# Elementary I-II Course Syllabi -

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| --- | --- | --- |
| Categories of competency: | As relates to each level the candidate for certification understands: |  |
| **I. Knowledge** |  |  |
|  | 1a. Montessori Philosophy |  |
|  | 1b. Human growth and Development |  |
|  | 1c. Subject matter for each Course Level\* not to exclude:   * Cosmic education * Peace education * Practical life * The arts * Fine and gross motor skills |  |
|  | 1d. Community resources for learning |  |
| **II. Pedagogy** | Understands: |  |
|  | 2a. Correct use of Montessori materials |  |
|  | 2b. Scope and sequence of curriculum (spiral curriculum) |  |
|  | 2c. The prepared environment |  |
|  | 2d. Parent/teacher/ family/community partnership |  |
|  | 2e. The purpose and methods of observation |  |
|  | 2f. Planning for instruction |  |
|  | 2g. Assessment & documentation |  |
|  | 2h. Reflective practice |  |
|  | 2i. Support and intervention for learning differences |  |
|  | 2j. Culturally responsive methods |  |
| **III. Teaching with Grace and Courtesy** | As relates to each level the candidate for certification demonstrates and implements with children/adolescents: |  |

**MACTE Chart of Competencies**

**Course Name : 6.3.5.1 Mathematics Curriculum (Core) (52) (40)**

Component Hours: EL I: **(52)**  EL II: **(40)**

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Kathleen Gasbarro | Rob Keys |
| SC | Cynthia Catignani | Rob Keys |

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3c. The Montessori philosophy and methods (materials)

3f. Innovation and flexibility

Introduction: This course presents teaching materials for math, including number concepts related to whole numbers, fractions, and decimals, and whole number operations for the 6-12 year-old child. Course participants will examine the rationale for use of materials related to each curriculum topic area using traditional Montessori presentations. Mathematical concepts grow out of practical experience. This view is continued through the curriculum area. The lecture/demonstrations show classic presentations of teaching materials with discussion for implementation.

MACTE Competencies Targeted

Component Objectives (with MACTE Competency Correlations)

1. The Adult learner will demonstrate an understanding of concrete approaches to aiding mathematical development in the child.

MACTE: 1b, 1c, 1c, 2a, 2h, 2i, 2j, 3c, 3f

2. The Adult learner, by use of the Montessori materials, will demonstrate the ability to support children in understanding of the basic processes of mathematics.

MACTE: 1a, 1b, 1c, 1d, 3c, 3f

3. The Adult learner will reach a reasonable level of competence with Montessori and related materials in practice sessions.

MACTE: 1c, 2a, 3c

4. The Adult learner will demonstrate the ability to work with children effectively with Montessori materials for mathematics.

MACTE: 1c, 2a, 2h, 3c

5. The Adult learner will, by use of the Montessori materials, demonstrate an understanding of concepts beyond the four basic processes of mathematics {in a way which illustrates the passage from concrete to abstract) and the possible applications of concrete in remedial work with older children.

MACTE: 1b, 1c, 1d, 2a, 2b, 2f, 2h, 2i, 2j, 3c, 3f

6. The Adult learner will reach a basic level of competence with Montessori and related materials in a practice session and will demonstrate the ability to transfer that knowledge to the classroom.

MACTE: 1c, 2a, 2b, 3c

7. The Adult learner will be exposed to a theory of numeration in more than one base system.

MACTE: 1a, 1c, 2c, 2f, 3f

8. The Adult learner will be able to create learning, situations to provide children with opportunities for using mathematical thinking to solve practical problems.

MACTE: 1a. 1b, 1c, 1d, 2b, 2f, 2i, 2j

9. The Adult learner will be able to facilitate problem solving in a child’s individual learning situations.

MACTE: 2f, 2g, 2h, 2i, 2j

Assignments:

Preparation of illustrated teaching manuals.

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Reading

Lockhart, Betsy *Classroom Leadership Monograph Series*

Montessori, Maria, *Psicoarimetica*

Montessori, Maria, *The Advanced Montessori Method*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Practicum

4. Practical Examination

5. Peer Evaluation

Content of Sessions

EL I Content:

Stamp Games for Addition/Subtraction

Introduction to quantity

Dynamic Addition

Dynamic subtraction

Zeroes in minuend, borrowing

Memorization: Addition/Subtraction, Snake and Bead Exercises

Strip board for addition

prepared booklets (Table 1)

problems on loose strips

composition of 10 (Table 2)

composition of a number (with zero)

double numbers

Table 3 and loose combinations

eliminate half of Table 3

Table 4 and loose combinations

Table 5 and loose combinations (includes exercise for 9years old)

Table 6 - "bingo board"

totals with loose combinations

totals without addends

Stacking the totals

Seven special cases

Word problems

Strip board for subtraction

prepared booklets (Table 1)

loose combinations

decomposition of 9 and other minuends...

without zero

with zero in subtrahend

Table 2 with loose combinations

Table 3 - "bingo board"

differences with loose combinations

differences at random

Stacking the differences

Seven special cases

Word Problems

Snake game for addition

Commutative property with beads

Associative property

one set of parentheses

two or more sets of parentheses

Dissociative or distributive property

Carrying

Addition ofvertical columns

Snake game for subtraction

Stamp game for Multiplication

Memorization: Multiplication

Multiplication board with green beads

prepared booklets (Table 1)

loose combinations

Table 2 as half of Table 1

Table 3 and loose combinations

Table 4 and loose combinations

Table 5 and "bingo board"

products with loose combinations

products at random

Stacking the products

Seven special cases

Word problems

Skip counting

Snake game

Significance of multiplicand

Multiplication by 10

All combinations to form a certain product

Small multiplication

Inverse product

Squaring of numbers from 1 - 10

Multiplication of a binomial by a number

Square of the binomial (Level 1 without powers)

Square of the trinomial (Level 1 without powers)

Decanomial

vertical horizontal

Stamp Games for Division

Static distributive, 1-digit divisors

Dynamic distributive, 1-digit divisor

Dynamic group, 1-digit divisor

Dynamic distributive, 2-digit divisor

Dynamic group, 2-digit divisor

Dynamic distributive, 3-digit divisor

Dynamic group, 3-digit divisor

3-digit divisor

division with zero in dividend

division with zero in divisor

division with zero at end of divisor

Memorization: Division

Division board with green beads

finding the 36 dividends

prepared booklets (Table 1)

loosed combinations

Table 2 - "bingo board"

quotients with loose combinations

quotients at random

Stacking the quotients

Exercise with multiplication product stamps

Prime numbers

Seven special cases

Word problems

Frames of Hierarchy

First Bead Frame

Introducing the frame

Introducing the model form

Reading, writing, and forming numbers

Dynamic addition - horizontal

Dynamic addition vertical

Dynamic subtraction - horizontal

Dynamic vertical

1000 - 1

1000 - 999

Multiplication

by 10, 100, 1000 using beads without frame

by 10, 100, 1000 using frame

three passages on forming numbers

2- digit multiplier

all decompositions; no partial product necessary decompositions; partial products

3- digit multiplier

zero in multiplier

zero in multiplier and multiplicand

Flat Golden Bead Frame

First passage

Second passage - partial products

Third passage - mental carrying and accumulation of partial products

Division with Hierarchical Materials (Test Tube Division)

1- digit divisors

static distributive

dynamic distributive

dynamic group

2- digit divisors

static distributive

dynamic distributive

dynamic group

3- digit divisors

dynamic group

zero in the divisor in tens

in units in both

Checkerboard and Bank Game

Introducing the Checkerboard

2- digit multiplier (first passage)

3- digit multiplier (second, third, and fourth passage)

Drawings with the checkerboard

Introduction to bank game material

2- digit multiplier

3- digit multiplier

The Powers and Multiplication Exercise

Square chains

Square of the binomial (level 2)

Square of the trinomial (level 2)

Passage from one square to the successive square

Passage from one square to a non-successive square

Substitution game

Cube chain

Fractions-Level 1

Concept of fractions

etymology

nomenclature

matching labels to fractions

Numerator and denominator

Equivalences

abstraction and a rule

Operations of addition and subtraction with same denominator

abstraction and a rule

Multiples and Factors

Introduction with square chain

with bead bars for numbers under 10

with bead bars for numbers over 10

Using the prepared sheets

Research for common multiples of 2 or more numbers

Tables A & B

Table C

Least Common Multiple (LCM)

Research for Divisor of a Number

Research for Divisor if two numbers: Greatest Common Divisor (GCD)

Prime Factors with Table C

Prime Factors with three different numbers

obtaining the LCM

obtaining the GCD

Decimals

Numeration with Decimal Numbers

first presentation of quantities (through 1000th)

first presentation of symbols

second presentation of quantities (through millionth)

forming and reading quantities 0n Yellow Board

Evaluation:

EL II Content:

The curriculum for Elementary II involves concrete materials to address the period from achievement of abstract reasoning in whole number operations through complex operations with common and decimal fractions. Further work with squaring and square root, cubing and cube root, and operations with integers provides a strong position from which the child may explore pre-algebra.

The Mathematical Mind

The History of Mathematics

Remediation with 6-9 Math Materials

Whole Number Operations: From Materials to Abstraction in Basic Operations

Concepts of Number

Expanded Notation

Scientific Notation Using Powers of Ten

Powers of Other Numbers

Numeration in Other Base Systems

Review of Multiples, GCM, LCM, Prime Numbers, Divisibility

Study of Integers (Relative Numbers)

Fractions:

Review of Essential Concepts

Types of Fractions: Real, Apparent, Improper

Concept of Mixed Numbers

Operations with Fractions

Decimals:

Review of Numeration and Essential Concepts

Operations with Decimal Numbers

Last Passages of Binomial and Trinomial

Square Root

Cubing and Cube Root

Pre-Algebra Exercises

Problem solving activities

Creating and Using Word Problems

Working with multi-step problems

Percentage

Probability and statistics in data collection and display

**Course Name**: **6.3.5.2 Geometry Curriculum (Core) (32) (32)**

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Flor Bowen | Peter Gottfried |
| SC | Cathy Constantine  Charles Terranova | Peter Gottfried |

Component Hours: EL I **(32)** EL II **(32)**

Introduction:

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2f. Planning for instruction,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3c. The Montessori philosophy and methods (materials)

3f. Innovation and flexibility

Basic presentations of concepts of geometry, including the characteristics of lines, plane figures, and their relationships are made using Montessori apparatus. Geometry is presented in an historical context to provide Adult learners with the development of geometry over time. The lecture/demonstrations show classic presentations of teaching materials with discussion. Adult learners work with each other to simulate classroom settings.

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations)

1. The Adult learner will demonstrate knowledge of the meaning and use of the basic terms in plane and solid geometry.

MACTE: 1c, 2c

2. The Adult learner will demonstrate knowledge of the basic relationships between lines and angles that are the foundation far later advanced work in plane geometry.

MACTE: 1c, 2b, 2c, 2f

3. The Adult learner will be able to demonstrate the relationships of lines and angles to children.

MACTE: 1c, 2a, 2b, 3c

4. The Adult learner will be able to demonstrate the basic nomenclature of plane figures to children.

MACTE: 1c, 2a, 2b, 3c

5. The Adult learner will understand and demonstrate linear, surface, and solid measure using Montessori materials.

MACTE:

Assignments

Preparation of illustrated teaching manuals.

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and recommended reading

Lockhart, Betsy *Classroom Leadership Monograph Series*

Montessori, Maria, *Psicogeometrica*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Practicum

4. Peer Evaluation

5. Practical Examination

Content of Course Outline

EL I:

Introduction to Geometry

History

Geometry Solids

Names

Construction

Geometry Cabinet

ordering of the material: children's house

ordering of the material: elementary school

material complementary to the geometry cabinet

matching exercises

commands

Constructive triangles: first series

Rectangular Box: colored triangles

Rectangular Box: blue triangles

Rectangular Box: for the pinwheel

Classified Nomenclature

Organization of folders and booklets

basic concepts: point, line, surface, solid

lines

angles

plane figures

triangles

quadrilaterals

regular polygons

circle

Materials for the study of geometry nomenclature

Geometry nomenclature: basic concepts

Concept of solid, surface, line point

nomenclature: solid surface, line point

golden beads: point, line, surface, solid

nomenclature cards: point, line, surface, solid

Analytic study of plane geometry

Lines

pure concept: straight line - curved line

positions of a straight line

parts of a straight line

relationship of three straight lines

parallel, convergent, divergent

concept of angle

relationship of three straight lines

two nonparallel lines cut by a transversal

two parallel lines cut by a transversal

formation of regions

study of the triangle

with respect to sides

with respect to angles

with respect to sides and angles

triangle matrix exercise

the equilateral triangles

construction of triangles

specific nomenclature of the triangle

specific nomenclature for right -angle triangles

study of the altitude of the triangle

study of the orthocenter

**.**

measuring angles

introductory presentation

measurement with the circular insets

measurement with other plane figures

presentation of the regular protractors

exploration of the quadrilaterals

introduction for the teacher

construction of the quadrilaterals with the sticks

characteristics of the quadrilaterals

quadrilaterals in the plane insets

nomenclature of the quadrilateral

the trapezoid

exploration of polygons of more than four sides

regularity and irregularity of polygons

from the irregular polygons to the regular polygons

final consideration of the polygon

study of the circle

nomenclature of the circle and its parts

relationship between a straight line and a circle

relationship of the position of two circles

Congruence, similarity, equivalence

Introductory presentation with square insets

Presentation of the concept and name: congruent

Presentation of the concept and name: similar

Presentation of the concept and name: equivalent

Advanced study with insets for rhombus, trapezoid, regular polygons,

and circles

EL II:

Formation of Regions

Simple closed curves to polygons

Analysis of Triangles

Congruency, Similarity and Equivalence

Review of Basic Ideas

Further Study

Quadrilaterals

Pythogorean Theorem

Further Study of Polygons

The Circle

Area

Total and Lateral Surface Area - The Five Regular Polyhedra

Volume

Course Name: 6.3.5.3 Language Curriculum (Core) (44) (28)

# Instructor: EL I: Catherine Beemer EL II: Garry Sumski

Component Hours: EL I: (44) EL II: (28)

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| Site | EL I | EL II |
| NH | Lee Anne Robertson  Claire Doody | Garry Sumski |
| SC | Cathy Beemer | Garry Sumski |

Introduction:

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2f. Planning for instruction,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3b. Authentic assessment,

3c. The Montessori philosophy and methods (materials)

3d. Parent/teacher/ family partnership

3e. Professional responsibilities

3f. Innovation and flexibility

Concrete experiences leading to reading, writing, and the exploration of grammar are presented along with contemporary supplementary material consistent with Montessori standards and purposes. Attention is given to the role of individual development in learning to read and to assessment of language skills. The course is conducted using lectures, discussions, supervised practice with materials, and independent and group creative projects.

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations)

1. The Adult learner will understand the role of the child’s physical and social environment in the acquisition of language skills.

MACTE: 1a, 1c, 2f, 2i, 2j, 3a, 3c

2. The Adult learner will gain practical experience with Montessori materials for language, and will achieve a sense of context for their implementation.

MACTE: 1c, 2a, 2b, 2c, 2f, 3a, 3c, 3f

3. The Adult learner will understand the role of cultural subjects in support of language in the Montessori elementary classroom.

MACTE: 1a, 1c, 3a, 3b, 3c, 3f

4. The Adult learner will develop effective record-keeping methods related to the child's language work.

MACTE: 2b, 2f, 2i, 2j, 3b, 3d, 3e, 3f

Assignments:

Preparation of illustrated teaching manuals.

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Readings

Lockhart, Betsy *Classroom Leadership Monograph series*

Montessori, Maria, *The Absorbent Mind*

Montessori, Maria *The Advanced Montessori Method*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Supervised practicum

4. Evaluation of teacher-made curriculum materials

5. Peer Evaluation

6. Practical Examination

Outline of Content:

EL I:

Language Development in the Elementary Child

Survey of approaches to teaching reading

The role of cultural subjects in supporting language

Techniques and rationales for creating supplementary material for language Appropriate methods for assessing language skills

The History of Writing

Spoken Language

Early Writing and Reading Experiences with the Moveable Alphabet

Handwriting

Function of Words: the Parts of Speech

Activities with Grammar Boxes and command cards

Word Study- Prefixes, Suffixes, Compound Words, Root Words, Homonyms, Antonyms, Synonyms, Contractions

Supervised Practice with Language Materials

Sentence Analysis: Predicates, Subject, Direct Objects, Indirect Objects;

Attributives, Appositives, Adverbials.

Mechanics of Writing

Expressive Forms of Writing

Research and Library Skills

Literature for the Elementary Classroom

EL II:

Reading and the Older Child

The Real Study of Grammar

Definite and Indefinite Articles

Properties of Adjectives: Comparative and Superlative

Other types of Adjectives

Study of the Verb (the Verb Box)

tenses with charts

conjugation of verbs

moods

regular and irregular

voices: active and passive

forms of verbs: Interrogative, negative and emphatic

Advanced Grammar Boxes

Reading Analysis: Second Level

subject, predicate, direct object, indirect object

attributes and adverbials

types of predicates

clause analysis

Research Skills

Research models and methods

Library skills

Outlining and writing research reports

Course Name: **6.3.5.4 Geography Curriculum (Core) (32) (8)**

Instructor: EL I: Catherine Beemer EL II: Kalpana Shah

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| Site | EL I | EL II |
| NH | Gary Davidson | Kalpana Shah |
| SC | Catherine Beemer | Kalpana Shah |

Component Hours: EL I: **(32)** EL II: **(8)**

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2f. Planning for instruction,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3c. The Montessori philosophy and methods (materials)

3f. Innovation and flexibility

Introduction: Lectures and demonstrations relate the study of the physical features of our planet and the geological and geophysical forces at work on it to the development of human cultures. Adult learners prepare models, maps, and charts related to various aspects of earth history, composition, and weather phenomena.

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will develop knowledge of world geography so that s/he can relate it to the child.

MACTE: 1a, 1d, 2j, 3a, 3c, 3f

2. The Adult learner will have a working understanding of all related maps, materials and demonstrations used in relationship to lessons given.

MACTE: 1c, 2a, 2b, 2f, 3c

3. The Adult learner will understand that the reason for the study of geography is to offer the child understanding and respect for his or her own culture in the context of others.

MACTE: 1a, 1c, 1d, 2f, 2h, 2j, 3a

4. The Adult learner will understand the integration of language and reading skills in an experiential curriculum approach.

MACTE: 2b, 2f, 2h, 2i, 2j, 3a, 3f

Assignments:

Preparation of illustrated teaching manuals.

Preparation of teacher-made materials.

Preparation and presentation of a Year Long Project

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Practicum

4. Evaluation of materials-making assignments

5. Peer Evaluation

Outline of Content and Learning Experiences:

EL I:

Physical Geography

Land and Water Forms

Geography Nomenclature

Outline Maps of the World and Continents

Land Water Forms: Command Cards

Geography Picture Albums

Political Geography

Political Geography (pin maps)

Political Geography (the study of flags)

Fable of Creation

God Who Has No Hands

Experiments and Charts to Accompany God Who Has No Hands

Life and Its Beginnings

Sun and Earth

The Sun and the Earth - part one

-The Movements of the Earth

The Sun and the Earth – part two

- Introduction to the Zones

The Sun and the Earth - part three

- Time Zone Chart

The Sun and the Earth - part four

- The Solstices and Seasons

The Sun and the Earth - part five

The Zones

The Sun and the Earth - part six

- Work Chart for the Seasons

Composition of the Earth

Composition of the Earth and its Insulation

Detailed Study: The Composition of the Earth

Formation of Mountains and Faults

Detailed Study of a Volcano

Work of Air and Wind

Work of Air and Wind: Preliminary Exercise

The Winds

Winds and Seasons

Rains Caused by Winds

Work Chart of the Winds

Ocean Currents

Erosion Caused by Winds

Work of Water

The Work of Water

The Work of Rivers

Rain

The work Done By Oceans

Ice: The Work Done By Glaciers

The Spread of Vegetation

People in Different Zones

Economic Geography

Interdependence of Humans in Society: Preparation

Sample Book for Economic Geography

Economic Geography: Study of Natural Resources and Industries

EL II:

Advanced study of physical features of Earth

Detailed study of continents and countries

Economic geography and population study

The Imaginary Island

Course Name: 6.3.5.5 History Curriculum (Core) (28) (12)

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Lee Anne Robertson  Gary Davidson | Kalpana Shah |
| SC | Karen Simon | Kalpana Shah |

Component Hours: EL I: (28) EL II: (12)

Introduction: A sequence of material presentation and topics for research related to the child's sense of time and human history is presented. Subject matter ranges from time- telling and calendar activities to the history of life on earth and the appearance of humans.

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2f. Planning for instruction,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3c. The Montessori philosophy and methods (materials)

3e. Professional responsibilities

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations)

1. The Adult learner will be able to help the child understand relationships, units of measurement and the vastness of time itself.

MACTE: 1a, 1c, 2b, 2f, 3c

2. The Adult learner will understand the need for 6-12 year old children to know their own planet and the history of the beings which have inhabited it.

MACTE: 1c, 1d, 2h, 2i, 2j, 3a

3. The Adult learner will be able to prepare and demonstrate materials for fossil history: the first signature of life on earth.

MACTE: 1c, 2a, 2b, 2c, 2j, 3c, 3e

4. The Adult learner will set up an environment for the child which enables her/him to understand the comparison between primitive and modem humans and to realize how far humans have come in their own evolution.

MACTE: 1c, 2a, 2b, 2c, 2h, 2i, 2j, 3c, 3e, 3f

5. The Adult learner will be able to set up materials which enable the child to see a comparison of cultures and their tools through time. This will in turn set up a beginning for the child's first thorough research projects.

MACTE: 1c, 1d, 2a, 2b, 2c, 2f, 2j, 3a, 3c, 3f

6. TheAdult learner will understand the need for the elementary child to engage in role-playing, dramatic activity, and artistic representation in the study of history.

MACTE: 1a, 1c, 1d, 2f, 3a, 3f

Assignments:

Preparation of illustrated teaching manuals.

Preparation of teacher-made materials.

Preparation and presentation of a Year Long Project.

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods

1. Written examinations

2. Evaluation of album assignments

3. Supervised practicum

4. Evaluation of materials-making assignments

5. Peer Evaluation

Outline of Content and Learning Experiences:

EL I:

The study of History

The concept of Time

First time line of time

The year and its parts

Subdivision of the year

Calendars

First Time lines of child's own life

Materials to help the child visualize this year

BC/AD or CE/ACE time line

The Clock

History and Grammar

Fundamental needs of Humans

Vertical and Horizontal study of History

The Vertical Study

The Horizontal Study

Experiments: The History of the Earth (combined History and Geography lesson)

The long black strip

The Clock of Eras

The Time Line of Life (first presentation)

The Animal studies

The Hand Chart

EL II:

The Time Line of Humans (impressionistic)

Time Line of Ear1y Humans

History Question Charts

Study of Civilizations

History of Country or Region

Contemporary Issues: model for study

Geology and Study of Global Resources

Art and Music of diverse, representative cultures.

Creating Visual Timelines

Course Name: 6.3.5.6 Biological Sciences Curriculum (Core) (36) (16)

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Flor Bowen | Kalpana Shah |
| SC | Karen Simon | Kalpana Shah |

Component Hours: EL I: (36) EL II: (16)

Introduction: The study of botany and zoology explores general characteristics of life forms, their functions, classification, and environments. Advanced work with cells and characteristics of diverse classifications of life on earth extends into the study of ecology and ecosystems.

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2e. The purpose and methods of observation,

2f. Planning for instruction,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3b. Authentic assessment,

3c. The Montessori philosophy and methods (materials)

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will be able to prepare and demonstrate materials in a sequential manner that will lead to the child's understanding of life on Earth.

MACTE: 1c, 1d, 2a, 2b, 2e, 2f, 2j, 3c, 3c, 3f

2. The Adult learner will consider the changing relationship of the elementary child with respect to concrete classification materials.

MACTE: 1c, 1d, 2h, 2i, 3a

3. The Adult learner will demonstrate understanding of the administrative and logistical process involved in class trips promoting environmental awareness.

MACTE: 2f, 3a, 3f

4. The Adult learner will understand the process of classification as a language and cultural tool for children.

MACTE: 1c, 2f, 2h, 2i, 2j, 3b, 3c, 3f

6. The Adult learner will be able to understand biology as connected to geography and history of the world in Montessori practice.

MACTE: 2a, 2b, 2e, 3c

Assignments:

Preparation of illustrated teaching manuals.

Preparation of teacher-made materials.

Preparation and presentation of a Year Long Project

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

EL II: Spears, Dr. Priscilla, *Kingdoms of Life Connected*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Supervised practicum

4. Evaluation of materials-making assignments

5. Peer Evaluation

Outline of Content and Learning Experiences

EL I:

Introduction to the study of Biology

The parallel to the time line work

The kingdoms

Invertebrate-Vertebrate differentiation

Classified Nomenclature of Zoology, External features

The Animal

The Wall Chart and word level reading

Sentence level reading

Body Functions of the Vertebrate Classes / The characteristics of the Vertebrate Classes

The Functions

Wall Chart and word level reading

Sentence level reading

The Matrix! a comparison of the characteristics

First knowledge of the Animal Kingdom (The classification game)

The riddles and pictures

Research:

The question and answer game / one animal and its characteristics

One characteristic and many animals

First Classification of the animal kingdom

The full chart and pieces

The mute chart with full chart

The mute chart/ The Test

Vital Functions of Plants

Basic Needs of the Plant

Functions and Types of Roots

Functions and Types of Leaves

Functions and Types of Stems

Functions and Types of Seeds

First Knowledge of the Plant Kingdom

First Classification of the Plant Kingdom

Field BotanyExperience

Special Topics in Ecology and the Child

EL II Content:

Advanced Botany: Vital Functions of Plants

Advanced Botany Classification

Vital Functions of Animals

Advanced Animal Classification

Second Level Time Line of Life

Interdependency

Ecology

Environmental Awareness Activities

**Course Name : 6.3.5.7 Physical Science Curriculum (Core) (12) (8)**

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Germaine Koomen  Gary Davidson | Kalpana Shah |
| SC | Cynthia Catignani | Kalpana Shah |

Component Hours: EL I: **(12)**  EL II: **(8)**

Introduction: An experiential approach to basic concepts of physics, chemistry, and simple machines is presented with recommendations for integrating these areas into cultural curricula. Facility with technology in the classroom by both adults and children is discussed.

MACTE Competencies Targeted:

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2e. The purpose and methods of observation,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3c. The Montessori philosophy and methods (materials)

3e. Professional responsibilities

3f. Innovation and flexibility

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will achieve knowledge of physical forces in our universe. MACTE: 1c, 3c
2. The Adult learner will understand impressionistic methods for conveying basic science discovery to children.

MACTE: 1a, 1b, 2b, 2c, 2e, 2f, 2g

3. The Adult learner will develop an awareness ofpossibilities for integrating science activities into the cultural curriculum.

MACTE:2h, 2i, 2j

4. The Adult learner will be able to evaluate new science experiments for classroom use using resources outside the classroom.

MACTE: 3a, 3c, 3e, 3f

Assignments:

Preparation of illustrated teaching manuals.

Preparation of teacher-made materials.

Preparation and presentation of a Year Long Project

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Supervised practicum

4. Evaluation of materials-making assignments

5. Peer Evaluation

Outline of Content and Learning Experiences:

1. Physical Science- simple machines and engineering

2. Chemistry – Chemical Reactions

3. Earth Science- geology

**Course Name : 6.3.5.8 Curriculum Design and Strategies (Core) (4) (4)**

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Gary Davidson | Kalpana Shah |
| SC | Charles Terranova | Kalpana Shah |

Component Hours: EL I: (4) EL II: (4)

Introduction:

Curriculum strategies provide Adult learners with an evolving “toolkit” of approaches to Montessori pedagogy. The chief objective of this course is to assist Adult learners in effective interpretation of Montessori values in classroom practice.

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2e. The purpose and methods of observation,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3b. Authentic assessment,

3c. The Montessori philosophy and methods (materials)

3d. Parent/teacher/ family partnership

3e. Professional responsibilities

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will be able to prepare an age appropriate environment for the elementary child.

MACTE: 1a, 1b, 1c, 1d, 3f

2. The Adult learner will develop competency in curriculum evaluation and implementation.

MACTE: 2a, 2b, 2c, 2f, 3a, 3b, 3c, 3d, 3e

3. The Adult learner will reflect on the values of classroom organization specific to the Montessori elementary method.

MACTE: 2h, 2i, 2j, 3a, 2h,

Assignments:

Preparation of illustrated teaching manuals.

Preparation of teacher-made materials.

Preparation and presentation of a Year Long Project

Practice with Montessori materials.

Maintain observation journal during practicum.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Practicum

4. Evaluation of materials-making assignments

5. Peer Evaluation

Outline of Content and Learning Experiences:

Great Lessons and Key Lessons

Effective Discipline

Independence

Freedom and Responsibility on Montessori Principles

Course Name: 6.3.5.9 Classroom Leadership (Core) (12/12) (4/8)

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Gary Davidson  Kathleen Gasbarro  Charles Terranova | Kalpana Shah  Rob Keys |
| SC | Kathleen Gasbarro  Charles Terranova | Gary Davidson  Rob Keys |

Component Hours: EL I: (4/12) EL II: (4/8)

Introduction: Issues covered include preparing the physical classroom environment for the 6-12 year old child, design of appropriate supplementary materials for the classroom, effective record-keeping systems, and management strategies. Group discussions and problem-solving discussions are an important component.

MACTE Competencies Targeted :

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2d. Parent/teacher/ family/community partnership,

2e. The purpose and methods of observation,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3b. Authentic assessment,

3c. The Montessori philosophy and methods (materials)

3d. Parent/teacher/ family partnership

3e. Professional responsibilities

3f. Innovation and flexibility

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will be able to prepare an age appropriate classroom for the elementary child.

MACTE: 1a, 1b, 1c, 1d, 2a, 3c, 3e

2. The Adult learner will develop competency in curriculum evaluation and implementation.

MACTE: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3d

3. The Adult learner will reflect on the values of classroom organization specific to the Montessori elementary method.

MACTE: 1a, 2c, 2e, 3a,3e, 3f

Assignments:

Participation in class and small group discussion

Maintain observation journal

Monthly online check-in

Required and Recommended Reading:

Lockhart, Betsy, *Classroom Leadership Monograph series*

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

1. Written examinations

2. Evaluation of album assignments

3. Practicum

4. Evaluation of materials-making assignments

5. Peer Evaluation

Outline of Content and Learning Experiences:

Contents of Sessions:

Managing Physical Space

Essentials of the Elementary Classroom

Record-keeping: knowing what to assess and why

Techniques of material-making

Standards for evaluating non-Montessori curriculum

Professional ethics

Parent-Teacher Relationships

Professional Development

Administrative Responsibilities

Resources for Dealing with Health Issues

The Shared Environment: School as an Adult Workplace

Evaluationmethods:

Participation in class discussion

Written Examination

Evaluation of practicum assignments

**Course Name : 6.3.5.10 Montessori Philosophy/Theory (Foundational) (20/2) (8)**

# Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Gary Davidson  Charles Terranova | Gary Davidson  Gary Sumski |
| SC |  |  |

Component Hours: EL I: (20/2) EL II: (8)

Introduction: This course explores the history and principles of the Montessori Method, the developmental characteristics of the elementary child, and the Montessori approach at the elementary level. Activities stress the importance of ecology and awareness of the natural world. The concept of Cosmic Education is introduced both as a theoretical structure and as a specific mechanism for the preparation of the teacher's thinking and Evaluation of the classroom experience. Peace education as a means of communication of personal and global values.

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2d. Parent/teacher/ family/community partnership,

2e. The purpose and methods of observation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3d. Parent/teacher/ family partnership

3e. Professional responsibilities

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will have knowledge of the heritage of the Montessori Method as an educational approach.

MACTE: 1a, 1c, 2a, 2c, 2h, 2j, 3a, 3e

2. The Adult learner will understand Dr. Montessori’s theory of planes of development, and itsimplication in the education of elementary children.

MACTE: 1b, 2a, 2b, 2d, 2e,

3. The Adult learner will become familiar with the essential principles of Cosmic Education.

1c, 2a, 2i, 2j, 3a, 3f

4. The Adult learner will be able to articulate the fundamental purpose of Cosmic Education in the elementary Montessori classroom in a form that makes it available to persons outside the profession.

1d, 2b, 2d, 3d, 3e

Assignments:

Written Papers: Cosmic Education and The Prepared Environment

Maintain observation journal during practicum.

Required and Recommended Reading:

Lockhart, Betsy, *Classroom Leadership Monograph series*

Montessori, Maria, *The Absorbent Mind*

Montessori, Maria, *The Secret of Childhood*

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

1. Written examinations

2. Practicum

Outline of Content and Learning Experiences:

Contents of Sessions:

Roots of the Montessori Method

Needs and Tendencies of Humans

Planes of Development and Education

Psychological Characteristics of Children in the 2nd Plane

Cosmic Education

Observation

Peace Education

**Course Name : 6.3.5.11 Practical Life Curriculum (Foundational) (4) (4)**

Instructor: Gary Davidson (NH EL I- II, SC EL I-II)

Component Hours: EL I: 4 EL II: 4

Introduction: Practical activity is both a philosophical perspective and a way of encouraging concentration and self-awareness in children. For the younger child it is a matter of acquiring basic control of movement through purposeful activity. For the child from 6-12 practical life activity may extend to craft and ultimately service activities as the momentum of the student propels her or him out of the boundaries of the classroom.

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3d. Parent/teacher/ family partnership

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will recognize practical activity as applicable to all levels of Montessori education.

MACTE: 1a, 1b, 1c, 2a, 3a, 3e

1. The Adult learner will understand differences between approaches to practical life at the Early Childhood and Elementary levels.

MACTE: 2d, 2e, 2h, 2i, 2j, 3d, 3f

Assignments:

Participation in classroom activities.

Preparation and presentation of a sample activity

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

Class participation

Outline of Content and Learning Experiences:

EL I:

Philosophy of practical life

Grace and courtesy

Characteristics and needs of children in relation to practical life

Care of environment

Care of person

EL II:

Going out of the classroom

Care of community/service-learning

Integrating practical life into the curriculum

Technology

**Course Name : 6.3.5.12 Child Development (Other) (4) (4)**

Instructor:

|  |  |  |
| --- | --- | --- |
| Site | EL I | EL II |
| NH | Kathy Gasbarro | Rob Keys |
| SC | Cathy Constantine | Rob Keys |

Component Hours: EL I: 4 EL II: 4

Introduction: This course addresses the phycial, emotional, intellectual, and social world of the child from ages 6-12. Dr. Montessori’s work provides a basis for constructive discussion of recent and pertinent information on human development as applied to classroom practices.

**I. Knowledge**

1b. Human growth and Development

1d. Community resources for learning

**II. Pedagogy** Understands:

2e. The purpose and methods of observation,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3b. Authentic assessment,

3d. Parent/teacher/ family partnership

3e. Professional responsibilities

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. Adult learners will understand the factors in human development in the years from 6-12.

MACTE: 1d1b, 1d, 2e

2. Adult learners will respect the social needs of children from 6-12.

MACTE: 2e, 2f, 2g, 2h, 3a

3. Adult learners will employ the understanding of development from 6-12 in providing curriculum.

MACTE: 2i, 2j, 3b, 3d, 3e, 3f

Assignments:

Maintain observation journal during practicum.

Guided discussion in residence and online

Required and Recommended Reading:

Montessori, Maria, *The Absorbent Mind*

Montessori, Maria, *The Secret of Childhood*

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

1. Written examinations

2. Written papers (two per level)

3. Practicum

Outline of Content and Learning Experiences:

Current theories and developmental processes of the elementary child

Physical development of the child from 6-12

Psychological Characteristics of Children in the 2nd Plane

Social and personality development and the child's relationship to the culture in the second plane of development

Current research on cognitive, language, and logical-mathematical development

**Course Name : 6.3.5.13 Movement and Physical Education Curriculum (Other) (4) (2)**

Instructor: Cici Fougere (local specialist)

Component Hours: EL I: 4 EL II: 2

Introduction: Appropriate teaching tools to support fitness in younger elementary children are given, including personal fitness, assessment of children with respect to fitness, large and small group games appropriate to the 6-12 age, and recommended implementation procedures for the elementary classroom.

MACTE Competencies Targeted:

**I. Knowledge**

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2e. The purpose and methods of observation,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3f. Innovation and flexibility

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will be made aware of basic principles of personal fitness and health resources.

MACTE: 1b, 1c, 1d

2. The Adult learner will receive exposure to appropriate methods for assessing Adult learner needs and skills related to physical fitness.

MACTE: 2e, 2i, 2j

3. The Adult learner will maintain a collection of resources to support physical education and movement activity

MACTE: 3a, 3f

Assignments:

Participation in class activities.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

Participation in class activities.

Outline of Content and Learning Experiences:

Endurance: rhythmic movement, spatial awareness, body control, balance, dance, running, marching, tumbling, ball skills

Muscle strength

Flexibility, teamwork in collaborative activities

**Course Name : 6.3.5.14 Visual Arts and Crafts (Other) (4) (2)**

Instructor: Heather Teems

Component Hours: EL I: **(4)** EL II:  **(2)**

Introduction: This course introduces teachers to many materials for possible use in the classroom, and encourages teachers to introduce their children to the work of artists through their use of a particular medium or tool. Seasonal celebrations are approached as cultural studies, as well as encouraging the child's observations of the changes and cycles in nature..

MACTE Competencies Targeted

**I. Knowledge**

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2f. Planning for instruction,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3b. Authentic assessment,

3f. Innovation and flexibility

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will experience a variety of art resources, materials and tools.

MACTE: 1c, 2f,

2. The Adult learner will observe the use of art as a medium for the child' s personal expression and experimentation.

MACTE: 2h, 2i, 2j, 3a, 3f

3. The Adult learner will learn to use art as a vehicle for study of cultural subjects and the cycle of nature.

MACTE: 1a, 1c, 1d, 3a, 3b, 3f

Assignments:

Year Long project (art applications)

Required and Recommended Readings:

Internet resources

Handout from Instructor

Evaluation Methods:

1. Participation in class activities

2. Year long project.

Contents of Sessions

(representative topics; not all are presented every year):

Introduction: philosophy and rationale for ages 6-9 and 9-12

Setting up the art areas, general lesson presentation

Basic drawing skills:

Contour drawing

Black, white, and gray; highlights and shadows

Geometric shapes, creating 3-D from 2-D

3-D Construction in paper

Pop-ups, collage, masks

Paper-making: recycled scraps into sculpture

Printing methods:

Roller printing; monotypes; silkscreen

Preparing art experiences within the traditional currriculum

Art appreciation and history

**Course Name : 6.3.5.15 Music Curriculum (Other) (4) (4)**

Instructor: Garry Sumski

Component Hours: EL I: **(4)** EL II: **(4)**

Introduction: Elementary music consists of group and individual activities related to the acquisition of singing skills, rudimentary rhythm exercises, and introductory theory.

MACTE Competencies Targeted:

**I. Knowledge**

1a. Montessori Philosophy,

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2a. Correct use of Montessori materials,

2d. Parent/teacher/ family/community partnership,

2e. The purpose and methods of observation,

2f. Planning for instruction,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

3e. Professional responsibilities

3f. Innovation and flexibility

Component Objectives (with MACTE Competency Correlations):

1. The teacher will appreciate the role of music in the elementary classroom.

MACTE: 1a, 2d, 3f

2. The teacher will acquire resources for supporting music in the classroom.

MACTE: 1c, 1d, 2a, 2d, 2e, 2f, 2h

3. The teacher will begin to feel comfortable sharing music with children in an informal setting.

MACTE: 3e, 3f, 2i, 2j, 3a, 3e

4. The teacher will develop tools for working with music specialists in the school setting

MACTE: 1a, 1c, 1d, 2b, 2d, 2i, 2j, 3e

Assignments:

Participation in group activity conducted by instructor

Required and Recommended Reading:

Instructor handout

Evaluation Methods:

1. Participation in class activities

2. Year long project (music applications).

Outline of Content and Learning Experiences:

Contents of Sessions:

Dramatic opportunities with music

Appreciation of music forms and history

Creating, listening to, and performing music collaboratively

Applications of music to cultural subjects

Songs and activities for holidays and special occasions

1. Participation in class activities

2. Preparation of album material.

Music: philosophy and rationale; rhythmic skills; singing and instrumental skills; music appreciation and history

**Course Name : 6.3.5.16 Elementary Practicum Teaching (minimum of 1080 hours)**

(See Practicum Experience)

**Course Name : 6.3.5.17 Practicum Seminars (32) (32)**

Note: Practicum Seminar hours are not separate from content areas. They should not be added to course content totals.

Instructor: Gary Davidson or Site Director

Component Hours: EL I: **(32)**  EL II: **(32)**

Introduction: Practicum seminars provide Adult learners with the opportunity to share, review, and refine knowledge of information rceived during academic sessions with classroom practice.

MACTE Competencies Targeted:

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

**II. Pedagogy** Understands:

2d. Parent/teacher/ family/community partnership,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3a. Classroom leadership

Component Objectives (with MACTE Competency Correlations):

1. The Adult learner will integrate classroom philosophy with classroom practices

MACTE: 1a, 1b, 1c, 2d, 2f, 2g, 2h

1. The Adult learner will feel a sense of community in rejoining cohort and faculty members in an informal setting.

MACTE: 3a

Assignments:

Identify areas requiring support or clarification through submission of monthly online check-ins.

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Sharing of resources cohort members have found useful

Evaluation Methods:

Informal evaluation through group and individual conversation

Outline of Content and Learning Experiences:

Group discussion

Guided independent study

**Course Name : 6.3.5.18 Year Long Project (\*) (4)**

Note: A Year Long Project is required at each level.

\*Time devoted to discussion of Year Long Projects is incorporated into Classroom Leadership.

Instructor: Gary Davidson

Component Hours: EL I:

Introduction: The Year Long project is intended to be a summary experience.

**I. Knowledge**

1a. Montessori Philosophy,

1b. Human growth and Development

1c. Subject matter for each Course Level

not to exclude:

* Cosmic education
* Peace education
* Practical life
* The arts

Fine and gross motor skills

1d. Community resources for learning

**II. Pedagogy** Understands:

2b. Scope and sequence of curriculum (spiral curriculum),

2c. The prepared environment,

2f. Planning for instruction,

2g. Assessment & documentation,

2h. Reflective practice,

2i. Support and intervention for learning differences,

2j. Culturally responsive methods,

**III. Teaching with Grace and Courtesy**,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

3b. Authentic assessment,

3f. Innovation and flexibility

MACTE Competencies Targeted:

Component Objectives (with MACTE Competency Correlations):

1. Adult learners will apply skills developed through work with children MACTE: 1a, 1b, 1c, 1d, 2b, 2c, 2f, 2g
2. Adult learners will elaborate on content areas studied in academic sessions MACTE: 2h, 2i, 2j, 3b, 3f

Assignments:

Prepare a multi-disciplinary unit in collaboration with children

Required and Recommended Reading:

Montessori, Maria, *To Educate the Human Potential*

Montessori, Maria, *From Childhood to Adolescence*

Evaluation Methods:

Submission of an independently constructed project

Outline of Content and Learning Experiences:

Adult learners prepare an original project

Group discussion

Group or individual work on the project under faculty direction