types of fractions, including proper, improper, and mixed
- Operations using and reducing fractions

## **DECIMALS**

- Equivalency, comparing, ordering, and renaming fractions as decimals; learning all four operations abstractly

## **MEASUREMENT**

- Liquid capacity

- Measuring length
- Perimeter
- Area

### **RATIOS AND PERCENTS**

- Ratios as fractions, decimals, and percentages
- Percentages as fractions, as decimals, percent of number

### **STATISTICS AND PROBABILITY**

- Construct, read, and interpret tables, and graphs of all types,
- Understand mean, medium, range, mode, frequency, and tree diagrams

### **GRAPHS**

- Reading and constructing pictographs
- Bar graphs and line graphs

### **ALGEBRA READINESS**

- Powers of numbers
- Squares and cubes
- Squaring of binomials and trinomials, cubing of binomials and trinomials,
- Square roots
- Concept, concrete exploration, writing through to abstraction
- Order of operations, basic equations
- Working with integers, scientific notation, rational numbers
- Problem-solving and logical reasoning
- Translations, slides, reflections, symmetry, tessellations, graphs and other displays, coordination of graphs and equations
- Patterns leading to division, integer division, division of fractions
- All four operations with negative numbers

Geometry continues to be taught with Montessori manipulatives and tactile demonstrations. Emphasis is placed on connecting the physical experience with understanding of the abstract concept.

### **POINTS, LINES AND ANGLES**

- Parallel lines
- Intersecting lines
- Measure angles
- Name triangles by looking at angles and sides
- Name solid figures by faces, vertices, and edges
- Area of parallelogram, triangle, and prism
- Volume of a rectangle and triangular prism

- Measuring circles, cylinders, and time metric measurement

## **PREPARATION FOR ALGEBRA ALGEBRA**

- Describing patterns with variables
- Translating words into algebraic expressions and vice versa
- Variables and equations
- Solving equations
- Equations with negative numbers
- Equations with a negative variable
- Single step equations
- Multi-step equations
- Coordinate graphs and equations
- Quadratic equations
- Functions and lines
- Slope, x-intercept, y-intercept

## **GEOMETRY**

- Lines: nomenclature and classification
- Angles: identifying, measuring, bisecting
- Triangles: nomenclature, classification according to sides and angles, equivalence proof
- Quadrilaterals: nomenclature, classification, and equivalence proof
- Circles: nomenclature, relationships, circumference, diameter, area
- Spheres: volume
- Pythagorean Theorem
- Polynomials
- Perimeter and area, volume
- Translations, slides, reflections, symmetry-tessellations
- Algebra through geometry

### **3-6 (K)**

The language curriculum supports a child's development in three aspects: spoken, written, and reading. The language curriculum is quite extensive, with various goals in each of these subsets. Spoken language curriculum helps the child perfect his ability to communicate and express himself appropriately with others. Written language curriculum goals are to develop a child's ability to analyze sounds, recall their associated symbol, and

formulate words. Cursive writing is taught at the 3-6 (K) level, and cursive letters are presented to students through various language materials. The goals of the reading curriculum are to break down the symbols into sounds, and find meaning and context through deciphering words, sentences and eventually short stories.

Spoken Language Lessons Include:

- Enrichment of vocabulary: learn new names of objects and classify them through tangible objects and picture cards
- Lessons to practice and simulate social situations dramatically
- Stories, songs, and poems to give the child opportunity to appreciate literature
- Oral sound games: initial sounds, ending sounds, middle sounds, words with objects

Written Language Lessons Include:

- Sandpaper letters: beginning with consonants and vowels then progressing to phonograms
- Written sound games: initial sounds, ending sounds, middle sounds with the moveable alphabet
- Constructing words with letters, then phrases and sentences, and finally paragraphs and stories
- Preparation of the hand through progression of materials: metal insets, chalkboards, unlined word-paper, lined word-paper, lined sentence-paper, lined story-paper

Reading Lessons Include:

- Phonetic reading through matching object games, command games, and reading various materials (i.e., cards, sentences, books)
- Phonograms: writing, reading, and spelling
- Puzzle words (sight words)
- Grammar and parts of speech through the use of concrete objects and games
- Word study: antonyms, synonyms, homonyms, singular and plural
- Sentence analysis: exploring how the order and placement of phrases affects the meaning

6-9 Language is integrated into all areas of the curriculum. It is primarily focused on reading fluency, writing, and oral expression.

### **GRAMMAR AND SYNTAX**

- Parts of speech with grammar boxes: noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, and interjection

- Extensions with parts of speech
- Beginning sentence analysis: subject, predicate, and direct object
- Word study: root words, prefixes, suffixes, compound words, word families, synonyms, antonyms, homophones, and singular/plural nouns
- Dictionary skills

### **WRITING PRACTICE**

- Cursive handwriting lower and upper case
- Punctuation rules: period, question mark, exclamation point, beginning comma work
- Capitalization rules: sentence, proper name, titles, “I,” holidays, months, and days
- Beginning paragraph skills using 4 square writing program
- Sentence construction
- Spelling rules: contractions, phonograms, and puzzle words
- Editing and rewriting a final composition

### **WRITTEN COMPOSITION**

- Research writing
- Creative writing
- Story writing
- Poetry writing
- Letter writing
- Journal writing

### **BEGINNING READING SKILLS**

- Continued phonics, letter to sound relationships
- Basic sight / word recognition
- Reading support with Complete Phonic Reading Program

### **READING COMPREHENSION**

- Reading for meaning and content
- Story elements
- Literature discussions
- Daily individual reading for practice and enjoyment
- Reading aloud to children

### **SPELLING**

- Short vowel sounds
- Long vowel sounds • Consonant blends
- Words ending in -ed or -ing
- Unstressed vowels

- Silent letters

## **SPOKEN LANGUAGE**

- Presenting oral reports
- Sharing poetry and stories

9-12 Language builds on reading fluency and foundational writing skills to focus on comprehension of texts. Written expression is emphasized.

## **READING APPLICATIONS**

- Compare details, examine cause and effect, use text features, charts and graphs to glean the author's purpose.
- Characters, setting, plot sequence, speaker, theme, dialects, literary form, and vocabulary use are examined.

## **ORAL INTERPRETATION**

Public speaking, drama sessions, debates, seminars, plays, skits, and oral presentations.

## **GRAMMAR**

- Advanced Function of Words (all parts of speech including Verb Conjugations)
- Sentence Analysis: adverbial extensions, attributives, predicate nouns, predicate adjectives, and prepositional phrases

## **SPELLING**

- Dependable spelling patterns
- Contractions, phonograms, puzzle words
- Commonly misspelled words
- Spelling strategies

## **GRAMMAR**

- Mechanics: colon, semicolon, punctuation rules, contraction, run-on sentences, note taking, paraphrasing, summarizing, topic sentences, sentences structure, paragraph construction, and editing

## **EDITING**

- Reports, journals, letters, diary, invitations, letter writing, proposals, book reports, myths, fables, descriptive writing, short stories, poetry, plays, biographies, and summaries

## **READING**

- All literary genres including historical fiction, biographies, fantasy, poetry, Newberry Award Winners, adventure, classics, myths, mysteries
- Novel study

### **3-6 History**

For the young child, the focus is on developing awareness and understanding of the concept of the “passing of time.” Activities include:

- Introduction to calendar
- Awareness of seasonal changes
- Beginning of clock study: o’clock, half-past, quarter till, quarter past
- Introduction to the three fundamental tenses: past/present/future
- Experience of personal history via birthday celebrations/ personal timelines

6-9 History is shared through stories based on the contributions of all of humanity.

- The Story of Human Beings

#### **TIME**

- Timeline of life
- Earth history with the clock of eras and the black strip
- BC/AD timeline
- Calendar – study of year, month, week, day including personal timelines
- Clock study: o’clock, half-past, quarter to, quarter past

#### **HUMAN STUDIES**

- Fundamental needs of humans
- Introduction to various civilizations and cultures
- Appreciation for human contributions

9-12

History is shared by stories but explored in greater depth through inquiry-based research.

#### **REVIEW OF TIMELINE OF LIFE**

- Paleozoic, Mesozoic, Cenozoic, and Neozoic eras
- Timeline of early humans
- Significance and characteristics of early humans, beginning with Australopithecus
- Timeline of lower Paleolithic Age
- Timeline of upper Paleolithic Age
- Introduction to early civilizations
- History timelines
- Fundamental needs of humankind
- **AMERICAN HISTORY**
- American History Timelines
- Three Branches of Government

- U.S. Presidents • Pledge of Allegiance
- Utah History

### **STUDY OF CIVILIZATIONS**

- What are the characteristics of a civilization?
- History of question charts • Study of a civilization (research)
- Archaeology/anthropology
- Growth of culture, migration, exploration

### **GOVERNMENT AND CONSTITUTION**

- Systems of government
- The early United States
- The Constitution and founding documents
- Federalism and the balance between states and nation
- The branches of government; checks and balances
- How laws are made
- Political parties, elections, voting
- Important Supreme Court decisions

### **REVOLUTION**

- Causes and effects (intended and unintended)
- Topics include: United States, France, Chinese Cultural, Cuba, Haiti, Iran, industrial, social movements
- Commonalities of revolutions

### **MOVEMENT OF PEOPLE**

- Types of migration
- Causes and effects
- Topics include: age of exploration, westward expansion in the US, urbanization and the growth of cities, suburbanization and gentrification, the immigrant experience on Ellis Island, forced migration, Trail of Tears, Japanese internment, the Great Migration of African-Americans,

### **UTAH HISTORY**

- Important people
- Important events
- Art and architecture

### **3-6 (K) Geography**

The goal of the geography curriculum at this level is to bring an awareness to children of the physical features of the earth, through presentations of land/water formations and concrete exploration of maps. Also, the

curriculum brings an awareness of other cultures around the world through pictures, objects, and stories.

### **PHYSICAL GEOGRAPHY**

- Study of land and water forms, such as lakes, islands, peninsulas, gulfs, isthmus', and straits

### **EXPLORATION OF GLOBES, MAPS, AND FLAGS**

- Naming and distinguishing shapes and placement of continents, countries, states, and oceans
- Making of maps and books of flags to encourage repetition and familiarization with the geography materials

### **CULTURAL GEOGRAPHY**

- Children/families of the classroom are encouraged to share their own cultural stories and/or experiences with their classmates
- Connections between physical and cultural geography are made through pictures, objects, and stories of other people, places, products, plants, animals, homes, clothing, transportation, arts, and crafts

6-9

Geography is introduced through oral lessons with tactile materials to allow repetition.

- The Story of our Universe

### **SOLAR SYSTEM**

- Planets, stars, constellations
- Relationship between the sun and earth

### **COMPOSITION OF THE EARTH**

- Layers of the earth
- Land and water forms
- Formation of mountains and volcanoes
- Types of rocks

### **STATES OF MATTER**

- Solid, liquid, gas
- Further extensions with experiments

### **PHYSICAL GEOGRAPHY**

- Identifying countries, cities, capitals, land and water features with pin map materials
- Making maps
- Using an atlas
- Researching and presenting information

### **SCIENCE EXPERIMENTS**

- Introducing the scientific method by observing, writing, and evaluating

9-12 Geography is tied into both the history and science curricula.

### **POLITICAL GEOGRAPHY**

- Map skills: imaginary lines, equator, latitude, longitude, political, physical, road maps

### **THE STORY OF THE UNIVERSE**

- Imaginary island
- Functional geography
  - Composition of the earth
- Further studies of the lithosphere including continental drift
- Mountain building, faults, plate tectonics
- Work of wind: winds, winds and seasons, rain caused by winds, ocean currents, erosion, energy
- Work of water: work of rivers, rain, work of oceans, glaciers, water cycle

### **3-6 (K) SCIENCE**

The goals of the science curriculum are to offer concrete exploration of the physical and life sciences to further classify the child's understanding of his world.

#### **PHYSICAL SCIENCE LESSONS INCLUDE**

- Magnetism
- Buoyancy
- Weather

#### **LIFE SCIENCE LESSONS**

- Scientific classification: living/non-living, plant/animal, vertebrate/invertebrate
- Introduction to invertebrates and the animal kingdom: mammal, reptile, amphibian, fish, bird
- Observation and care of classroom pets
- Botany: naming and experiences with leaf shapes, plants, trees, and flowers
- Observations and care of classroom plants

6-9 students explore science with hands-on demonstrations and experiments.

### **ZOOLOGY**

- The five kingdoms

- Animal kingdom with animal story material and reference books
- Vertebrate/invertebrate
- Classification by phylum and class
- Research
- Observation and care of animals, pet visits
- Nature walks and field trips

### **BOTANY**

- Story of plants
- Needs of plants
- Parts and functions: leaf, root, stem, flower, fruit, and seed
- Research
- Observation and care of plants
- Outdoor/indoor gardening
- Nature walks and field trips

### **SCIENCE EXPERIMENTS**

- Introduction to the scientific method by observing, writing, and evaluating

### 9-12 Science

Science is based on hands-on inquiry with a focus on scientific language and principles.

### **CHEMISTRY**

- Atoms, molecules, compounds, bonding, experimentation
- Matter and Energy
- Conservation of matter, conservation of energy, properties of matter, experimentation

### **LIFE SCIENCES**

- Five kingdom classification
- Review of five-kingdom classification followed by research of kingdoms

### **ZOOLOGY**

- Vital functions, comparative study: nervous system, reproduction, circulation, respiration, nutrition, skeletal
- Animals (chordates vs. non-chordates)
- Tracing the genealogy of an animal
- Adaptations/biomes/food chains
- Predator/prey

### **HUMAN ANATOMY**

- Introduction to the cell, genetics, and systems of the human body: skeletal, muscular, respiratory, circulatory, digestive, reproductive, excretory, nervous, endocrine

## **BOTANY**

- Classification of kingdom Plantae, vital functions of the plant (second level), research of 'classes' in kingdom plantae, research the genealogy of a plant, nature walks, observations of animals in their natural habitats, field trips

## **TREE OF LIFE**

- Taxonomy of all living organisms

## **RESEARCH**

- Science experiments: writing, performing, evaluating
- Nature Walks/ observations/ field trips

## **GEOLOGY**

- Properties of rocks and minerals
- Land forms

## **ELECTRICITY**

- Static and current electricity

## **TECHNOLOGY**

3-6 and 6-9

While technology was not a part of Dr. Montessori's curriculum when it was developed over 100 years ago, today it has become an important tool in the lives of our students today. Our goal is to educate children so that they reach their inherent potential and prepare our students for life; therefore, it is incumbent upon us to review technology as a tool in the Montessori classroom. Students at the 3-6 and 6-9 levels are developing skills critical to healthy brain function, such as eye-hand coordination, motor planning, memory, and understanding the nuances of non-verbal cues. All of these skills are best mastered through real and concrete learning experiences. In addition, the young child learns best when all senses are engaged in learning and experiences are both real and reciprocal in nature. For these reasons, use of technology is limited in the K and 6-9 classrooms until students reach the 9-12 level when technology is fully embraced as an effective teaching, research, and presentation tool. At this level students develop and master terminology and identification of key hardware components. Teachers and children use technology as an extension of classroom resources and an avenue to practice and present skills learned in all areas of the curriculum.

## **KEYBOARDING**

- Use of finger positioning in all letter rows

- Refinement of skills with technology, punctuation, numbers, and symbols •  
Use of shortcut keys

- Use of Mavis Beacon software

### **WORD PROCESSING**

- Introduction of basic word processing skills using iWork Pages and Google documents
- Page and text formatting
- Use of spell check software
- Insertion of clip art
- Copy and paste functions
- Introduction to graphic effects and page layout
- Formatting an outline

### **SPREADSHEET SKILLS**

- Introduction to basic spreadsheet skills using Google documents
- Generate and format line, circle, and bar graphs representing real data

### **PRESENTATIONS SKILLS**

- Introduction to presentation skills using Google Presentations
- Creation of basic slideshows using themes and layout options
- Slideshow customization using colors, effects, text formatting and clip art
- Create kiosk style presentations in Microsoft Excel with button and page transitions

### **NETWORKING**

- Introduction to network, including logging-on, saving, and opening existing files from personal and shared drives
- Using Google.doc accounts and use Google apps

### **INTERNET**

- Review of browser and internet vocabulary
  - Addition of websites to favorites list
  - Use of various search engines in research
- ### **PROGRAMMING**
- Design and implement a variety of LOGO language programs
- ### **ANIMATION**
- Introduction to basic animation principles using
  - Introduction to game design
  - Introduction to MIT's Scratch programming language
- ### **GRAPHICS**
- Creating graphics using tools, palettes, and effects
  - Manipulate and edit photos and graphics
  - Introduction to 3D modeling
  - Introduction to video production
  - Introduction to animation principles

- Introduction to audio creation and production A
- INTERNET SAFETY AND MEDIA LITERACY**
- Introduction to Digital Literacy and Citizenship using the Cyber smart curriculum
- Privacy and security
- Cyber bullying
- Creative credit and copyright
- Self-image and identity
- Digital footprint and reputation

## **PEACE CURRICULUM** by Naomi Drew

### **Creating a Peaceful School**

#### **The Skills of Peacemaking and Conflict Resolution**

The skills include:

- acceptance of self and others
- the ability to communicate with others, including the use of "I Messages"
- acceptance of feelings (one's own and others')
- the willingness to compromise and seek "Win/Win" solutions
- the process of affirming (acknowledging positive qualities in others)

#### **STAGE 1: PEACE BEGINS WITH ME 3-6 (K) and 6-9**

- Lesson 1
- Lesson 2 Resolving Conflicts — "The Quick Method" (K-2)
- Lesson 3 Resolving Conflicts — "The Quick Method" (3-6)
- Lesson 4 I'm a Special and Unique Person
- Lesson 5 Defining Peace
- Bulletin Board 1: Peace Means Taking Care of Ourselves, Each Other, and Our Earth
- Lesson 6 The Process of Affirming
- Lesson 7 Defining Conflict Resolution
- Lesson 8 What Gets in the Way of Resolving Conflicts

- Lesson 9 Using "I Messages"
- Lesson 10
- Lesson 11 What Else Can I Do?
- Lesson 12 Reflective Listening
- Lesson 13 Cooperative Group Simulations
- Lesson 14 Creative Brainstorming
- Lesson 15 Brainstorming Solutions to Conflicts
- Lesson 16 Taking Care of Our Earth
- Lesson 17 Taking Care of People in Our Community
- Lesson 18 Taking Care of Those Who Are Hungry
- Lesson 19 The Basic Needs of People
- Lesson 20 We Are All Interconnected
- Lesson 21 What Is a Peacemaker
- Lesson 22 Things I'm Good At
- Bulletin Board 2: Things I'm Good At
- Lesson 23 Using Peacemaking Logs
- Lesson 24 Peacemaking Logs: Feeling Special
- Lesson 25 Peacemaker of the Week
- Bulletin Board 3: Peacemakers of the Week
- Lesson 26 Peacemakers in My Life
- Measuring the Understandings Learned in This Guide

## STAGE II: INTEGRATING PEACEMAKING INTO OUR LIVES

6-9 and 9-12 classrooms

- Lesson 27 Peace Starts with Me
- Lesson 28 Making Ethical Choices I
- Lesson 29 Making Ethical Choices II
- Lesson 30 Making Ethical Choices III
- Lesson 31 Making Ethical Choices IV
- Lesson 32 Connecting to the World Around Us
- Lesson 33 Our Visions Are Special
- Bulletin Board 4: Our Visions Are Special
- Lesson 34 Our Vision of a Peaceful School
- Bulletin Board 5: A Peaceful School Looks Like This
- Lesson 35 The Nicest Thing About
- Bulletin Board 6: The Nicest Thing About
- Lesson 36 Being Different is OK
- Lesson 37 Other People Are Different Too

- Bulletin Board 7: We Celebrate Our Differences 2
- Lesson 38 Our Feelings Are OK 3
- Lesson 39 My Friend Is Different and He/She Is Special
- Lesson 40 Human Differences: Being Jaime
- Lesson 41 Different Flags of Different Lands
- Lesson 42 Different Flags: Oral Reports
- Lesson 43 Taking Part In Our Communities
- Lesson 44 Sentence Writing Using Familiar Terms
- Lesson 45 Conflicts in the News
- Bulletin Board 8: Problems in the News: Kids Have the Answers!
- Lesson 46 Finding the Peacemakers
- Bulletin Board 9: Peacemakers in our World
- Lesson 47 Building a "Civilization of Love"
- Measuring the Understandings Learned in This Guide

### STAGE III: EXPLORING OUR ROOTS AND INTERCONNECTEDNESS

9-12 classroom

- Lesson 48 Group Brainstorming—Global Issues
- Lesson 49 "I Messages/You Messages" in Global Issues
- Lesson 50 We Are All From Different Places
- Bulletin Board 10: Roots Feed the Tree of Life
- Lesson 51 Countries of Origin
- Lesson 52 Living in Harmony
- Lesson 53 Oral Reports: Our Countries of Origin
- Lesson 54 The Ladder of Peacemaking
- Bulletin Board II: The Ladder of Peacemaking
- Lesson 55 We Are Different, We Are the Same
- Lesson 56 Being Global Citizens
- Lesson 57 Murals: A World at Peace
- Lesson 58 Designing a World Flag
- Lesson 59 Commitments for the Future
- Measuring the Understandings Learned in This Guide