

**SAN FRANCISCO BAY AREA**

**MONTESSORI TEACHER EDUCATION CENTER**

**Infant & Toddler**

**Course Catalog**

**Sunnyvale, CA Campus**

**2022**

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### 6.1.5.11 IT Year Long Project

#### INTRODUCTION

The Infant and Toddler Course Catalog includes the course descriptions of content, the competencies to be achieved, and the objectives of each course component.

The adult learner performance/assignments, and the standards for the completion of each assignment are detailed in each course component description and each course component *Final Grade Sheet*.

a) Except as provided in subdivision (d), prior to enrollment, an institution shall provide a prospective student, either in writing or electronically, with a school catalog containing, at a minimum, all of the following: (12) A statement specifying whether the institution has a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

<b>6.1.5.1A</b>	IT Montessori Philosophy	15 hours	1 semester unit
<b>6.1.5.1B</b>	IT Montessori Philosophy	15 hours	1 semester unit
<b>6.1.5.2A</b>	IT Montessori Pedagogy I	15 hours	1 semester unit
<b>6.1.5.2B</b>	IT Montessori Pedagogy II	15 hours	1 semester unit
<b>6.1.5.3A</b>	IT Environmental Design I	15 hours	1 semester unit
<b>6.1.5.3B</b>	IT Environmental Design II	15 hours	1 semester unit
<b>6.1.5.4</b>	IT Child, Family and Community	16+80	3 semester units
<b>6.1.5.5</b>	IT Observation in Child Development	16 hours.	1 semester unit
<b>6.1.5.6</b>	IT Personal Growth & Development	16 hours	1 semester unit
<b>6.1.5.7</b>	IT Program Leadership	32 hours	1 semester unit
<b>6.1.5.8.</b>	IT Child Development: Prenatal – 3	45 hours	3 semester unit
<b>6.1.5.9A</b>	IT Supervised Field Experience - I Practicum		

		270 hours	9 semester unit
<b>6.1.5.9B</b>	IT Supervised Field Experience - II Practicum		
		270 hours	9 semester unit
<b>6.1.5.10A</b>	IT Practicum Seminars I		
	Coursework above		
<b>6.1.5.10B</b>	IT Practicum Seminars II		
	Coursework above		
<b>6.1.5.11</b>	IT Year Long Project	16 hours	1 semester unit

**6.1.5.1 Montessori Philosophy I & II (Core) 30 Hours (2 semester units)**

Montessori, from a historical perspective, is examined. Philosophy specific to the method, such as auto-education, absorbent mind, sensitive periods, normalization, development of the will, spontaneous repetition, logical-mathematical mind, spiritual and moral development of the child, planes of development, cosmic education, etc. are examined. How the philosophy relates to the child, materials, teacher, and environment is discussed. Peace education is the natural result of the Montessori philosophy.

**6.1.5.2 Montessori Pedagogy I & II (Core) 45 Hours (3 semester units)**

Montessori's principles and ideas, her view of the nature of the child and the child's place in society, with emphasis on Montessori's concept of the child from birth to three (3) years of age is explored. Scientific analysis of how to nurture and assist the unfolding of the human personality; care of physical and psychological needs; daily routines as curriculum; strategies for assistance; interaction techniques with children; positive communication, with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori's view of the child; developmental assessment and record keeping.

**6.1.5.3 Environmental Design I & II (Core) 30 Hours (2 semester units)**

The aesthetics and practicality of the environment for the very young child is explored along with the rationale. Age groupings and flow of the age groupings is examined. Issues of numbers of children in the groupings and the ratio of adult to children is reviewed against community and licensing expectations/requirements. The sensitive periods for the very young child in terms of movement/coordination, language, and temporal order are a particular focus. The exploration of the senses, practical life experiences, order of the environment, concentration are reflected in the schedule of activities, the design of the space, and the selection of materials within the context of safety and legislation. Two sessions are offered (session I and session II) which divide the content by age. Session I covers the curriculum focus of

birth to eighteen months; session II covers the curriculum focus of eighteen months to three (3) years.

**6.1.5.4 Child, Family and Community (Core) 16 Hours (3 semester units)**

**80 Hours Field Experience**

Develop mutual cooperation and support among the family members and the center: understanding the psychology of parenthood, translating to the home the center child-rearing practices, locating community and professional resources, teacher-parent conferencing and dialogue skills, parent involvement and education, health and nutrition, supporting cultural differences are some of the many topics covered. The Child, Family and Community course is eligible for transfer from a college or university. Submit a copy your transcript with this course highlighted.

Additionally 80 hours of in-classroom observation and journal writing are required.

**6.1.5.5 Observation in Child Development 16 Hours (1 semester units)**

Observation includes techniques of observation and of observations of infants and toddlers in various settings.

**6.1.5.6 Personal Growth and Development 16 Hours (1 semester units)**

Professionalism, introspection, the continued spiritual growth of the adult, and ethical behavior are topics explored in this highly personal course.

**6.1.5.7 Program Leadership 32 Hours (2 semester unit)**

Rationale for scheduling for the staff as well as the schedule for the child's day; an introduction to administrative issues, including financial, budgetary fee factors, funding and proposal writing, personnel matters, legislation and standards; identification of criteria for defining Montessori child care; historical foundations rooted in Montessori; human needs and requirements (children, families, and staff) specific to all-day care, are some of the many topics covered in this course.

**6.1.5.8 Child Development: Prenatal to Three 48 Hours (3 semester units)**

Montessori's theories of the Planes of Development and the nature of the child, current child development perspectives including major contemporary theorists including Social and Emotional, Cognitive, Physiological (physical, neurological, nutritional), prenatal

development and childbirth are examined. Child Growth and Development/Psychology course is not eligible for transfer from a college or university.

**6.1.5.9A Externship/ Field Experience- 270 Hours (9 semester units)**

**Practicum I**

The practicum provides the Adult Learner with a supervised teaching and learning experience, and a period of observation, internalization, and further study, in order to bring together the theory and practice of Montessori education. The Adult Learner participates in all facets of Infant and Toddler curriculum and development, as well as parent and community interactions.

**6.1.5.9A Externship/ Field Experience- 270 Hours (9 semester units)**

**Practicum II**

The practicum provides the Adult Learner with a supervised teaching and learning experience, and a period of observation, internalization, and further study, in order to bring together the theory and practice of Montessori education. The Adult Learner participates in all facets of Infant and Toddler curriculum and development, as well as parent and community interactions.

**6.1.5.10A Practicum Seminars**

**6.1.5.10B Practicum Seminars**

**6.1.5.11 Year Long Project**

<b>See:</b>	6.1.5.2	Montessori Philosophy (Toddler)/Peace Education	8 hours
	6.1.5.2	Program Leadership/Learning Differences	8 hours
	6.1.5.2	Montessori Pedagogy/Music	4 hours
	6.1.5.2.	Montessori Pedagogy/Art	4 hours
	6.1.5.2.	Montessori Pedagogy/Children’s Literature	8 hours
	6.1.5.8.	Child Development	8 hours
	6.1.5.4	Child, Family & Community	16 hours
	6.1.5.7	Program Leadership	32 hours
		(option to take 8 of the hours in the Summer)	

**Montessori Infant and Toddler Teacher Course**  
**Montessori Philosophy Part I during Infant (6.1.5.1)**

**Description:**

Montessori's principles and ideas, her view of the nature of the child and the child's place in society, with emphasis on Montessori's concept of the child from birth to three. Scientific analysis of how to nurture and assist the unfolding of the human personality; and the qualities of the adult based on Montessori's view of the child.

**Clock hours:** 12.5 hours of 33 hours

**Objectives to be achieved:**

The adult learner exhibits knowledge of Montessori philosophy. (MACTE Competency 1a)

The adult learner demonstrates and implements with infants and toddlers the Montessori philosophy and methods. (MACTE Competency 3c)

**Competencies to be achieved:**

Knowledge of Montessori philosophy. (MACTE Competency 1a)

Demonstrates and implements with infants and toddlers the Montessori philosophy and methods. (MACTE Competency 3c)

**Outline of content and learning experiences for Philosophy:**

Session 1:

Readings, lecture and discussion from:

*Understanding the Human Being*

- Chapter 1: "Prenatal Life"
- Chapter 2: "Birth: Separation and Attachment"
- Chapter 3: "The Symbiotic Life of the First 6-8 Weeks"
- Chapter 4: "The Father's Presence"

Session 2:

*The Absorbent Mind*

- Chapter 5 "The Miracle of Creation"
- Chapter 6 "Embryology and Behavior"
- Chapter 9: "The First Days of Life"

Session 3:

Readings, lecture and discussion from:

*Understanding the Human Being*

- Chapter 5: "The Meaning of Maternal Care"
- Chapter 6: "Communication with the Child"
- Chapter 7: "The Brain's Potential and the Absorbent Mind"
- Chapter 8: "Weaning"

Session 4:

Readings, lecture and discussion from:

*Understanding the Human Being*

Chapter 9: "The Development of Coordinated Movement"

Chapter 10: "The Development of Language"

Session 5:

Readings, lecture and discussion from:

*Understanding the Human Being*

Chapter 11: "The Developmental Crises of the First Three Years"

Chapter 12: "Children's Education and the Future of Humanity"

Evaluation requirements and/or performance assessment:

Rationale Paper for Infant Pedagogy Manuals

Competencies 1.a, 3.c)

Required and recommended readings:

The Absorbent Mind

Understanding the Human Being

**Montessori Infant and Toddler Teacher Course**

**Montessori Philosophy Part II Toddler (6.1.5.1)**

**Description:**

Montessori's principles and ideas, her view of the nature of the child and the child's place in society, with emphasis on Montessori's concept of the child from birth to three. Scientific analysis of how to nurture and assist the unfolding of the human personality; with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori's view of the child.

**Clock hours:** 12.5 hours of 33 hours

**Objectives to be achieved:**

The adult learner exhibits knowledge of Montessori philosophy. (MACTE Competency 1a)

The adult learner demonstrates and implements with infants and toddlers the Montessori philosophy and methods. (MACTE Competency 3c)

**Competencies to be achieved:**

Knowledge of Montessori philosophy. (MACTE Competency 1a)

Demonstrates and implements with infants and toddlers the Montessori philosophy and methods. (MACTE Competency 3c)

**Outline of content and learning experiences for Philosophy:**

Session 1:

Readings, lecture and discussion from:

The Absorbent Mind

- Chapter 1 "The Child's Part..."
- Chapter 2 "Education for Life"
- Chapter 3 "The Periods of Growth"
- Chapter 4 "The New Path"

Session 2:

Readings, lecture and discussion from:

The Absorbent Mind

- Chapter 7 "The Spiritual Embryo"
- Chapter 13 "The Importance of Movement..."

Session 3:

Readings, lecture and discussion from:

The Absorbent Mind

- Chapter 24 "Mistakes and Their Correction"

Session 4:

Readings, lecture and discussion from:

The Absorbent Mind

- Chapter 10 “Some Thoughts on Language”
- Chapter 11 “How Language Calls to the Child”
- Chapter 12 “The Effects of Obstacles on Development”
- Chapter 15 “Development and Imitation”
- Chapter 16 “From Unconscious Creator  
to Conscious Worker”
- Chapter 25 “The Three Levels of Obedience”

**Session 5:**

Readings, lecture and discussion from:

The Absorbent Mind

- Chapter 8 “The Child’s Conquest of Independence”
- Chapter 14 “Intelligence and the Hand”

Evaluation requirements and/or performance assessment:

Rationale papers for manuals: Practical Life, Sensorial and Language.  
(Competencies 1.a, 1.b)

**Required and recommended readings:**

The Absorbent Mind

**Montessori Infant and Toddler Teacher Course**  
**Montessori Philosophy Part III Toddler (6.1.5.1)**  
**Peace Education**

**Description:**

Montessori’s principles and ideas, her view of the nature of the child and the child’s place in society, with emphasis on Montessori’s concept of the child from birth to three. Scientific analysis of how to nurture and assist the unfolding of the human personality; with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori’s view of the child.

**Clock hours:** 8 hours of 33 hours

**Objectives to be achieved:**

The adult learner exhibits knowledge of Montessori philosophy. (MACTE Competency 1a)

The adult learner demonstrates and implements with infants and toddlers the Montessori philosophy and methods. (MACTE Competency 3c)

**Competencies to be achieved:**

Knowledge of Montessori philosophy. (MACTE Competency 1a)

Demonstrates and implements with infants and toddlers the Montessori philosophy and methods. (MACTE Competency 3c)

**Outline of content and learning experiences:**

Content of *Honoring the Light of the Child*

Evaluation requirements and/or performance assessment:

Implementation of three (3) peace activities for the Toddler

(Competencies 1.a, 1.b)

**Required and recommended readings:**

*Honoring the Light of the Child* by Sonnie McFarlane

**Montessori Infant and Toddler Teacher Course**

**Montessori Pedagogy for the Infant (6.1.5.2)**

**Part 1**

**Description:**

Montessori's principles and ideas on the care of physical and psychological needs of the infant and toddler; daily routines as curriculum; strategies for assistance; interaction techniques with the infant and toddler; positive communication, with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori's view of the child; developmental assessment and record keeping.

**Clock hours:** 12.5 hours of 41 hours

**Objectives to be achieved:**

The Adult Learner integrates practical Life aspects of the infant's environment into the moment-to-moment experience of the infant. The intentional adult provides additional practical life experiences for the infant. MACTE 1c – 1)

The Adult Learner integrates sensorial aspects of the infant's environment is into the moment-to-moment experience of the infant. The intentional adult provides additional sensorial experiences for the infant. MACTE 1c – 2

Language aspects of the infant's environment is understood by the Adult Learner to be integrated into the moment-to-moment experience of the infant. The intentional adult provides additional language experiences for the infant. MACTE 1c – 3

The Adult Learner integrates mathematics aspects of the infant's environment into the moment-to-moment experience of the infant. The intentional adult provides additional mathematics experiences for the infant. (MACTE 1c – 4)

The Adult Learner integrates nature (botany, zoology, geology, etc.) into the moment-to-moment experience of the infant. The intentional adult provides additional outdoor experiences to enrich the infant's experience for the infant. MACTE 1c – 5

Peace education in the infant's environment is understood by the Adult Learner to be integrated into the moment-to-moment interaction of the infant with adults, child and other infants. MACTE 1c – 6

The Adult Learner integrates music and the visual arts experiences in the infant's environment. MACTE 1c – 3

The Adult Learner identifies community resources for enriching the infant's experiences. MACTE 1d

**Pedagogy:**

The Adult Learner uses correct techniques in the daily care and interaction with the infant. MACTE 2a

The Adult Learner understand scope and sequence of the daily living routines in diapering, dressing, feeding and readying for sleep to assist the infant in focus and controlled movement. MACTE 2b

The Adult Learner understands the importance and develops techniques and opportunities to build the parent and teacher partnership. MACTE 2d

The Adult Learner understands the importance and develops techniques for observation. MACTE 2e

The Adult Learner understands the importance and provides opportunities for enriching experiences for the infant. MACTE 2f

The Adult Learner understands the importance and develops techniques to assess and document the infant's development. MACTE 2g

The Adult Learner understands the importance of reflective and intentional practices with the infant. MACTE 2h

The Adult Learner understands the importance in identifying delays in development. MACTE 2i

The Adult Learner understands the importance of cultural sensitivity and responding to the infant and the family with sensitivity. MACTE 2j

**Teaching with Grace & Courtesy:**

The Adult Learner understands the importance of leadership in the environment with infants. MACTE 3a

The Adult Learner understands authentic assessment is the observation of the infant across various measures of normal development and documentation of the development. MACTE 3b

The Adult Learner understands the Montessori philosophy permeates the methods and techniques with which we interact with the infant. MACTE 3c

The Adult Learner understands the importance and develops techniques and opportunities to build the parent and teacher partnership. MACTE 3d

The Adult Learner understands the importance of a personal Code of Ethics.

MACTE 3e

The Adult Learner understands that flexibility is the by-word of the infant environment, and innovation provides exciting possibilities within each day. MACTE 3f

**Competencies to be achieved:**

**Knowledge:**

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c 3

The Arts MACTE 1c 4

Community Resources for Learning MACTE 1d

**Pedagogy:**

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Parent/Teacher/Family/Community Partnership

(Child, Family & Community) MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f

Assessment & Documentation MACTE 2g

Reflective Practices MACTE 2h

Support & Intervention for Learning Differences MACTE 2i

Culturally Responsive Methods MACTE 2j

**Teaching with Grace & Courtesy:**

Classroom Leadership MACTE 3a

Authentic Assessment MACTE 3b

Montessori Philosophy & Methods MACTE 3c

Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d

Professional Responsibilities MACTE 3e

Innovation & Flexibility MACTE 3f

**Outline of content and learning experiences for Pedagogy:**

Session 1: Nutrition, Health and Safety

Chapter 1

Policies & Procedures

Medication

Sanitation

Chapter 2

Feeding / Weaning

Diapering / Toileting

Dressing / Undressing

Chapter 3

Childhood Illnesses

Chapter 4

Mobile Infant – Physical Environment

Social, Emotional, Cognitive

Nutrition

Consideration:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-  
Mathematics MACTE 1c  
Nature: botany, zoology, geology, etc. MACTE 1c  
Peace Education MACTE 1c 3  
The Arts MACTE 1c 4  
Community Resources for Learning MACTE 1d  
Correct Use of Montessori Materials MACTE 2a  
Scope and Sequence of Curriculum MACTE 2b  
Parent/Teacher/Family/Community Partnership MACTE 2d  
Purpose & Methods of Observation MACTE 2e  
Planning for Instruction MACTE 2f  
Assessment & Documentation MACTE 2g  
Reflective Practices MACTE 2h  
Support & Intervention for Learning Differences MACTE 2i  
Culturally Responsive Methods MACTE 2j  
Classroom Leadership MACTE 3a  
Authentic Assessment MACTE 3b  
Montessori Philosophy & Methods MACTE 3c  
Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d  
Professional Responsibilities MACTE 3e  
Innovation & Flexibility MACTE 3f

Session 2: Montessori Infant and Toddler Pedagogy

Chapter 1: Feeding: Gustatory Sense

Feeding: Health & Safety, Environment,  
Neurological and Sensory Development,

Social and Emotional, Schedule / Demand,  
Pacifiers, Group Care

Weaning: Health & Safety, Environment,  
Neurological and Sensory Development,

Social and Emotional, Language

Mealtime: Introduction, Health and Safety,  
Environment, Social and Emotional, Language

Consideration:

Practical Life MACTE 1c  
Sensorial MACTE 1c  
Language MACTE 1-  
Mathematics MACTE 1c  
Nature: botany, zoology, geology, etc. MACTE 1c  
Peace Education MACTE 1c 3  
The Arts MACTE 1c 4  
Community Resources for Learning MACTE 1d  
Correct Use of Montessori Materials MACTE 2a  
Scope and Sequence of Curriculum MACTE 2b  
Parent/Teacher/Family/Community Partnership MACTE 2d  
Purpose & Methods of Observation MACTE 2e  
Planning for Instruction MACTE 2f  
Assessment & Documentation MACTE 2g  
Reflective Practices MACTE 2h  
Support & Intervention for Learning Differences MACTE 2i  
Culturally Responsive Methods MACTE 2j  
Classroom Leadership MACTE 3a  
Authentic Assessment MACTE 3b  
Montessori Philosophy & Methods MACTE 3c  
Parent/Teacher/Family/Community Partnership MACTE 3d  
Professional Responsibilities MACTE 3e  
Innovation & Flexibility MACTE 3f

Session 3:

Montessori Infant and Toddler Pedagogy

Chapter 2: Diapering and Toileting: Introduction

Digestive System: Excretion

Urinary System

Diapering: Health and Safety, Environment,  
Social and Emotional, Language

Consideration:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c 3

The Arts MACTE 1c 4

Community Resources for Learning MACTE 1d

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Parent/Teacher/Family/Community Partnership MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f

Assessment & Documentation MACTE 2g

Reflective Practices MACTE 2h

Support & Intervention for Learning Differences MACTE 2i

Culturally Responsive Methods MACTE 2j

Classroom Leadership MACTE 3a

Authentic Assessment MACTE 3b

Montessori Philosophy & Methods MACTE 3c

Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d

Professional Responsibilities MACTE 3e

Innovation & Flexibility MACTE 3f

Session 4:

## Montessori Infant and Toddler Pedagogy

Chapter 3: Undressing and Dressing: Introduction,  
Somato-sensory System.

Newborn: Health and Safety, Clothing, Social  
and Emotional

Infant: Neurological and Sensory  
Development, Clothing, Social and Emotional,  
Language

Toddler: Health and Safety, Clothing, Routines,  
Social and Emotional, Language

Two Year Old: Health and Safety, Clothing,  
Routines, Social and Emotional, Language

### Consideration:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c 3

The Arts MACTE 1c 4

Community Resources for Learning MACTE 1d

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Parent/Teacher/Family/Community Partnership MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f

Assessment & Documentation MACTE 2g

Reflective Practices MACTE 2h

Support & Intervention for Learning Differences MACTE 2i

Culturally Responsive Methods MACTE 2j

Classroom Leadership MACTE 3a

Authentic Assessment MACTE 3b  
Montessori Philosophy & Methods MACTE 3c  
Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d  
Professional Responsibilities MACTE 3e  
Innovation & Flexibility MACTE 3f

Session 5:

Montessori Infant and Toddler Pedagogy

Chapter 4: Sleeping and Waking – Introduction

Montessori Environment, Sleep Cycles,  
Neurology, Environments, Routines

Newborns, Infants and Mobile Infants –  
Health and Safety

Toddlers: Health and Safety

Two Year Olds: Health and Safety,  
Environments, Social and Emotional,  
Language

Consideration:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c 3

The Arts MACTE 1c 4

Community Resources for Learning MACTE 1d

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Parent/Teacher/Family/Community Partnership MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f  
Assessment & Documentation MACTE 2g  
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Culturally Responsive Methods MACTE 2j  
Classroom Leadership MACTE 3a  
Authentic Assessment MACTE 3b  
Montessori Philosophy & Methods MACTE 3c  
Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d  
Professional Responsibilities MACTE 3e  
Innovation & Flexibility MACTE 3f

**Evaluation requirements and/or performance assessment:**

Rationale Paper for *Infant and Toddler Pedagogy*

(MACTE 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3c, 3e)

Manual – *Infant and Toddler Pedagogy Manual*

(MACTE 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Manual – *Health & Safety* (MACTE 3e)

Manual – *Community Care Licensing Regulations – General & Infant*

(MACTE 3e)

Code of Ethics (MACTE 3e)

**Required and recommended readings:**

*Infant and Toddler Pedagogy*

*Health and Safety Manual*

**Montessori Infant and Toddler Teacher Course**

## Montessori Pedagogue – Part II Toddler (6.1.5.2)

### Description:

Montessori's principles and ideas on the care of physical and psychological needs of the infant and toddler; daily routines as curriculum; strategies for assistance; interaction techniques with the infant and toddler; positive communication, with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori's view of the child; developmental assessment and record keeping.

**Clock hours:** 12.5 hours of 41 hours

### Objectives to be achieved:

- 1.The student is introduced to an understanding of and implementation of Montessori philosophy with a focus from prenatal stage to age three (3). (Competency 1.a)
- 2.The adult learner comprehends and utilizes an understanding of the stages of human growth and development with an emphasis on prenatal to age three (3). (Competency 1.b)
- 3.The student is introduced to Community Care Licensing regulations. Awareness and understanding of Community Care Licensing regulations is assessed in the practicum. (Competency 3.b)

### Competencies to be achieved:

1. Demonstrates understanding of and implements Montessori philosophy with a focus from prenatal stage to age three (3). (Competency 1.a)
2. Comprehends and utilizes an understanding of the stages of human growth and development with an emphasis on prenatal to age three (3). (Competency 1.b)
3. Demonstrates an awareness and understanding of governmental regulations. (Competency 3.b)

### Outline of content and learning experiences for Pedagogy:

**Session 1:** *Discover of the Child*, Chapter 3, "The Teaching Methods..."

Routines and Transitions for the Toddler

- - in group care
- - in the home

Governmental Regulations – Community Care Licensing

-

**Session 2:** *Discover of the Child*, Chapter 4, “Nature in Education”

Practical Life as it relates to Transitions and Routines

- - in group care
- - in the home

Governmental Regulations – Community Care Licensing

**Session 3:** *Discover of the Child*, Chapter 8, “Visual and Auditory Discrimination”

Sensorial as it relates to activities out of doors:

- - in group care
- - in the home

Sensorial as it relates to commercial materials:

- - in group care
- - in the home

**Session 4:** *Discover of the Child*, Chapter 17, “Speech”

Language Arts as it relates to Transitions and Routines

- - in group care
- - in the home

Language Arts as it relates to commercial materials:

- - in group care
- - in the home

**Session 5:** *Discover of the Child*, Chapter 23, “Discipline....”

Mathematics as it relates to Transitions and Routines

- in group care
- in the home

Mathematics as it relates to commercial materials:

- in group care
- in the home

**Evaluation requirements and/or performance assessment:**

Rationale Paper for each manual: Practical Life, Sensorial, Language Arts

(Competencies 1.a, 1.b)

Manual – Community Care Licensing – General & Infant

(Competency 3.b)

**Required and recommended readings:**

*Practical Life for the Toddler*

*Sensorial for the Toddler*

*Language Arts for the Toddler*

*Community Care Licensing Regulations – General & Infant*

**Montessori Infant and Toddler Teacher Course**  
**Montessori Pedagogy – Music, Movement & Art - Part III (6.1.5.2)**

**Description:**

Montessori's principles and ideas on the care of physical and psychological needs of the infant and toddler; daily routines as curriculum; strategies for assistance; interaction techniques with the infant and toddler; positive communication, with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori's view of the child; developmental assessment and record keeping.

**Clock hours:** 8 hours of 41 hours

**Music & Movement:**

**Competencies to be achieved:**

Knowledge of Music and Songs:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-

Nature: botany (plants) and zoology (animals), etc. MACTE 1c

Community Resources for Learning: Songs and Music MACTE 1d

Pedagogy:

Scope and Sequence of a Music Curriculum MACTE 2b

Parent/Teacher/Family/Community Partnership (Music of the Home)  
(Child, Family & Community) MACTE 2d

Purpose & Methods of Observation – Motor Skills in Music MACTE 2e

Planning for Music instruction MACTE 2f

Assessment & Documentation (bookkeeping of individual children's  
responses) MACTE 2g

Reflective Practices – Think about children's interest MACTE 2h

Support & Intervention for Learning Differences MACTE 2i  
Culturally Responsive Methods MACTE 2j  
Teaching with Grace & Courtesy:  
Program Leadership MACTE 3a  
Authentic Assessment MACTE 3b  
Montessori Philosophy & Methods MACTE 3c  
Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d  
Professional Responsibilities MACTE 3e  
Innovation & Flexibility MACTE 3f

**Objectives to be achieved:**

The student is introduced to an understanding of and implementation of Music with a focus from 18 months to three (3). (Competency 1.a)  
The adult learner comprehends and utilizes an understanding of the stages of human growth and development with an emphasis on prenatal to age three (3) and music. (Competency 1.b)

**Outline of content and learning experiences for Pedagogy:**

**Session 1:**

Music, Lullabies, Songs and Rhymes for the Toddler

**Evaluation requirements and/or performance assessment:**

Participation & Lullabies and Songs for the Infant and Toddlers  
(Competencies 1.a, 1.b)

Practicum Handbook & Competencies (Competencies 1.a, 1.b)

**Art for the Toddler:**

**Competencies to be achieved:**

Knowledge of Art:

Art as Practical Life MACTE 1c

Art experiences as Sensorial MACTE 1c

Language in Art MACTE 1-

The Arts MACTE 1c 4

Community Resources for Learning about Art:

Songs and Music MACTE 1d

Pedagogy:

Scope and Sequence of an Art Curriculum MACTE 2b

Parent/Teacher/Family/Community Partnership (Art of the Home)

(Child, Family & Community) MACTE 2d

Purpose & Methods of Observation – Motor Skills in Art MACTE 2e

Planning for Art instruction MACTE 2f

Assessment & Documentation (bookkeeping of individual children's responses) MACTE 2g

Reflective Practices – Think about children's interests MACTE 2h

Support & Intervention for Learning Differences MACTE 2i

Culturally Responsive Methods MACTE 2j

Teaching with Grace & Courtesy:

Program Leadership MACTE 3a

Authentic Assessment MACTE 3b

Montessori Philosophy & Methods MACTE 3c

Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d

Professional Responsibilities MACTE 3e

Innovation & Flexibility MACTE 3f

**Objectives to be achieved:**

The student is introduced to an understanding of and implementation of Art with a focus from 18 months to three (3). (Competency 1.a)

The adult learner comprehends and utilizes an understanding of the stages of human growth and development with an emphasis on prenatal to age three (3) and music. (Competency 1.b)

**Outline of content and learning experiences for Pedagogy:**

**Session 1:**

Development of an appreciation for art and art experiences from eighteen months to three years old.

Presentation of art experience for infants and toddlers:

Media to expose the young children.

**Evaluation requirements and/or performance assessment:**

Participation and Review of Art experiences for the toddler  
(Competencies 1.a, 1.b)

Practicum Handbook & Competencies (Competencies 1.a, 1.b)

**Required and recommended readings:**

*Art for the Toddler* by Julie Karlonas

**Montessori Infant and Toddler Teacher Course**  
**Montessori Pedagogy – Children’s Literature - Part IV (6.1.5.2)**

**Description:**

Montessori’s principles and ideas on the care of physical and psychological needs of the infant and toddler; daily routines as curriculum; strategies for assistance; interaction techniques with the infant and toddler; positive communication, with emphasis on personal development of the adult caregiver and the qualities of the adult based on Montessori’s view of the child; developmental assessment and record keeping.

**Clock hours:** 8 hours of 41 hours

**Competencies to be achieved:**

Knowledge of Music and Songs:

Rhymes and Finger Play

Language Art in Books for Young Children MACTE 1-

Community Resources for Young Children’s Books MACTE 1d

Pedagogy:

Scope and Sequence of a Songs, Rhymes and Finger Play MACTE 2b

Parent/Teacher/Family/Community Partnership (Books in the Home)

(Child, Family & Community) MACTE 2d

Purpose & Methods of Observation – Books for Enrichment MACTE 2e

Planning for Books. MACTE 2f

Assessment & Documentation (bookkeeping of individual children’s responses) MACTE 2g

Reflective Practices – Think about children’s interests MACTE 2h

Support & Intervention for Learning Differences MACTE 2i

Culturally Responsive Methods – Culturally diverse books MACTE 2j

Teaching with Grace & Courtesy:

Program Leadership MACTE 3a

Authentic Assessment MACTE 3b

Montessori Philosophy & Methods MACTE 3c

Parent/Teacher/Family/Community Partnership (CFC) MACTE 3d

Professional Responsibilities MACTE 3e

Innovation & Flexibility MACTE 3f

**Objectives to be achieved:**

The student is introduced to an understanding of and implementation of Young Children's books with a focus from 18 months to three (3).  
(Competency 1.a)

The adult learner comprehends and utilizes an understanding of the stages of human growth and development with an emphasis on prenatal to age three (3) and children's books. (Competency 1.b)

**Outline of content and learning experiences for Pedagogy:**

**Session 1:**

Development of an appreciation for art and art experiences  
from eighteen months to three years old.

Presentation of art experience for infants and toddlers:

Media to expose the young children.

**Evaluation requirements and/or performance assessment:**

Participation and Review of Art experiences for the toddler  
(Competencies 1.a, 1.b)

Practicum Handbook & Competencies (Competencies 1.a, 1.b)

**Required and recommended readings:**

*36 Best Books for Toddlers*

**Montessori Infant and Toddler Teacher Course**  
**Environmental Design I for the Infant (6.1.5.3)**

**Description:**

The aesthetics of the environment for the very young child is explored along with the rationale. Age groupings and flow of the age groupings are examined. Numbers of children in the groupings and the ratio of adult to children is reviewed against community and licensing expectations and requirements. The sensitive periods for the very young child in terms of movement/coordination and language are a particular focus. The exploration of the senses, practical life experiences, order of the environment, concentration are reflected in the schedule of activities, the design of the space, and the selection of materials within the context of safety, health, and legislation.

**Clock hours:** 15 hours of 30 hours

**Objectives to be achieved:**

**Knowledge:**

The Adult Learner plans practical Life aspects of the infant's environment into the moment-to-moment experience of the infant. The intentional adult provides additional practical life experiences for the infant. MACTE 1c – 1)

The Adult Learner plans sensorial aspects of the infant's environment is into the moment-to-moment experience of the infant. The intentional adult provides additional sensorial experiences for the infant. MACTE 1c – 2

The Adult Learner plans for language aspects of the infant's environment into the moment-to-moment experience of the infant. The intentional adult provides additional language experiences for the infant. MACTE 1c – 3

The Adult Learner plans for mathematics aspects of the infant's environment into the moment-to-moment experience of the infant. The intentional adult provides additional mathematics experiences for the infant. (MACTE 1c – 4)

The Adult Learner plans for nature (botany, zoology, geology, etc.) experiences inside and outside for the infant to experience. MACTE 1c-5

Peace education in the infant's environment is understood by the Adult Learner to be comprised of all elements in the design of the environment. MACTE 1c – 6

The Adult Learner plans for music and the visual arts in the infant's environment. MACTE 1c – 3

The Adult Learner plans for community resources for enriching the infant's experiences. MACTE 1d

**Pedagogy:**

The Adult Learner plans for the daily care and interaction with the infant. MACTE 2a

The Adult Learner organizes the environment to support the scope and sequence of the daily living routines in diapering, dressing, feeding and readying for sleep. MACTE 2b

The Adult Learner changes to the environment required for the rapidly developing infant, and the changes made to adjust to these changes in the infant. MACTE 2c

The Adult Learner plans environmental support to build the parent and teacher partnership. MACTE 2d

The Adult Learner plans environmental support for developing techniques for observation. MACTE 2e

The Adult Learner plans the environment to enrich the infant's experiences. MACTE 2f

**Teaching with Grace & Courtesy:**

The Adult Learner understands the Montessori philosophy permeates the design of the prepared environment. MACTE 3c

**Competencies to be achieved:**

**Knowledge:**

Practical Life MACTE 1c  
Sensorial MACTE 1c  
Language MACTE 1-  
Mathematics MACTE 1c  
Nature: botany, zoology, geology, etc. MACTE 1c  
Peace Education MACTE 1c 3  
The Arts MACTE 1c 4  
Community Resources for Learning MACTE 1d

**Pedagogy:**

Correct Use of Montessori Materials MACTE 2a  
Scope and Sequence of Curriculum MACTE 2b  
Prepared Environment MACTE 2c  
Parent/Teacher/Family/Community Partnership  
(Child, Family & Community) MACTE 2d  
Purpose & Methods of Observation MACTE 2e  
Planning for Instruction MACTE 2f  
Assessment & Documentation MACTE 2g

**Teaching with Grace & Courtesy:**

Montessori Philosophy & Methods MACTE 3c Professional Responsibilities MACTE 3e

**Outline of content and learning experiences:**

**Session 1:**

*From Chapter I: Newborn in the Home*

Physical Environment: ceiling, walls, floor, air, light,  
ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations

From *Chapter II: Infant in the Home*

Physical Environment: ceiling, walls, floor, air, light,  
ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations

Activities

**Session 2:**

From *Chapter III: Infant in Group Care*

Physical Environment: ceiling, walls, floor, air, light,  
ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations

Activities

Considerations & Discussion:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-c

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c 3

The Arts MACTE 1c 4

Community Resources for Learning MACTE 1d

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Prepared Environment MACTE 2c

Parent/Teacher/Family/Community Partnership MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f

Assessment & Documentation MACTE 2g

Montessori Philosophy & Methods MACTE 3c

Professional Responsibilities MACTE 3e

**Session 3:**

From *Chapter IV: Mobile Infant in the Home*

Physical Environment: ceiling, walls, floor, air, light, ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations

From *Chapter V: Mobile Infant in Group Care*

Physical Environment: ceiling, walls, floor, air, light, ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations

Considerations & Discussion:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-c

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c 3

The Arts MACTE 1c 4

Community Resources for Learning MACTE 1d

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Prepared Environment MACTE 2c

Parent/Teacher/Family/Community Partnership MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f

Assessment & Documentation MACTE 2g

Montessori Philosophy & Methods MACTE 3c

Professional Responsibilities MACTE 3e

**Session 4:**

*From Chapter VI: Toddler in the Home*

Physical Environment: ceiling, walls, floor, air, light,  
ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations

Activities

**Session 5:**

*From Chapter VII: Toddler in Group Care*

Physical Environment: ceiling, walls, floor, air, light,  
ventilation, furnishings

Social-emotional and cognitive considerations

Communication and Language considerations Activities

Considerations & Discussion:

Practical Life MACTE 1c

Sensorial MACTE 1c

Language MACTE 1-c

Mathematics MACTE 1c

Nature: botany, zoology, geology, etc. MACTE 1c

Peace Education MACTE 1c

The Arts MACTE 1c

Community Resources for Learning MACTE 1d

Correct Use of Montessori Materials MACTE 2a

Scope and Sequence of Curriculum MACTE 2b

Prepared Environment MACTE 2c

Parent/Teacher/Family/Community Partnership MACTE 2d

Purpose & Methods of Observation MACTE 2e

Planning for Instruction MACTE 2f

Assessment & Documentation MACTE 2g

Montessori Philosophy & Methods MACTE 3c

Professional Responsibilities MACTE 3e

**Evaluation requirements and/or performance assessment:**

Rationale Paper for *Environments Manual*

(MACTE 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3c, 3e)

Manual – *Environments* (MACTE 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Code of Ethics (MACTE 3e)

**Required and recommended readings:**

*Environments Manual for the Infant & Toddler*

*Infant and Toddler Environmental Rating Scales (ITERS)* – NAEYC

*Community Care Licensing Regulations – General & Infant*

**Montessori Infant and Toddler Teacher Course**  
**Environmental Design - Part II (6.1.5.3) Toddler**

**Description:**

The aesthetics of the environment for the very young child is explored along with the rationale. Age groupings and flow of the age groupings are examined. Issues of numbers of children in the groupings and the ratio of adult to children are reviewed against community and licensing expectations/requirements. The sensitive periods for the very young child in terms of movement/coordination and language are a particular focus. The exploration of the senses, practical life experiences, order of the environment, concentration are reflected in the schedule of activities, the design of the space, and the selection of materials within the context of safety and legislation.

**Clock hours:** 15 hours of 30 hours

**Objectives to be achieved:**

1. The student is presented with designs and integrate environments that meet the child's need for exploration and independence in: (Competency 3.a)
  - sensory and motor experiences;
  - language experiences;
  - positive social experiences;
  - self-care;
  - routines and procedures;
  - peace education
2. The student is introduced to Community Care Licensing regulations. Awareness and understanding of Community Care Licensing regulations is assessed in the practicum. (Competencies 3.b)

**Competencies to be achieved:**

1. demonstrates an ability to design and integrate environments that meet the child's need for exploration and independence in: (Competency 3.a)
  - sensory and motor experiences;
  - language experiences;

- positive social experiences;
- self-care;
- routines and procedures;
- peace education 2.

2. demonstrates an awareness and understanding of governmental regulations. (Competency 3.b)

**Outline of content and learning experiences:**

**Session 1:**

General Design Characteristics of the Toddler

- group care environment
- in support of routines and transitions

General Design Characteristics of the Toddler

- in the home environment
- in support of routines and transitions

Governmental Regulations – Community Care Licensing

**Session 2:**

Practical Life

- in group care
- in the home

Governmental Regulations – Community Care Licensing

**Session 3:**

Sensorial

- in group care
- in the home

**Session 4:**

Language Arts

- in group care
- in the home

**Session 5:**

Pre-math

- in group care
- in the home

**Evaluation requirements and/or performance assessment:**

Rationale Papers for *Practical Life, Sensorial, Language*

(Competencies 3.a, 3.b)

Manuals for *Practical Life, Sensorial, Language* (Competencies 3.a, 3.b)

Manual – *Community Care Licensing Regulations – General & Infant*  
(Competency 3.b)

*Infant and Toddler Environmental Rating Scale (ITERS)* – submit Scale for environment. (Competency 3.a)

**Required and recommended readings:**

*Toddler/Two year old Practical Life Manual*

*Toddler/Two year old Sensorial Manual*

*Toddler/Two year old Language Arts Manual*

*Community Care Licensing Regulations – General & Infant*

*Infant and Toddler Environmental Rating Scales (ITERS) - NAEYC*

**Montessori Infant and Toddler Teacher Course**  
**Child, Family and Community (6.1.5.4)**

**Description:**

Develop mutual cooperation and support among the family members and the center: understanding the psychology of parenthood, translating to the home the center child-rearing practices, locating community and professional resources, teacher-parent conferencing and dialogue skills, parent involvement and education, and health and nutrition, supporting cultural differences.

**Clock hours:** 16 hours

**Objectives to be achieved:**

- a. The adult learner is supported in the effective interaction with the whole child and supports development in a culturally sensitive manner. (Competency 2.b)
- b. The adult learner is introduced to issues in working with families of various cultural backgrounds. (Competency 4.a)
- c. The adult learner is introduced to resources in the community. The student demonstrates an awareness of community resources for additional support of children and families through the development of resource file. (Competency 4.b)

**Competencies to be achieved:**

1. Knowledge of the community resources for learning. (MACTE Competency 1.d)
2. Pedagogy understanding of the parent/teacher/family/community partnership (MACTE Competency 2.d)
3. Understanding of the culturally response methods. MACTE Competency 2.2j)

4. Teaching with grace and courtesy as it relates to parent/teacher/family partnership. (MACTE Competency 3.d)

**Outline of content and learning experiences:**

**Session I:**

Part 1: The Child: Socialization in a Developmental Context pages 1 - 4

Chapter 1: Attachment	pages 5 – 28
Chapter 2: Autonomy	pages 29 – 52
Chapter 3: Initiative	pages 53 – 74
Chapter 4: Self-esteem	pages 75 – 96

Part 2: The Family: Socialization for High Self-esteem in  
Healthy Families

Chapter 5: Goals, Values, and Culture	pages 97 – 104
	pages 105 – 128

Discussion of application and implementation in own infant and toddler environment.

Chapter 6: Childcare: An Extension of the Family	pages 129 – 150
Chapter 7: Discipline for High Self-esteem	pages 151 – 170
Chapter 8: Accepting Feelings	pages 171 – 192
Chapter 9: Problem Solving	pages 193 – 212

Discussion of application and implementation in own early childhood environment.

**Session 2:**

Part 3: Chapter 10: Strokes and Affirmations: A Path to Self-esteem

	pages 213 – 232
Chapter 11: Modeling and Teaching Sex Roles	pages 233 – 250
Chapter 12: Stress and Success in Family Life	pages 251 – 270

Part 4: The Community: Socialization in the Community Context pages 271 – 274

Chapter 13: Community Resources	pages 275 – 292
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Discussion of application and implementation in own early childhood environment.

Chapter 14: Socializing Agents pages 293 – 314

Chapter 15: Social Policy Issues pages 315 – 332

Discussion of application and implementation in own early childhood environment.

**Evaluation requirements and/or performance assessment:**

Child, Family & Community Journal (Competency 2.d, 2.2j, 3.d)

Community Resource e-Manual (Competency 1.d)

**Required and recommended readings:**

*Child, Family in their Community*, Fifth Edition, by Janet Gonzales Mena

**Montessori Infant and Toddler Teacher Course**

**Observation (6.1.5.5)**

**Description:**

Techniques of observation and program staff-supervised observations of infants and toddlers in various settings.

**Clock hours:** 16 hours

**Objectives to be achieved:**

- a. The student understands the purpose and methods of observation, and utilizes these methods in working with infants and toddlers. (MACTE Competency 2e)
- b. The student understands assessment and documentation techniques and their purpose, and utilizes them with infant and toddlers. (MACTE Competency 2g)

**Competencies to be achieved:**

1. Understands the purpose and methods of observation. (MACTE Competency 2e)
2. Understands assessment and documentation techniques and their purpose. (MACTE Competency 2g)

**Outline of content and learning experiences:**

**Session 1:**

**The Power of Observation: Learning About Infants and Toddlers  
Chapter 1: Observation**

*Chapter 2: Anecdotal Records*

*Chapter 3: Checklist & Rating Scales*

*Spoken Language*

*Using the Child Skills Checklist*

*ITERS Scale & MRS-IT-Environment and MRS-IT-Quality Principles*

**Session 2:**

*Observation in Planning and Reflection Journal*

*Observation Reports due during Practicum*

*Observation – Self Reflection for Competencies in Practicum Handbook  
and Competencies*

*Assessing Children’s Development Through Observation*

**Chapter 4: Structured Observation**

*Chapter 5: Visual Documentation*

*Chapter 6: Parent Questionnaire & Background Information*

**Evaluation requirements and/or performance assessment:**

Practicum Handbook – Observation Reports (Competencies 1.a, 1.b)

Practicum Handbook – Competencies (Competencies 1.a, 1.b, 1.c)

Practicum Reflective Planning Journal (Competency 1.c, 1.d, 2.a)

*Infant Toddler Environmental Rating Scale (ITERS)* (Competency 1.d)

*Montessori Rating Scales for the Infant and Toddler Environment*

(MRS-IT-E) (Competency 1.d)

*Montessori Rating Scales for the Infant and Toddler – Quality Principles*

(MRS-IT-QP) (Competency 1.d)

**Required and recommended readings:**

*Observing and Understanding Child Development: A Child Study Manual*  
*Infant Toddler Environmental Rating Scale (ITERS), NAEYC*

*Montessori Rating Scales for the Infant and Toddler Environment*

(MRS-IT-E)

*Montessori Rating Scales for the Infant and Toddler Quality Principles*

(MRS-IT-QP)

Student Handbook for Observation Reports

Practicum Handbook and Competencies Portfolio

Practicum Planning & Reflection Journal

### **Montessori Infant & Toddler Teacher Credential Course**

#### **Personal Growth & Development (6.1.5.6)**

#### **Description:**

Professionalism, introspection, the continued spiritual growth of the adult, and ethical behavior are the topics covered in this course component.

**Clock hours:** 16 hours

#### **Objectives to be achieved:**

Knowledge of peace education and its implications for ones personal life. (MACTE Competency 1.1c2)

Understands reflective practices and implements reflective practices daily in the practicum. (MACTE Competency 2h)

#### **Competencies:**

Knowledge of peace education. (MACTE Competency 1.1c2)

Understands reflective practices. (MACTE Competency 2h)

#### **Outline of content and learning experiences:**

##### **Session 1:**

How we remember: Experience shapes who we are

How we perceive: Constructing the stories of our lives

How we feel: Emotion in our internal and interpersonal worlds

How we communicate: making connections

How we attach: relationships between children and parents

**Session 2:**

How we make sense of our lives: Adult attachment

How we keep it together & how we fall apart

How we disconnect & reconnect: Rupture & repair

How we develop mind sight: Compassion & reflection dialogues

Personal reflections and goals for the future

**Assignments:**

*Parenting from the Inside Out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive*, Daniel J. Siegel, M.D. and Mary Hartzell, M.Ed.

Session 1 Chapters 1 - 5, pages 13 – 121

Session 2 Chapters 6 – 9, pages 122 - 250

Journal: My Personal Journey

My Growing Up (MACTE 2h)

My Parents' Child Rearing Practices & Why. (MACTE 2h)

And So: What Changes Will I Make! (MACTE 2h)

What Can I Accept in Others? (MACTE 2h)

**Due Date:**

Two weeks after last session

**Evaluation requirements and/or performance assessment:**

Journal: My Personal Journey (MACTE 2h)

Peace Education and Personal Implementation: Statement (1.1c2)

Practicum Reflective Planning Journal (Competency 2h)

Practicum Handbook and Competencies Portfolio (1.1c2, 2h)

**Montessori Infant and Toddler Teacher Course  
Program Leadership (6.1.5.7)**

**Description:**

Rationale for scheduling for the staff as well as the schedule for the child's day; Forms that support the recording of the child's daily routines such as eating and diapering.

An introduction to administrative issues, including financial, budgetary fee factors, funding and proposal writing, personnel matters, legislation and standards that relate the Community Care Licensing. Identification of criteria for defining Montessori child care which includes other rating scales such as the *Infant and Toddler Environmental Rating Scale* (Harms, Cryer, Clifford), and the NAEYC *Guide to Accreditation*.

Historical foundations rooted in Montessori; human needs and requirements (children, families, community and staff) specific to all-day care.

**Clock hours:** 32 hours

**Objectives to be achieved:**

1. The adult learner understands the signs of learning disabilities, and the need for support and intervention for learning disabilities. (MACTE Competencies 2i)
2. The adult learner understands the principles of leadership, and demonstrates and implements leadership in the infant and toddler environment. (MACTE Competency 3a)
3. The adult learner demonstrates and implements professionally responsible behavior. (MACTE Competencies 3e)

**Competencies to be achieved:**

1. Understand the need for support and intervention for learning disabilities. (MACTE Competencies 2i)
2. Demonstrates and implements leadership in the infant and toddler environment. (MACTE Competency 3a)
3. Demonstrates and implements professional responsibilities. (MACTE Competencies 3e)

### **Outline of content and learning experiences:**

#### **Session 1:**

Planning & Reflection Journals

Attendance

Competencies – Definitions, Understanding, Requirements

Personal File Requirements

School and Supervising Teacher Requirements

Observation Reports – 4

Field Consultant Reports – 3

ITERS – Assessment Items & Scoring

MRS-IT-Environment

MRS-IT-Quality Principles

#### **Session 2:**

American Montessori Society *Code of Ethics*

*Unconscious Absorbent Mind* and its implications for Program Planning

*Sensitive Periods* and its implications for Program Planning

Care and planning for the infant and the toddler environment

Observation recording and tracking

Innovation and flexibility based upon observation of infant and toddler needs

Schedule of the day, week, month, year

Parent Partnership – Connecting to the Family

**Session 3:**

*Community Care Licensing Regulations – Infant*

Professional Associations

Reporting agencies – Health, Licensing, etc.

**Session 4: Learning Differences**

MACAR and the Montessori Infant and Toddler environment

and quality principles

**Evaluation requirements and/or performance assessment:**

*Code of Ethics* – Personal Statement (Competency 3e)

Template of Schedule of the Day, Schedule of Week, Schedule of the Month, Schedule of the Year (Competency 3e)

**Required and recommended readings:**

*Code of Ethics* –American Montessori Society

Elements of the Practicum Binder

ITERS

MRS-IT-Environment

MRS-IT-Quality Principles

**Montessori Infant and Toddler Teacher Course**  
**Child Development: Prenatal to Three (6.1.5.8)**

**Description:**

The nature of development, the familiar and community context within which development occurs, major developmental theorists, attachment and emotional relationships, social development and learning with peers, cognitive development and learning, and infant & toddlers with disabilities.

**Clock hours:** 48 hours

**Competencies in Child Development:**

- I. Knowledge of Human Growth and Development with application to the Montessori infant & toddler environment. (MACTE 1b)

**Objectives in Child Development:**

- c. The student is introduced to the major educational theorists, and theorists in human growth and development. Prenatal development and child birth methods are understood. The student demonstrates comprehension through discussion and through examination, and utilizes an understanding of the stages of human growth, development, and educational theories in the classroom practicum setting. (Competency 1.b)

## **Outline of content and learning experiences:**

### **Session 1:**

Readings: *Introduction and Class Overview*, pages xv –xxi,  
Overview of Brain Development,  
*Physical & Motor Development*, Chapter 7, pages 81 – 116,  
*Motor Fitness Programs in Early Childhood setting*,  
*Bronfenbrenner's Ecological Systems*, Chapter 15, page 292 – 294

### **Session 2:**

Readings: *Social Development*, Chapter 9, pages 144 – 168,  
*Social Development Theory*, Chapter 14, pages 270 – 279,  
*Emotional Development*, Chapter 10, pages 169 – 186,  
*Emotional Theory*, Chapter 14, pages 279 – 281,  
Temperament Theory,  
Attachment Theory,  
Erikson and the implications in Classroom Management,  
Group Assignments.

### **Session 3:**

Readings: *Cognitive Development*, Chapter 8, pages 117 – 143.  
*Cognitive and Language Theory*, Chapter 13, 247 – 269.  
“Piaget,” Chapter 13, 247 – 254.  
“Montessori,” pages 255 – 258.  
“Skinner,” pages 262.  
“Bandura,” Pages 263 – 265.  
“Gardner,” pages 265 – 266.

### **Session 4:**

Readings: *Language and Literacy Development*, Chapter 11,  
pages 187 – 220,  
*Language Theory*, Chapter 13,  
Vygotsky - pages 259 – 262,  
Chomsky – pages 267 – 269,

*The Creative Arts*, Chapter 12, pages 221 – 244,  
*Creative Theory*, Chapter 14, pages 282 – 284,  
Overview of Special Needs, Conditions, and Disorders.

**Session 5:**

Readings: *Observation*, Chapter 1, Pages 3 – 15.

Labeling Children

*Anecdotal Records*, Chapter 2, pages 16 – 25.

Checklist and Rating Scale, Chapter 3, pages 26 – 41.

*Structured Observation*, Chapter 4, pages 43 – 55.

*Visual Documentation*, Chapter 5, pages 56 – 68.

*Parent Questionnaire & Background Information*,

Chapter 6, pages 70 - 80

*Writing the Report*, Chapter 15, pages 287 – 291 & 295 – 300.

**Session 6:**

*Infant & Toddler Development and Responsive Program Planning*

*Infant, Toddlers, and Their Families*

*Biological and Cultural Effects on the Family*

Variations on Patenting

Family Structure

Care and Education, programs that Support Families

Stages of Labor

Apgar Scale

Lamaze, Bradley, Cesarean

Reflexes

Infant States – Sleep-Wake Cycle

Infant Motor Development Eye Movement

Reaching and Grasping Walking

Infant Learning: Habituation and Dishabituation, Orienting Response,

Associative Learning, Imitative Learning, Preparedness and  
Contingencies.

Infant's understanding of objects

Roots of Personality: Becoming a separate person

RIE (Magda Gerber)

**Evaluation requirements and/or performance assessment:**

Written examinations (2) (Competency 1.b)

Manual of *Developmental References* (Competency 1.b)

Practicum Handbook & Competencies (Competency 1.b)

**Required and recommended readings:**

Handouts

*Observing and Understanding Child Development: A Child Study Manual*

*Deb Ahola and Abbe Kovacik*

**Course requirements:**

Examinations

Class presentation

Assigned readings

**SAN FRANCISCO BAY AREA**

**MONTESSORI TEACHER EDUCATION CENTER**

**Early Childhood  
Course Catalog/Syllabi  
Sunnyvale, CA Campus**

**2022**

**Administrative Office:**

101 Callan Avenue, Suite #420  
San Leandro, California 94577  
(510) 278-1115      (510) 278-1577 FAX

**Instructional Location:**

790 Duane Avenue, Sunnyvale, CA 94085  
16492 Foothill Boulevard, San Leandro, CA. 94578

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## **INTRODUCTION**

The Course Catalog includes the course descriptions of content, the competencies to be achieved, and the objectives of each course component for this Full Course of Study approved by SEVIS for foreign students. In the second year of full course of study the practical training/student teaching is five days a week, Monday through Friday, a minimum of three (3) hours per day, September through May, as required by the affiliating agency, the American Montessori Society (AMS). Additional coursework is required during the practical training/student teaching for the full course of study in the second year.

Montessori Accreditation Council for Teacher Education (MACTE) is approved by the United States Department of Education. MACTE sets the criterion, guidelines and competencies required of accredited Montessori teacher education programs. MTEC-SFBA is accredited by MACTE. MTEC-SFBA is affiliated with the American Montessori Society (AMS) which issues the AMS Montessori Teacher Credential to the successful candidates.

### **First Semester (Fall):**

	<b>EC.01</b> Practical Life Curriculum	3
semester units		
	<b>EC.21</b> Curriculum Practice &	3
semester units	Philosophy 1: Practical Life	
	<b>EC.02</b> Sensorial Curriculum	3 semester

units

**EC.22** Curriculum Practice & semester units 3  
Philosophy 2: Sensorial

**Second Semester (Winter/Spring):**

**EC.03** Language Art Curriculum 3 semester  
units

**EC.23** Curriculum Practice & Philosophy 3: Language semester units 3

**EC.04** Mathematics Curriculum 3  
semester units

**EC.24** Curriculum Practice & Philosophy 4: Mathematics semester units 3

**EC.05** Physical and Life Science 1  
semester units

**EC.06** Social Studies 1  
semester units

**Third Semester (Fall):**

**EC.13A** Field Experience/Student Teaching. 9  
semester units

**EC.07** Classroom Leadership 2  
semester units

**EC.12** Parent Involvement/Education: CFC 3  
semester units

**Fourth Semester (Winter/Spring):**

**EC.13B** Field Experience/Student Teaching 9  
semester units

**EC.08** Montessori Philosophy/Theory 2 semester units

**EC.09** Observation in Child Development 1 semester units

**EC.10** Child Growth & Development/Psych 2  
semester units

**EC.11** Art, Music, Movement Curriculum 1  
semester unit

**EC.01 Practical Life Curriculum (Core) 45 Hours (3 semester units)**

Philosophy and rationale of the curriculum area of practical life, ground rules, grace and courtesy, development and refinement of movement, care of the person, care of the environment, food preparation, and nutrition.

**EC.02 Sensorial Curriculum (Core) 45 Hours (3 semester units)**

Philosophy and rationale of the curriculum area of sensorial, materials aiding in the development and refinement of the senses.

**EC.03 Language Curriculum (Core) 45 Hours (3 semester units)**

Philosophy and rationale of the curriculum area of language arts, materials aiding in the development of language arts skills and concepts: receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary development and enrichment, penmanship from the metal insets, to the sandpaper letters to the chalkboards and lined paper, reading from the sandpaper letters, moveable alphabet and the classic pink, blue and 16-letter green series, grammar (function of words), children's literature and drama.

**EC.04 Mathematics Curriculum (Core) 45 Hours (3 semester units)**

Philosophy and rationale of the curriculum area of mathematics, materials aiding in the development of mathematical concepts/skills: introduction to numeration, linear counting, the decimal system and their functions, memorization of the facts, fractions, money, and time.

**EC.05 Physical and Life Sciences - 15 Hours (1 semester units)**

**Botany, Zoology & Science Curriculum (Core)**

Philosophy and rationale of the curriculum area of the physical and life sciences, and including botany and zoology, earth elements, and physical science.

**EC.06 Social Studies - History** **15 Hours (1 semester units)**  
**& Geography Curriculum (Core)**

Philosophy and rationale of the curriculum area of social studies which includes geography; land and water forms, globes, maps, flags, multicultural awareness, and history to include time (see mathematics), calendar, seasons, personal family history.

**EC.07 Classroom Leadership** **32 Hours (2 semester units)**

Philosophy and rationale of classroom leadership including the study of the role of the teacher in the preparation of the environment, scheduling and curriculum planning, lesson strategies, evaluation of children, and techniques for discipline, communication, and problem-solving, and a sensitivity to multiculturalism.

**EC.08 Montessori Philosophy/Theory** **32 Hours (2 semester units)**

Montessori, from a historical perspective, is examined. Philosophy specific to the method, such as auto-education, absorbent mind, sensitive periods, normalization, development of the will, spontaneous repetition, logical-mathematical mind, spiritual and moral development of the child, etc. are examined. How the philosophy relates to the child, materials, teacher, and environment are discussed. Peace education is the natural result of the Montessori philosophy.

**EC.09 Observation in Child Development** **10 Hours Lecture (1 unit)**  
**20 Hours Practicum**

Lecture and documented observation, some of which is done during the externship/practicum phase, is designed to bridge the academic coursework and the externship/practicum phase. Ten (10) observation reports.

**EC.10 Child Growth and Development/Psychology** **30 Hours (2 semester units)**

Theories of development and stages of development are examined in the Physical, Cognitive, Emotional, and Social areas. Current theories and research are examined.

**EC.11 Art, Music, Movement Curriculum 16 Hours (1 semester unit)**

Philosophy and rationale of the curriculum area of art, materials that aid development of art concepts and skills in two-dimensional art activities (easel or table), three-dimensional art activities, art appreciation, and art history.

Philosophy and rationale of the curriculum area of music, materials aiding in the development of music concepts and skills, singing skills, instrumental skills, music appreciation and history.

Philosophy and rationale of the curriculum area of movement, materials aiding in the development of movement concepts and skills: body awareness, basic skills (locomotors, stationary games), and line activities.

**EC.12 Parent Involvement - Child, Family and Community (3 unit)**  
**16 Hours Lecture**  
**30 Hours Laboratory/Practicum**

Philosophy and rationale for parent involvement and education, raising the level of awareness, developing a knowledge base, providing options for collaboration, creating strategies for collaboration, and application and implementation of strategies.

The child within the context of the family and the community is the emphasis with a sensitivity to multiculturalism as related to child-rearing practices, and familial and community expectations.

**EC.13 Externship/ Field Experience- 540 Hours (18 semester units)**  
**Practicum I & II**

The practicum provides the Adult Learner with a supervised teaching and learning experience and a period of observation, internalization, and further study, in order to bring together the theory and practice of Montessori education. The Adult Learner participates in all facets of Early Childhood curriculum and development, as well as family partnership, and administrative procedures.

**EC.15 Yearlong Project 8 hours**

**EC.21 Curriculum Practice & Philosophy 1: 48 hours**

## Practical Life

Curriculum practical life practice and practical life philosophy support the student to successful complete the practical life requirements of the Montessori practical life coursework in the assignment of practical life manual, practical life philosophy paper, demonstration of practical life materials, and practical life written examination in practical life.

**EC.22** Curriculum Practice & Philosophy 2: 48 hours  
Sensorial

Curriculum sensorial practice and sensorial philosophy support the student to successful complete the requirements of the Montessori sensorial coursework in the assignment of sensorial manual, sensorial philosophy paper, demonstration of sensorial materials, and sensorial written examination in sensorial.

**EC.23** Curriculum Practice & Philosophy 3 48 hours  
Language Arts

Curriculum language arts practice and philosophy support the student to successful complete the requirements of the Montessori language arts coursework in the assignment of language arts manual, language arts philosophy paper, demonstration of language arts materials, and language arts written examination in language arts.

**EC.24** Curriculum Practice & Philosophy 3 48 hours  
Mathematics

Curriculum mathematics practice and philosophy support the student to successful complete the requirements of the Montessori coursework in the assignment of mathematics manual, mathematics philosophy paper, demonstration of mathematics materials, and mathematics written examination in mathematics.

### **Early Childhood Level/ Everyday Living Curriculum (Core)**

#### **Practical Life (EC.01)**

##### **Description:**

The Practical Life curriculum will familiarize the student with the Montessori Practical Life curriculum to include the philosophy and rationale, and the curriculum areas of grace and courtesy, control of movement with line activities, care of person, care of the environment, food and nutrition, ground rules with a focus on gross motor and fine motor movement.

**Instructors:**

Sunnyvale, CA Campus

Elizabeth Thurairatnam, Summer Schedule

Elizabeth Thurairatnam, Year-round Schedule

San Leandro, CA Campus

Anni Tervydis, Year-round Schedule

**Academic clock hours:** 45 hours

**Credits:** California State University – East Bay – 3 semester units  
MTEC/SFBA transcript – 3 semester units

**Competencies to be achieved in Practical Life:**

I. Content knowledge of subject matter for Practical Life with emphasis on fine and gross motor skills (MACTE 1c);

Content knowledge of community resources for learning and expanding Practical Life activities (MACTE 1d).

II. Pedagogical knowledge to understand & master the correct use of the Montessori Practical

Life materials (MACTE 2a);

Pedagogical knowledge to understand and master the scope and sequence of the Practical Life curriculum as a spiral curriculum with introducing increasingly complex materials (MACTE 2b);

Pedagogical knowledge to understand Practical Life as a part of the prepared environment (MACTE 2c)

Pedagogical knowledge with a clear plan for Practical Life instruction (MACTE 2f)

III. Practice in demonstrate and implement Practical  
Life with children; (MACTE 3a);

Practice to authentically assess children using the  
Practical Life materials (MACTE 3b);

Practice to connect the Montessori philosophy and  
Practical Life materials (MACTE 3c);

Develop a professional responsibility through a Code of Ethics (MACTE 3e)

Practice innovation and flexibility with the Practical Life materials (MACTE 3f)

### **Outline of content and learning experiences:**

#### **Session 1:**

Philosophy

Personal Code of Ethics

Overview of the course – Scope & Sequence

Rationale for Practical Life

Introduction Exercise Outline of content and learning experiences:

Grace and Courtesy Exercises

Control of Movement: Line Activities - Gross Motor Activities

#### Presentation & Practice:

Rolling a Mat

Folding a Cloth

Cutting

Practice Session

Presentation: Whole Hand Grasp

Bean Transfer

Sponge Squeezing

Basting  
Practice Session  
Introduction to manual  
Manual Requirements  
Circle: Introduction to School and Preliminary  
Exercises  
Presentation: Whole Hand Grasp  
Pouring Sequence  
Practice Session  
Tonging  
Practice Session

**Session 2:**

Personal Code of Ethics

Presentation & Practice:

Three Finger Grasp – Fine Motor  
Spoonng Sequence  
Medicine Dropper  
Practice Session  
Tweezers  
Clothes Pins and Paper Clip  
Practice Session  
Wrist Movement  
Lids and Jars  
Nuts and Bolts  
Locks and Keys  
Practice Session  
Egg-beater and whisk  
Shell Washing

Sorting Sequence

Practice Session

**Session 3:**

First Part of Rationale Paper Due

Philosophy

Personal Code of Ethics

Create an Activity

Presentation & Practice: Care of Person

Button Frame

Zipper Frame

Snapping Frame

Practice Session

Hook and Eye Frame

Buckle Frame

Bow Tying Frame

**Session 4:**

Personal Code of Ethics

Presentation & Practice

Hand Washing

Table Washing

Shelf Cleaning

Practice Session

Dish Washing

Window Washing

Taking Care of Plants

Watering

Cleaning Leaves

Housekeeping – sweeping

Scope & Sequence

Details of the Prepared Environment

Community Resources for Innovation

**Session 5:**

Personal Code of Ethics

MACTE Competencies

Observation & Assessment forms

Levels of Difficulty – Spiraling Curriculum

Planning for the year

Presentation & Practice:

Mirror Polishing

Wood Polishing

Silver Polishing

Copper Polishing

Shoe Polishing

Control of Movement - Stationary Exercise

Using a Stapler

Using a Hole Punch

Using a Rubber Band

Using a Pin Cushion

Practice Session

Food Preparation

Cutting Banana, Cucumber, Carrot

Grating

Spreading

Tea Serving

Testing:

- Prepared Environment (eye to details) for the Practical Life
- Scope & Sequence of Practical Life – Set-Up
- Planning the Sequence of Practical Life materials during the year
- Testing and Presentation of Own Practical Life Material
- Evaluation of commercial Practical Life materials
- Creating Practical Life materials
- Practical Life materials as assessment tools
- Testing and Presentation of Own Practical Life Material

**Assignments: written adult learner comments:**

- Community Resources – catalog and internet enrichment
- Parent & Community Communication – verbalize purpose of each material
- Purpose & Methods of Observation – what to look for
- Authentic Assessment & Documentation – methods of observing and recording
- Reflective Practitioner – Thinking about, & supporting the children to think about
- Support & Intervention for Learning Differences – non-typical math responses
- Culturally Responsive Methods – cultural differences
- Philosophy and Methods – integration of theory & practice
- Innovation and Flexibility – alternative presentations & why
- Classroom Leadership – exhibiting in behavior

**Assignments, evaluation requirements and/or performance assessments:**

- Practical Life Manual (MACTE 1.c, 2.f, 3.a)
- Student Practice Sessions (MACTE 2.a, 3.a)
- Performance Assessment (MACTE Competency 3.a)
- Written Examination – Scope & Sequence (MACTE Competency 2.c, 3.c)
- Rationale Paper – Philosophy & Application (MACTE Competency 2.b, 2.c, 3.b)
- Personal Code of Ethics Statement (MACTE Competency 3.e)
- Community Resources – catalog and internet enrichment (MACTE 1.d)

Write-up of own Practical Life Material (MACTE 3.f)

**Objectives:**

I. The student is provided with the knowledge of subject matter for Practical Life with emphasis on fine and gross motor skills (MACTE 1c);  
The student is encouraged to seek knowledge of community resources for learning and expanding Practical Life activities (MACTE 1d).

II. The student is introduced to pedagogy to understand & master the correct use of the Montessori Practical Life materials (MACTE 2a);

The student is provided with the pedagogy to understand and master the scope and sequence of the Practical Life curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);

The student presented with the pedagogy to understand Practical Life as a part of the prepared environment (MACTE 2c)

The student is provided with a clear plan for Practical Life instruction (MACTE 2f)

III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Practical Life with children; (MACTE 3a)

The student is shown how to teach with grace and courtesy to authentically assess children using the Practical Life materials (MACTE 3b);

The student is supported in connecting the Montessori philosophy and the Practical Life materials (MACTE 3c);

The student is introduced to discussion on Professional Responsibility in terms on the

development of a Personal Code of Ethics; Children and Prepared Environment  
(MACTE 3e)

The student is provided with teaching assignments to demonstrate innovation  
and flexibility with the Practical Life materials (MACTE 3f)

**Required textbooks/readings:**

Practical Life Manual

Practicum Planning Journal

Relevant literature books from bibliography

See Philosophy Syllabus

**Early Childhood Level  
Curriculum & Philosophy (Core)  
Sensorial (EC.02)**

**Description:**

The Sensorial curriculum will familiarize the student with the Montessori Sensorial curriculum to include the rationale and philosophy of the sensorial area of the curriculum, and presentations of the sensorial materials, which develop and refine the sense of visual (size, shape and color), tactile (baric, thermic and tactile), auditory, olfactory and gustatory.

**Instructors:**

Sunnyvale, CA Campus  
Maryam Haghbin, Summer Schedule  
Heng Chen, Year-round Schedule

San Leandro, CA Campus  
Maryam Haghbin, Year-round Schedule

**Academic clock hours:** 45 hours

**Credits:** California State University – East Bay – 3 semester units  
MTEC/SFBA transcript – 3 Semester Units

**Competencies to be achieved in Sensorial to include:**

- I. Content Knowledge of subject matter for Sensorial with emphasis on fine and gross motor skills (MACTE 1c);  
Content knowledge of community resources for learning and expanding Sensorial activities (MACTE 1d).
- II. Pedagogical knowledge to understand & master the correct use of the Montessori  
Sensorial materials (MACTE 2a);  
Pedagogy to understand and master the scope and sequence of the Sensorial curriculum as a spiral curriculum with introducing increasingly complex materials (MACTE 2b);  
Pedagogy to understand Sensorial as a part of the prepared environment (MACTE 2c)  
Pedagogy with a clear plan for Sensorial instruction (MACTE 2f)

III. Teaching with grace & courtesy to demonstrate and implement Sensorial with children; (MACTE 3a)

Teaching with grace and courtesy to authentically assess children using the Sensorial materials (MACTE 3b);

Teaching with grace and courtesy to connect the Montessori philosophy and Sensorial materials (MACTE 3c);

Teaching with a professional responsibility through a Code of Ethics (MACTE 3e)

Teaching with grace and courtesy to demonstrate innovation and flexibility with the

Sensorial materials (MACTE 3f)

### **Outline of content and learning experiences:**

#### **Session 1:**

Philosophy

Personal Code of Ethics Statement

Overview of the course – Scope & Sequence

Rationale for Sensorial

Introduction Exercises

Student Practice Session Record Sheet

Scope & Sequence of Sensorial

#### **Visual Sense:**

Discrimination of Dimension (size)

Fine motor – pincer grasp of knobs

Knobbed Cylinder Block – 4 presentations and extensions

Practice Session

Knobbed Cylinder Blocks w/Cards

Pink Cubes – Gross Motor

Brown Quadrilateral Prisms – Gross Motor

Red Rods – Gross Motor

Practice Session

Colored Cylinders – Fine Motor

Introduction to the Manual and the Manual Requirements

**Session 2:**

Philosophy - Personal Code of Ethics Statement

Scope & Sequence of Sensorial

Concepts:

Isolation of Difficulty, Control of Error,

Direct Aim, Indirect Aim

Visual Sense-Dimension: Testing from Session 1

Group – Dimensional Material - Pyramid

Discrimination of Form (shape)

Geometric Solids

Three Period Lesson

Geometric Solids with Bases

Geometry Demonstration Tray

Geometry Cabinet

Practice Session

Geometry Cabinet with Cards

Constructive Triangles

Triangle Box

Large Hexagon Box

Practice Session

Small Hexagon Box

Rectangle Box 1

Rectangle Box – Blue

Practice Session

Introduce Rationale Paper

**Session 3:**

Philosophy - Personal Code of Ethics Statement

Scope & Sequence of Sensorial

Power of Two

Binomial Cube

Trinomial Cube

Practice Session

Group Presentation: Square of Pythagoras

Square of Pythagoras Table

Visual Sense-Shape: Testing from Session 2 and 3

**Session 4:**

Philosophy - Personal Code of Ethics Statement

Scope & Sequence of Sensorial

Discrimination of Color

Primary Color Box (Box 1)

Hue Matching Box (Box 2)

Color Tint Box (Boxes 3)

Practice Session

Discrimination of Pattern - Shape, Size and Color

Rational Paper

Tactile Sense:

Fabric Box 1

Fabric Box 2

Fabric Box 3

Tactile Boards

Tactile Tablets  
Baric Tablets  
Thermic Cylinders  
Thermic Tablets  
Practice Session  
Prepared Environment: Details of the Sensorial  
Community Resources for Innovation  
Planning for the academic year

**Session 5:**

Personal Code of Ethics Statement

Scope & Sequence of Sensorial

Auditory Sense:

Introductory Activities

Sound Cylinders

Olfactory Sense:

Introductory Activities

Smelling Cylinders

Gustatory Sense:

Introductory activities

Tasting Bottles

Practice Session

Testing from Session 4 and 5

Rationale Paper and Written Examination

Keeping up the Sensorial Prepared Environment (eye to details)

Setting up Sensorial Environment

Scope & Sequence of Sensorial

Planning of Sensorial materials during the year

Testing and Presentation of Own Sensorial Material

Evaluation of commercial Sensorial materials

Creating Sensorial materials

Sensorial materials as assessment tools

**Assignments: written adult learner comments:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior

**Assignments, evaluation requirements and/or performance assessments:**

Sensorial Manual (MACTE Competency 1.c, 2.f, 3.a)

Sensorial Practice Sessions (MACTE Competency 2.a, 3.a)

Performance Assessment (MACTE Competency 3.a)

Written Examination – Scope & Sequence (MACTE Competency 2.c, 3.c)

Rationale Paper – Philosophy & Application (MACTE Competency 2.b, 3.b)

Personal Code of Ethics Statement (MACTE Competency 3.e)

Community Resources – catalog and internet enrichment (MATCE 1.d)

Write-up of own Sensorial Material (MACTE 3.f)

**Objectives:**

I. The student is provided with the knowledge of subject matter for Sensorial with emphasis on fine and gross motor skills (MACTE 1c);

The student is encouraged to seek knowledge of community resources for learning and expanding Sensorial activities (MACTE 1d).

II. The student is introduced to pedagogy to understand & master the correct use of

the Montessori Sensorial materials (MACTE 2a);

The student is provided with the pedagogy to understand and master the scope

and sequence of the Sensorial curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);

The student presented with the pedagogy to understand Sensorial as a part of the

prepared environment (MACTE 2c)

The student is provided with a clear plan for Sensorial instruction (MACTE 2f)

III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Sensorial with children;(MACTE 3a);

The student is shown how to teach with grace and courtesy to authentically assess children using the Sensorial materials (MACTE 3b);

The student is supported in connecting the Montessori philosophy and the Sensorial materials (MACTE 3c);

The student is introduced to discussion on Professional Responsibility in terms on the development of a Personal Code of Ethics; Other Staff Members (MACTE 3e)

The student is provided with teaching assignments to demonstrate innovation and flexibility with the Sensorial materials (MACTE 3f)

**Required and recommended readings:**

Sensorial Manual

Relevant literature books from bibliography

See Philosophy Syllabus

**Early Childhood Level**  
**Curriculum & Philosophy (Core)**  
**Language Curriculum (EC.03)**

**Description:**

The Language curriculum will familiarize the student with the Montessori Language curriculum to include the philosophy & rationale, and the curriculum areas of receptive (listening and reading) and expressive (speaking and writing) areas, pre-reading visual and auditory experiences, vocabulary development and enrichment, and classical Montessori materials to aid in reading, penmanship, and writing: the sandpaper letters, moveable alphabet, metal insets, writing, reading, and penmanship, and grammar with the parts of speech (function of words).

**Instructors:**

Sunnyvale, CA Campus

Anni Tervydis, Summer Schedule

Anni Tervydis, Year-round Schedule

San Leandro, CA Campus

Mary Cooper, Year-round Schedule

**Academic clock hours:** 45 Hours

**Credits:** California State University – East Bay – 3 semester units  
MTEC/SFBA transcript – 3 semester units

**Competencies to be achieved in Language:**

- I. Knowledge of subject matter for Language with emphasis on fine and gross motor skills (MACTE 1c);  
Knowledge of community resources for learning and expanding Language activities (MACTE 1d).
- II. Pedagogy to understand & master the correct use of the Montessori Language materials (MACTE 2a);  
Pedagogy to understand and master the scope and sequence of the Language curriculum as a spiral curriculum with introducing increasingly

- complex materials (MACTE 2b);
- Pedagogy to understand Language as a part of the prepared environment (MACTE 2c)
- Pedagogy with a clear plan for Language instruction (MACTE 2f)
- III. Teaching with grace and courtesy to demonstrate and implement Language with children; (MACTE 3a)
  - Teaching with grace and courtesy to authentically assess children using the Language materials (MACTE 3b);
  - Teaching with grace and courtesy to connect the Montessori philosophy and Language materials (MACTE 3c);
  - Teaching with a professional responsibility through a Code of Ethics (MACTE 3e)
  - Teaching with grace and courtesy to demonstrate innovation and flexibility with the Language materials (MACTE 3f)

**Outline of content and learning experiences:**

**Session 1:**

Philosophy

Personal Code of Ethics Statement

Overview of the Course

Rationale for Language Arts

Introduction Exercise

Overview/Manual Requirements

**Manual I Chapter 1**

Organization Chart of Language Arts Curriculum

History of Oral and Written Language

Language Development in the Montessori Classroom

Expressive Language Evaluation Scale

Stimulating Language Development

Overview of Language in the Montessori Classroom

Revitalizing the Montessori Apparatus  
Whole Language Approach to Literacy and Learning  
Development Required Before a Child Can Read  
Failure to Remember What Is Read  
Poor Comprehension  
The Mystery of Language

## **Manual I Chapter 2**

Listening and Speaking in the Montessori Classroom  
Visual Contact: Child/Adult  
Tone of Voice  
Precision of Language  
Naming of the Materials: Use of Adjectives  
History Activities  
Geography Activities  
Botany Activities  
Zoology Activities  
Concept Formation  
Weather Report  
Names of Children  
Vocabulary Development: Sensorial Materials  
Line Activities  
Informal Discussion at Group-time  
Rhymy-Blimy: Aural Training  
Tricky Vowel Game: Aural training  
“I Am Going...” Creative Story Making  
Question Game: Concept Development  
“I Spy...”

Silence Game: Rationale

Silence Game

Montessori Line Activities

## **Manual 2 Chapter 1 *Visual Discrimination***

Organizational Chart of Language Arts Curriculum

Puzzles

Object to Object: Matching

Object to Picture: Matching

Picture to Object: Matching

Picture to Picture: Matching

Mental Development Enhanced Expressive Language

Oral Expression Organization of Ideas

Oral Expression Organization of Ideas

“Look Alikes”: Matching

Whole to Parts: Nomenclature Cards

Whole to Parts: Association

Parts to Whole: Picture Formation

Figure/Ground: Matching

Spatial Relationships

Graphic Matching

Sandpaper Letter and Moveable Alphabet Matching

Patterning: Bead Stringing – Concrete

Patterning: Bead Stringing – Abstract

Patterning: Cubes and Cards

Simple Patterning Exercises

Patterning: Parquetry and Cards

What's Missing

**Session 2:**

**Manual 2 Chapter 2 - *Concept Development***

Association

Opposites

Rhyming Objects

Classification: Kinds of

Classification: Categories

Classification: Doesn't Belong

Picture Sequence Cards

**Manual 3 Chapter 1 *Introduction to Language Arts***

Organizational Chart of Language Arts Curriculum

History of Oral and Written Language

**Manual 3 Chapter 2: *Handwriting***

Metal Insets: Introduction

Physical Considerations When Writing

Except from Improving Handwriting

Instruction in Elementary Schools

Metal Insets

Metal Insets: Presentations

Metal Inset Booklets  
Metal Inset: Extensions  
Refinement of Pencil Control  
Patterns for Writing  
Sandpaper Letters: As a Handwriting Exercise  
Writing in Grain  
Writing on the Chalkboard  
Writing on the Paper  
Forming Letters  
Tracing the Child's Name  
Creating Margins  
Clay Tablets  
Alphabets From Other Cultures

**Chapter 3: *Indirect Preparation for Reading***

Whole to Parts: Nomenclature Cards  
Review: Three Period Lesson  
Vocabulary Development

**Session 3:**

**Manual 3 Chapter 4: *Direct Preparation for Reading***

=Phonics Guide for Teachers  
"I Spy..." Initial Sounds with Objects or Pictures  
Sandpaper Letters  
Sandpaper Letters with Pictures  
Blending Sounds with Objects or Pictures

**Manual 3 Chapter 5: Reading (Pink Series) Short Vowel Sounds**

Moveable Alphabet: Short Vowel Sounds (Pink Series) with Objects

Word Labels: Short Vowels Sounds (Pink Series) with Objects

Booklets: Short Vowel Sounds (Pink Series)

Word List: Short Vowel Sounds (Pink Series)

Rhyming Word Labels: Short Vowel Sounds (Pink Series) with pictures

Peek-a-Boo Words: Short Vowel Sounds (Pink Series)

Dial-A-Word: Short Vowel Sounds (Pink Series)

**Manual 3 Chapter 6:**

Introduction to Sight Words

Sight Words: Most Frequently Used Words

Word Cards: Sight Words

**Session 4:**

**Manual 4 Chapter 1: *Reading (Blue Series): Consonant Blends***

Consonant Blends Guide

Sequence of Presentations

“I Spy...”: Consonant Blends (Blue Series) with Objects or Pictures

Sandpaper Letters: Consonant Blends (Blue Series)

Moveable Alphabet: Consonant Blends (Blue Series) with Objects or Pictures

Word Labels: Consonant Blends (Blue Series) with Pictures

Sentence Labels: Consonant Blends (Blue Series) with Pictures

Booklets: Consonant Blends (Blue Series)

Word List: Consonant Blends (Blue Series)

Final Consonant Blends: Consonant Blends (Blue series)

**Manual 4 Chapter 2:**

Sequence of Presentations

Sandpaper Letters: Phonograms (Green Series)

Sandpaper Letters: Phonograms (Green Series) with Pictures

Moveable Alphabet: Phonograms (Green Series)

Word Labels: Phonograms (Green Series)

Word List: Phonograms (Green Series)  
MACTE Competencies  
Observation Forms and Observation Techniques  
Grammar

**Session 5:**

**Manual 5, Chapter 1: The Noun**

The Miniature Environment  
Person, Place or Thing  
Common and Proper Nouns  
Singular and Plural  
Feminine, Masculine, and Neuter

**Manual 5, Chapter 2: The Article**

Key Experience  
Special Case of the “AN”  
The Miniature Environment  
Singular and Plural  
Reading

**Manual 5, Chapter 3: The Adjective**

Key Experience  
The Miniature Environment  
The Detective Triangle Game with Two Adjectives

**Manual 5, Chapter 4: The Noun Family**

Grammar Symbols  
Chart  
Transposition  
The adjective: Logical Agreement

**Manual 5, Chapter 5: The Verb**

Key Experience

Noun and Article: Transposition

Logical Agreement

**Manual 5, Chapter 6: The Preposition**

Key Experience

The Miniature Environment

Transposition

**Manual 5, Chapter 7: The Adverb**

Key Experience

Transposition

Logical Agreement

**Manual 5, Chapter 8: The Pronoun**

Key Experience

**Manual 5, Chapter 9: The Conjunction**

Key Experience

Miniature Environment

**Manual 5, Chapter 10: The Interjection**

Key Experience

Keeping up the Language Arts Prepared Environment (eye to details)

Setting up Language Arts Environment

Scope & Sequence of Language Arts

Sequence of Language Arts materials during the year

Testing and Presentation of Own Language Arts Material

Evaluation of commercial Language Arts materials

Creating Language Arts materials

Language Arts materials as diagnostic

**Assignments: written adult learner comments:**

- Community Resources – catalog and Internet enrichment
- Parent & Community Communication – verbalize purpose of each material
- Purpose & Methods of Observation – what to look for
- Authentic Assessment & Documentation – methods of observing and recording
- Reflective Practitioner – Thinking about, & supporting the children to think about
- Support & Intervention for Learning Differences – non-typical math responses
- Culturally Responsive Methods – cultural differences
- Philosophy and Methods – integration of theory & practice
- Innovation and Flexibility – alternative presentations & why
- Classroom Leadership – exhibiting in behavior

**Assignments, evaluation requirements and/or performance assessment:**

- Language Arts Manual (MACTE Competency 1.c, 2.f, 3.a)
- Language Arts Practice Sessions (MACTE Competency 2.a, 3.a)
- Student Practice Sheet (MACTE Competency 3.a)
- Performance Assessment (MACTE Competency 3.a)
- Written Examination – Scope & Sequence (MACTE Competency 2.c, 3.c)
- Rationale Paper – Philosophy & Application (MACTE Competency 2.b, 3.b)
- Personal Code of Ethics Statement (MACTE Competency 3.e)
- Community Resources – catalog and internet enrichment (MACTE 1.d)
- Write-up of own Language Material (MACTE 3.f)

**Objectives:**

- I. The student is provided with the knowledge of subject matter for Language with emphasis on fine and gross motor skills (MACTE 1c);  
The student is encouraged to seek knowledge of community resources for learning and expanding Language activities (MACTE 1d).

- II. The student is introduced to pedagogy to understand & master the correct use of the Montessori Language materials (MACTE 2a);  
The student is provided with the pedagogy to understand and master the scope and sequence of the Language curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);  
The student presented with the pedagogy to understand Language as a part of the prepared environment (MACTE 2c)  
The student is provided with a clear plan for Language instruction (MACTE 2f)
- III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Language with children (MACTE 3a)  
The student is shown how to teach with grace and courtesy to authentically assess children using the Language materials (MACTE 3b);  
The student is supported in connecting the Montessori philosophy and the Language materials (MACTE 3c);  
The student is introduced to discussion on Professional Responsibility in terms on the development of a Personal Code of Ethics; Parent/Community. (MACTE 3e)  
The student is provided with teaching assignments to demonstrate innovation and flexibility with the Language materials (MACTE 3f)

**Required and recommended readings:**

*Language Arts Manual I-V*

Relevant literature books from bibliography - See Philosophy Syllabus

**Early Childhood Level (Core)**  
**Mathematics Curriculum (EC.04)**

**Description:**

The Mathematics curriculum will familiarize the student with the Montessori Mathematics curriculum to include the philosophy and rationale of the curriculum. The materials that aid in the development of the mathematical mind, logical-mathematical thought, and mathematical concepts and skills are presented. The introduction to the numeration, linear counting materials. The base ten system is introduced and levels of concrete materials, representational materials, and abstraction materials are presented. The functions or operations of addition, subtraction, multiplication and division are introduced in both static and dynamic operations. Memorization of the mathematics facts of addition, subtraction, multiplication and division is presented with concrete and abstract materials. Application of math to “word problems” is introduced. Fractions and money are presented at the practicum seminar.

**Instructors:**

Sunnyvale, CA Campus

Sharon Shi, Summer Schedule

Sharon Shi, Year-round Schedule

Edith Vasquez, Practicum Seminars

San Leandro, CA Campus

Teresa Moreno, Year-round Schedule

**Academic clock hours:** 45 Hours

**Credits:** California State University – East Bay – 3 semester units

MTEC/SFBA transcript – 3 semester units

**Competencies to be achieved in Mathematics:**

- I. Knowledge of subject matter for Mathematics with emphasis on fine and gross motor skills (MACTE 1c);  
Knowledge of community resources for learning and expanding Mathematics activities (MACTE 1d).
- II. Pedagogy to understand & master the correct use of the Montessori

Mathematics materials (MACTE 2a);

Pedagogy to understand and master the scope and sequence of the Mathematics curriculum as a spiral curriculum with introducing increasingly complex materials (MACTE 2b);

Pedagogy to understand Mathematics as a part of the prepared environment (MACTE 2c)

Pedagogy with a clear plan for Mathematics instruction (MACTE 2f)

III. Teaching with grace and courtesy to demonstrate and implement Mathematics with children (MACTE 3a)

Teaching with grace and courtesy to authentically assess children using the Mathematics materials (MACTE 3b);

Teaching with grace and courtesy to connect the Montessori philosophy and Mathematics materials (MACTE 3c);

Teaching with a professional responsibility through a Code of Ethics (MACTE 3e)

Teaching with grace and courtesy to demonstrate innovation and flexibility with the Mathematics materials (MACTE 3f)

**Outline of content and learning experiences:**

**Session 1:**

Philosophy - Personal Code of Ethics Statement

The Number Rods

The Sandpaper Numerals

The Number Rods and Numerals

The Spindle Boxes

The Numerals and Counters

The Memory Game With Numerals and Counters

Linear Counting: Introduction

The Short Bead Stair  
Snake Game: Search for Ten  
Teen Board: Quantity  
Teen Board: Symbols  
Teen Board: Quantity and Symbols  
Ten Board: Quantity  
Ten Board: Symbols  
Ten Board: Quantity and Symbols  
Number Rods – Teen Presentation

**Session 2:**

Philosophy - Personal Code of Ethics Statement  
One Hundred Board and Numerals  
One Hundred Chain  
Squaring Chains: One Through Ten  
Cubing Chains: One Through Ten (One Thousand Chain)  
Cubing Chains Layout

**Session 3:**

Philosophy - Personal Code of Ethics Statement  
Introduction to the Decimal System: Quantity  
Introduction to the Decimal System: Symbols  
The Decimal System: Association of Quantity and Symbol  
Formation of Numeral Cards  
Regrouping with the Golden Beads for Addition  
Addition with the Golden Beads  
Introduction to the Stamp Game  
Formation of Quantity in Stamps  
Addition with the Stamp Game  
The Dot Board: Addition  
Introduction to the Bead Frame

Introduction to the Bead Frame with the Golden Beads  
Introduction to the Bead Frame with Notation Paper  
Reading and Writing Numbers on the Bead Frame  
Addition with the Bead Frame  
Subtraction with the Golden Beads  
Regrouping with the Golden Beads  
Subtraction with the Stamp Game  
Subtraction with the Bead Frame

**Session 4:**

Philosophy - Personal Code of Ethics Statement  
MACTE Competencies  
Observation Forms and Observation Techniques  
Multiplication with the Golden Beads  
Multiplication with the Stamp Game  
Multiplication with the Bead Frame  
Division with the Golden Beads (One-Digit Division)  
Division with the Golden Beads  
(Two-Digit Divisor "Decurian Division")  
Division with the Stamp Game

**Session 5:**

Philosophy - Personal Code of Ethics Statement  
Introduction to Memorization Work  
Introduction to the Addition Strip Board  
Addition Strip Board  
Bead Bars for the Memorization of Addition  
Bead Bars: Commutative Law  
Bead Bars: Multiple Addends  
Bead Bars: Addends Larger Than Ten  
Bead Bars: Associative Law

Basic Formats for Addition  
Addition Story Problems  
Addition Chart 3  
Introduction to the Subtraction Strip Board  
Subtraction Strip Board  
Basic Format for Subtraction  
Subtraction Story Problems  
Subtraction Chart 3  
Introduction to the Multiplication Bead Board  
Multiplication Bead Board  
Bead Bars for the Memorization of Multiplication  
Construction of The Decanomial  
Power of Numbers  
Basic Format for multiplication  
Multiplication Story Problems  
Multiplication Chart 3  
Introduction to the Unit Division Board  
Unit Division Board  
Division Story Problems  
Relationship of Multiplication and Division  
Overview of Charts  
Addition Chart 4 (The Half Table)  
Addition Chart 5 (Simplified Chart)  
Multiplication Chart 4  
Multiplication Chart 5 (“Bingo Chart” or “Blank Chart”)  
Division Chart 1  
Division Chart 2  
Oral Games  
Oral Games for the Memorization of Addition  
Oral Games for the Memorization of Subtraction

Oral Games for the Memorization of Multiplication  
Oral Games for the Memorization of Division  
Basic Formats for Addition  
Basic Formats for Subtraction  
Basic Format for Multiplication  
Addition Snake Game  
Subtraction Snake Game  
Snake Game for Memorization of Multiplication  
Cubing Chains for the Memorization of Multiplication  
Further Explanation –Power of Numbers  
Keeping up the Mathematics Prepared Environment (eye to details)  
Setting up Mathematics Environment  
Scope & Sequence of Mathematics  
Sequence of Mathematics materials during the year  
Testing and Presentation of Own Mathematics Material  
Evaluation of commercial Mathematics materials  
Creating Mathematics materials  
Mathematics materials as diagnostic

**Session 6: Practicum Seminar – All Day 8:00 AM – 5:00 PM**

Money Scope & Sequence - Materials  
Fraction Scope & Sequence – Materials

**Assignments: written adult learner comments:**

Community Resources – catalog and internet enrichment  
Parent & Community Communication – verbalize purpose of each material  
Purpose & Methods of Observation – what to look for  
Authentic Assessment & Documentation – methods of observing and recording  
Reflective Practitioner – Thinking about, & supporting the children to think about  
Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences  
Philosophy and Methods – integration of theory & practice  
Innovation and Flexibility – alternative presentations & why  
Classroom Leadership – exhibiting in behavior

**Assignments, evaluation requirements and/or performance assessments:**

Mathematics Manual (MACTE 1.c, 2.f, 3.a)  
Mathematics Practice Sessions (MACTE 2.a, 3.a)  
Student Practice Sheet (MACTE Competency 3.a)  
Performance Assessment (MACTE Competency 3.a)  
Written Examination – Scope & Sequence (MACTE Competency 2.c, 3.c)  
Rationale Paper – Philosophy & Application (MACTE Competency 2.b, 3.b)  
Personal Code of Ethics Statement (MACTE Competency 3.e)  
Community Resources – catalog and internet enrichment (MACTE 1.d)  
Write-up of own Mathematics Material (MACTE 3.f)

**Objectives:**

- I. The student is provided with the knowledge of subject matter for Mathematics with emphasis on fine and gross motor skills (MACTE 1c);

The student is encouraged to seek knowledge of community resources for learning and expanding Mathematics activities (MACTE 1d).

- II. The student is introduced to pedagogy to understand & master the correct use of the Montessori Mathematics materials (MACTE 2a);

The student is provided with the pedagogy to understand and master the scope and sequence of the Mathematics curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);

The student presented with the pedagogy to understand Mathematics as a part of the prepared environment (MACTE 2c)

The student is provided with a clear plan for Mathematics instruction  
(MACTE 2f)

III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Mathematics with children (MACTE 3a)

The student is shown how to teach with grace and courtesy to authentically assess children using the Mathematics materials (MACTE 3b);

The student is supported in connecting the Montessori philosophy and the Mathematics materials (MACTE 3c);

The student is introduced to discussion on Professional Responsibility in terms on the development of a Personal Code of Ethics; Administration (MACTE 3e)

The student is provided with teaching assignments to demonstrate innovation and flexibility with the Mathematics materials (MACTE 3f)

**Required and recommended readings:**

Early Childhood Mathematics Manual

Practicum Seminar: Fractions Manual & Money Manual

## Early Childhood Level (Core)

### Physical and Life Science Curriculum (EC.05)

#### **Description:**

The Physical and Life Science curriculum will familiarize the adult learner with the Montessori curriculum to include the philosophy and rationale, and the curriculum areas of botany, zoology earth science and physical science.

#### **Instructor:**

Ann Gavey

#### **Location:**

Sunnyvale, CA Campus

#### **Academic clock hours:**

14 Hours

#### **Credits:**

CSU – East Bay – 1 semester unit

MTEC/SFBA transcript - 1 semester unit

#### **Competencies to be achieved in Physical & Life Science (Botany & Zoology):**

- I. Knowledge of subject matter for Physical & Life Science (Botany & Zoology) with emphasis on fine and gross motor skills (MACTE 1c);  
Knowledge of community resources for learning and expanding Physical & Life Science (Botany & Zoology) activities (MACTE 1d).
- II. Pedagogy to understand & master the correct use of the Montessori Physical & Life Science (Botany & Zoology) materials (MACTE 2a);  
Pedagogy to understand and master the scope and sequence of the Physical & Life Science (Botany & Zoology) curriculum as a spiral curriculum with introducing increasingly complex materials (MACTE 2b);  
Pedagogy to understand Physical & Life Science (Botany & Zoology) as a part of the prepared environment (MACTE 2c)  
Pedagogy with a clear plan for Physical & Life Science (Botany & Zoology) instruction (MACTE 2f)
- III. Teaching with grace and courtesy to demonstrate and implement Physical & Life Science (Botany & Zoology) with children;(MACTE 3a)  
Teaching with grace and courtesy to authentically assess children using the Physical & Life Science (Botany & Zoology) materials (MACTE 3b);

Teaching with grace and courtesy to connect the Montessori philosophy  
and

Physical & Life Science (Botany & Zoology) materials (MACTE 3c);

Teaching with a professional responsibility through a Code of Ethics  
(MACTE 3e)

Teaching with grace and courtesy to demonstrate innovation and flexibility  
with the Physical & Life Science (Botany & Zoology) materials (MACTE 3f)

### **Outline of content and learning experiences:**

#### **Session 1:**

Philosophy

Overview of the course

Introduction Exercises

Introduction to the Manuals and the Manual Requirements

#### **Zoology**

Living/Non-Living

Plant/Animal

Fish

Amphibian

Reptile

Bird

Mammal

Animal Stories

Care of Animals

#### **Session 2:**

##### **Botany**

Living/Non-Living

Plant/Animal  
Plant  
Root  
Stem  
Leaf  
Flower  
Fruit  
Seed  
Care of Plants  
Propagation of Plants

**Assignments, evaluation requirements and/or performance assessments:**

Botany Manual (MACTE 1.c, 2.f, 3.a)

Zoology Manual (MACTE 2.a, 3.a)

Botany and Zoology Practice Sessions (MACTE 3.a)

Student Practice Sheet (MACTE 3.a, 3.b)

Written Examination (MACTE 2.c, 3.c)

Year-long Project (MACTE 2.b)

Performance Assessment (MACTE 3.a)

Practicum Planning Journal (MACTE 2.a)

Community Resources – catalog and internet enrichment (MACTE 1.d)

Write-up of own Physical & Life Science Material (MACTE 3.f)

**Objectives:**

- I. The student is provided with the knowledge of subject matter for Physical & Life Science (Botany & Zoology). (MACTE 1c);  
The student is encouraged to seek knowledge of community resources for learning and expanding Physical & Life Science (Botany & Zoology) activities (MACTE 1d).

II. The student is introduced to pedagogy to understand & master the correct use of the Montessori Physical & Life Science (Botany & Zoology) materials (MACTE 2a);

The student is provided with the pedagogy to understand and master the scope and sequence of the Physical & Life Science (Botany & Zoology) curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);

The student presented with the pedagogy to understand Physical & Life Science (Botany & Zoology) as a part of the prepared environment (MACTE 2c)

The student is provided with a clear plan for Physical & Life Science (Botany & Zoology) instruction (MACTE 2f)

III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Physical & Life Science (Botany & Zoology) with children;(MACTE 3a)

The student is shown how to teach with grace and courtesy to authentically assess children using the Physical & Life Science (Botany & Zoology) materials (MACTE 3b);

The student is supported in connecting the Montessori philosophy and the Physical & Life Science (Botany & Zoology) materials (MACTE 3c);

The student is introduced to discussion on Professional Responsibility in terms on the development of a Personal Code of Ethics; Professional Development (MACTE 3e);

The student is provided with teaching assignments to demonstrate innovation and flexibility with the developing botany & zoology materials (MACTE 3f)

**Required and recommended readings:**

Botany Manual and Zoology Manual  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Early Childhood Level (Core)**  
**Social Studies (EC.06)**

**Description:**

The Social Studies curriculum will familiarize the student with the Montessori Social Studies curriculum to include the philosophy and rationale, and the curriculum areas of

geography including land and water forms, globes, maps, flags, multicultural awareness, and history including time, calendar, seasons, personal history.

**Instructor:** Ann Gavey  
**Location:** Sunnyvale, CA Campus  
**Academic clock hours:** 14 hours.

**Credits:** California State University - East Bay – 1 semester units  
MTEC/SFBA transcript – 1 semester unit

**Competencies to be achieved in Social Studies (History & Geography):**

- I. Knowledge of subject matter for Social Studies (History & Geography) (MACTE 1c);  
Knowledge of community resources for learning and expanding Social Studies (History & Geography) activities (MACTE 1d).
- II. Pedagogy to understand & master the correct use of the Montessori Social Studies (History & Geography) materials (MACTE 2a);  
Pedagogy to understand and master the scope and sequence of the Social Studies (History & Geography) curriculum as a spiral curriculum with introducing increasingly complex materials (MACTE 2b);  
Pedagogy to understand Social Studies (History & Geography) as a part of the prepared environment (MACTE 2c)

Pedagogy with a clear plan for Social Studies (History & Geography)  
instruction (MACTE 2f)

III. Teaching with grace and courtesy to demonstrate and implement

Social Studies (History & Geography) with children; (MACTE 3a)

Teaching with grace and courtesy to authentically assess children using the  
Social Studies (History & Geography) materials (MACTE 3b);

Teaching with grace and courtesy to connect the Montessori philosophy and  
Social Studies (History & Geography) materials (MACTE 3c);

Teaching with a professional responsibility through a Code of Ethics (MACTE  
3e)

Teaching with grace and courtesy to demonstrate innovation and flexibility  
with the Social Studies (History & Geography) materials (MACTE 3f)

### **Outline of content and learning experiences:**

#### **Session 1:**

Philosophy

Philosophy - Personal Code of Ethics Statement

Overview of the Course

Rationale for Social Studies

Introduction Exercises

Introduction to the Manual and the Manual Requirement

#### **Presentations:**

globe - sandpaper

globe - land and water

globe - continent

globe - standard

land and water forms - clay

land and water forms - paper

land and water forms - three-part cards

continent map

continent - three-part cards

North America - continent map

South America - continent map

Europe - continent map

Asia - continent map

Africa - continent map

Australia - continent map

## **Session 2:**

Philosophy - Personal Code of Ethics Statement

Study of peoples & cultures – fundamental needs

Time Lines:

personal time lines

family time lines

Birthday Celebration

clock materials

calendar

hours

Keeping up the History & Geography Prepared Environment

Setting up the History & Geography Environment

Scope & Sequence of History & Geography

Sequence of History & Geography materials during the year

Testing and Presentation of Own History & Geography Material

Evaluation of commercial History & Geography materials

Creating History & Geography materials

**Assignments: written adult learner comments:**

- Community Resources – catalog and internet enrichment
- Parent & Community Communication – verbalize purpose of each material
- Purpose & Methods of Observation – what to look for
- Authentic Assessment & Documentation – methods of observing and recording
- Reflective Practitioner – Thinking about, & supporting the children to think about
- Support & Intervention for Learning Differences – non-typical math responses
- Culturally Responsive Methods – cultural differences
- Philosophy and Methods – integration of theory & practice
- Innovation and Flexibility – alternative presentations & why
- Classroom Leadership – exhibiting in behavior

**Assignments, evaluation requirements and/or performance assessments:**

- Geography Manual (MACTE 1.c, 2.f, 3.a)
- History Manual (MACTE 3.a)
- Geography Manual (MACTE Competency 3.a)
- History and Geography Practice Sessions (MACTE 2.a, 3.a)
- Performance Assessments (MACTE Competency 3.a)
- Written Examination – Scope & Sequence – Geography & History  
(MACTE Competency 2.c, 3.c)
- Rationale Paper – Philosophy & Application (MACTE Competency 2.b, 3.b)
- Personal Code of Ethics Statement (MACTE Competency 3.e)
- Practicum Planning Journal (MACTE 2.a)
- Community Resources – catalog and internet enrichment (MACTE 1.d)
- Write-up of own Social Studies Material (MACTE 3.f)

**Objectives:**

- I. The student is provided with the knowledge of subject matter for Social Studies

(History & Geography). (MACTE 1c);

The student is encouraged to seek knowledge of community resources for learning and expanding Social Studies (History & Geography) activities (MACTE 1d).

II. The student is introduced to pedagogy to understand & master the correct use of the

Montessori Social Studies (History & Geography) materials (MACTE 2a);

The student is provided with the pedagogy to understand and master the scope and

sequence of the Social Studies (History & Geography) curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);

The student presented with the pedagogy to understand Social Studies (History & Geography) as a part of the prepared environment (MACTE 2c);

The student is provided with a clear plan for Social Studies (History & Geography) instruction (MACTE 2f)

III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Social Studies (History & Geography) with children; (MACTE 3a)

The student is shown how to teach with grace and courtesy to authentically assess children using the Social Studies (History & Geography) materials (MACTE 3b);

The student is supported in connecting the Montessori philosophy and the Social Studies (History & Geography) materials (MACTE 3c);

The student is introduced to discussion on Professional Responsibility in terms on the development of a Personal Code of Ethics; Professional Development (MACTE 3e);

The student is provided with teaching assignments to demonstrate innovation and flexibility with the developing history & geography materials (MACTE 3f)

**Required and recommended readings:**

Geography Manual

History Manual

**Early Childhood Level (Core)**  
**Classroom Leadership (EC.07)**

**Description:**

To familiarize the student with the Montessori area of classroom leadership to include preparation of the environment, scheduling of the staff and schedule of the day for children, evaluation of children, techniques for discipline, communication & problem solving, human needs and requirements of children, families and staff specific to a full day or extended day program, multicultural & diversity (though major focus in Child, Family and Community Course), Issues related to school administration, professional relationships, & best practice within the context of a personal code of ethics.

**Instructors:** Maryam Haghbin, Practicum Seminars  
Anni Tervydis, Practicum Seminars

**Location:** Sunnyvale, CA Campus

**Academic clock hours:** 32 hours.

**Credits:** California State University - East Bay – 2 semester units  
MTEC/SFBA transcript - 2 semester units

**Competencies to be achieved in Classroom Leadership:**

- II. Pedagogy to understand & master planning for instruction (MACTE 2f);  
Pedagogy to understand & master assessment & documentation  
(MACTE 2g);  
Pedagogy to understand & master reflective practices (MACTE 2h);  
Pedagogy to understand & master support and intervention for learning  
differences (MACTE 2i)
- III. Teaching with Grace and Courtesy to demonstrate and implement within the  
early childhood environment classroom Leadership (MACTE 3a);  
authentic assessment (MACTE 3b);  
professional responsibilities (MACTE 3e); and  
innovation and flexibility (MACTE 3f)

**Outline of content and learning experiences**

**Session 1:**

1. Review of fees and dates of payment.
2. In personal MTEC-SFBA account enter the information for “Create AMS EC or IT Recommendation form”. Do this as a group.
3. Review Seminar Schedule – Distribute Seminar Schedule flyer
4. Review the Practicum Binder:

Documents in the front panel of the Practicum Binder

Sign Disclosures – keep in Practicum Binder

Explain the Administrator form

Explain the Supervising Teacher form

Student Handbook – reference

Practicum Handbook – reference – duplication of what is found in the rest of the binder

Planning Journal – plan for the classroom in the prior week

Reflections – Think about the day (child or children, activity) and make plans for the next day

Attendance – signed monthly by Supervising Teacher

Competencies – in detail

Field Consultant Reports- three (3) times per year –

Consultant assigned in September

Maryam Haghbin – Early Childhood Practicum Coordinator

Supervising Teacher Reports – December, April & May

Observation Reports – Detail

Five due at December Seminar

Five due at May Seminar

Graduate Assessment form – due in May

5. Major Principles in Classroom Leadership – Preparation

Examine each Curriculum Area for preparation and renewal (with ease)

Examine each Curriculum Area for preparation and renewal (with ease)

Routines – Identify Principles & Rehearse

Greeting

Line activities

Handwashing as a group

Transitions from one activity to another, from inside classroom to outside  
(and back!)

Lunch Routine – Grace & Courtesy

Nap

Dismissal

Ground Rules

What are they and how are they reinforced

What are the words said

Overview – What to look for! Ground Rules, Organization of Materials,  
Presentations

Presentations

5. Montessori Rating Scales – Quality Principles

6. Major Principles in Classroom Leadership – Preparation

## **The Practicum Planning Journal & Reflections**

### **& Montessori Rating Scale for the Early Childhood Environment**

Review Practicum Planning Journal, Anecdotal Documentation &

Reflective Practitioner

Review Practicum Handbook and Binder

Review observational forms and observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children.

Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum.

Rationale and sequence of the Montessori curriculum in order to demonstrate knowledge of the rationale and sequence both in the classroom setting and in the practicum.

### **Session 2: The Principles and Practice**

Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom.

Guidelines for the design and maintenance of a developmentally appropriate Montessori environment in response to the needs of children

Instructional strategies for use with children. The student exhibits these techniques in the practicum setting.

Identify and evaluate logistical challenges, biases, and preconceptions about assessing children's typical and atypical development.

Identify and apply basic quantitative and qualitative observation and recording techniques to better understand typical and atypical development.

Articulate the value of involving families and other professionals in the observation and assessment process for all children.

Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children.

Use observation tools to identify quality in environment, curriculum, and care routines.

Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

Demonstrate and apply knowledge of developmental domains to interpretations of observations.

Use effective verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support

Training in Montessori Rating Scale for Early Childhood Environments – QRIS

**Evaluation of children to include:**

The legal and ethical responsibilities, including confidentiality related to skill assessments in early childhood settings.

Identify and evaluate logistical challenges, biases, and preconceptions about assessing children's typical and atypical development.

Explain the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

Identify and apply basic quantitative and qualitative observation and recording techniques to better understand typical and atypical development.

Compare and analyze historic and currently recognized state and widely used assessment tools and processes.

Articulate the value of involving families and other professionals in the observation and assessment process for all children.

Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children.

Use observation tools to identify quality in environment, curriculum, and care routines.

Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

Demonstrate and apply knowledge of developmental domains to interpretations of observations.

Use effective verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support

### **Session 3: Positive Discipline for Preschoolers**

#### Part 2. Understanding Your Growing Child and Yourself

“I’m more capable Than you Think that I am”

Understanding Developmental Appropriateness

The Miracle of a Young Child’s Mind:

Preschoolers, Learning, and Brain Development

Temperament: What Makes Your Child Unique

“You can’t Come to My Birthday Party!”

## Social Skills for Preschoolers

“My Child Just Won’t Listen to Me!”

The continuing Saga of the Developmental Process

Personality: Yours and Theirs

Part 3. “You Can’t Make ‘Em Do It”

“Doesn’t She Ever Get. Tired?”

“Open Wide...Please”

Preschools and Potties”

Techniques for discipline, communication & problem solving, human needs and requirements of children, families and staff specific to a full day or extended day program:

The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies.

The student is modeled and introduced to leadership skills and professional standards (code of ethics) in order to demonstrate those skills and standards in the practicum.

Fundamental administrative tasks for the classroom teacher are introduced in order for the student to exhibit an understanding of administrative functions when in the practicum.

### **Session 4: Learning Differences - MACAR**

Overview of Learning Differences

Simulations

Normal child development in the area of cognition, language, attention, and motor skills

Contrasts of Development

Checklist

Sensory Integration

Motor Development of Hand

Oral Language Overview

Oral Language Lesson:

Practical Life: Skills in Practical Life and how activities are used to accommodate the learning different child.

Sensorial: Skills in Sensorial and how activities are used to accommodate the learning different child.

Math: Skills in Math and how activities are used to accommodate the learning different child

Written Language/SEE:

Fostering the development of written language skills in relationship to learning different children

Discipline & Social Skills Development and Education

Specific Observation and Discussion

Testing

Observe – Assigned Child and Presentation

Discussion of Sample Lessons and Testing Files/Wrap up

**Assignments, evaluation requirements and/or performance assessments:**

Practicum Handbook (MACTE Competencies – All)

Practicum Planning Journal & Reflective Practitioner Handbook  
(MACTE Competencies #2.a, #2.b, #2.c, #2.d, #2.e #2.f #2.g, #2.h, #2.i;  
#3.a, #3.b, #3.c, #3.d, #3.e)

Montessori Rating Scale for Early Childhood Environments  
Child Assessment

**Objectives:**

- II. The student is provided with the knowledge to plan for instruction (MACTE 2f);  
The student is introduced to assessment & documentation tools (MACTE 2g);  
The student is provided opportunities for reflective practices (MACTE 2h);  
The student provided with information in order to support and intervene for learning differences (MACTE 2i)
- III. The student is provided with a model to demonstrate and implement within the

early childhood environment classroom Leadership (MACTE 3a);  
authentic assessment (MACTE 3b);  
professional responsibilities (MACTE 3e); and  
innovation and flexibility (MACTE 3f)

**Required and recommended readings:**

Practicum Handbook & Competencies Portfolio

Practicum Planning Journal & Reflective Practitioner Handbook

Montessori Rating Scale for Early Childhood Environments

Positive Discipline by Jane Nelson

MACARS Manual

**Montessori Philosophy/Theory (EC.08)  
during Practical Life (EC.01)**

**Description:**

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

**Instructors:**

Sunnyvale, CA Campus

Elizabeth Thurainratnam, Summer Schedule

Elizabeth Thurainratnan, Year-round Schedule

San Leandro, CA Campus

Anni Tervydis, Year-round Schedule

**Academic clock hours:** 5 hours.

**Credits:** MTEC/SFBA transcript

**Competencies to be achieved in Montessori Philosophy/Theory during Practical Life:**

**(MACTE Competencies #1.a and #1.c)**

**Montessori Philosophy and Human Development (MACTE #1):**

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

**Outline of content and learning experiences:**

Session 1.

TMM	Chapter 2	p. 28 - 47
DMOH	Chapter 1	p. 1 - 64
DOC	Chapter 2	p. 19 - 40
SAE	Chapter 1	p. 1 - 27

Session 2.

TMM	Chapter 3 and 4	p. 48 - 85
DOC	Chapter 3	p. 41 - 63
SAE	Chapter 3	p. 67 - 124

Session 3.

TMM	Chapter 7	p. 119 - 124
DOC	Chapter 5	p. 76 - 98
SAE	Chapter 4	p. 125 – 141

Discussion: Nature of the Child

Session 4.

TMM	Chapter 5	p. 86 - 106
DOC	Chapter 6	p. 99 - 105
SAE	Chapter 6	p. 153 - 166

Discussion: Role of the Adult

Session 5.

TMM	Chapter 21	p. 346 - 379
DOC	Chapter 23	p. 302 - 318
SAE	Chapter 7	p. 170 - 194

Discussion: The Prepared Environment

**Assignments, evaluation requirements and/or performance assessment:**

Practical Life Rationale Paper (MACTE #1.a)

Participation (MACTE #1.c)

**Objectives: (#1.a and #1.c)**

**Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

**Required and recommended readings:**

The Montessori Method by Maria Montessori (TMM)

Spontaneous Activity in Education by Maria Montessori (SAE)\*

The Discovery of the Child by Maria Montessori (DOC)

Dr. Maria Montessori's Own Handbook (DMOH)

\* Also under the title of The Advanced Montessori Method I

**Montessori Philosophy/Theory (EC.08)  
during Sensorial (EC.02)**

**Description:**

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

**Instructors:**

Sunnyvale, CA Campus  
Maryam Haghbin, Summer Schedule  
Heng Chen, Section B, Year-round Schedule

San Leandro, CA Campus  
Maryam Haghbin, Year-round Schedule

**Academic clock hours:** 5 hours.

**Credits:** MTEC/SFBA transcript

**Competencies to be achieved in Montessori Philosophy/Theory during Sensorial:** (MACTE Competencies #1.a and #1.c)

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

**Outline of content and learning experiences:**

Session 1.

TMM	Chapter 1	p. 1 - 27
DMOH	Chapter 2	p. 65 - 123
DOC	Chapter 2	p. 19 - 40
SAE	Chapter 5	p. 142 - 152

Session 2.

TMM	Chapter 6	p. 107 - 118
DOC	Chapter 7	p. 106 - 122
	Chapter 8	p. 123 - 142
SAE	Chapter 8	p. 195 - 240

Session 3.

TMM	Chapter 12	p. 168 - 184
DOC	Chapter 9	p. 143 - 148
	Discussion: Nature of the Child	
TMM	Chapter 13	p. 185 - 214
DOC	Chapter 11	p. 153 - 163
	Discussion: Role of the Adult	

Session 4.

TMM	Chapter 14	p. 215 - 223
	Chapter 15	p. 224 – 245

Session 5.

DOC	Chapter 12	p. 164 - 173
	Chapter 13	p. 174 - 184
	Discussion: The Prepared Environment	

**Assignments, evaluation requirements and/or performance assessment:**

Sensorial Rational Paper (MACTE #1.a)

Participation (MACTE #1.c)

**Objectives: (#1.a and #1.c)**

**Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

**Required and recommended readings:**

The Montessori Method by Maria Montessori (TMM)

Spontaneous Activity in Education by Maria Montessori (SAE)\*

The Discovery of the Child by Maria Montessori (DOC)

Dr. Maria Montessori's Own Handbook (DMOH)

\* Also under the title of The Advanced Montessori Method I

**Montessori Philosophy/Theory (EC.08)  
during Language Arts (EC.03)**

**Description:**

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

**Instructors:**

Sunnyvale, CA Campus

Anni Tervydis, Summer Schedule

Anni Tervydis, Year-round Schedule

San Leandro, CA Campus

Mary Cooper, Year-round Schedule

**Academic clock hours:** 5 hours.

**Credits:** MTEC/SFBA transcript

**Competencies to be achieved in Montessori Philosophy/Theory during Language Arts: (MACTE Competencies #1.a and #1.c)**

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

**Outline of content and learning experiences:**

Session 1.

TMM	Chapter 16	p. 246 - 270
DMOH	Chapter 3	p. 123 - 164

Session 2.

TMM	Chapter 17	p. 270 - 309
DOC	Chapter 14(15)	p. 185 - 202

Session 3.

TMM	Chapter 18	p. 310 - 327
DOC	Chapter 15(16)	p. 203 - 228
TOD	Chapter 16	p. 299 - 316
Discussion: Nature of the Child		
TMM	Chapter 22	p. 137 - 379
DOC	Chapter 16(17)	p. 229 - 241
Discussion: Role of the Adult		

Session 4.

DOC	Chapter 17(18)	p. 242 - 262
<u>Theories of Development</u> by Wm. Crain		
	Chapter 16	p. 299-315

Session 5.

<u>Chomsky's Theory of Language Development</u>		
Discussion: The Prepared Environment		

**Assignments, evaluation requirements and/or performance assessment:**

Language Arts Rationale Paper (MACTE #1.a)

Participation (MACTE #1.c)

**Objectives: (#1.a and #1.c)**

**Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

**Required and recommended readings:**

The Montessori Method by Maria Montessori (TMM)

Dr. Maria Montessori's Own Handbook by Maria Montessori (DHOH)

Spontaneous Activity in Education by Maria Montessori (SAE)\*

The Discovery of the Child by Maria Montessori (DOC)

Theories of Development by William Crain (TOD)

\* Also under the title of The Advanced Montessori Method I

**Montessori Philosophy/Theory (EC.08)  
during Mathematics (EC.04)**

**Description:**

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

**Instructor:**

Sunnyvale, CA Campus

Sharon Shi, Summer Schedule

Sharon Shi, Year-round Schedule

Edith Vasquez, Practicum Seminars

San Leandro, CA Campus

Heng Chen, Section A & B, Year-round Schedule

**Academic Clock hours:** 5 hours.

**Credits:** California State University/East Bay- 3 quarter units

(with completion of all philosophy subjects)

MTEC/SFBA transcript

**Competencies to be achieved in Montessori Philosophy/Theory during Mathematics: (MACTE Competencies #1.a and #1.c)**

Montessori Philosophy and Human Development (MACTE #1):

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years; (a)

Demonstrates evidence of personal growth through self-evaluation and introspection;(c)

**Outline of content and learning experiences:**

Session 1.

TMM Chapter 19 p. 328 - 337

DMOH Chapter 4 p. 164 - 182

Session 2.

DOC Chapter 18 p. 263 - 275

SAE Chapter 9 p. 241 - 275

Session 3.

DOC Chapter 19 p. 276 - 279

Session 4.

DOC Chapter 10 p. 149 - 152

TOD Chapter 6 p. 110 - 117

Discussion: Nature of the Child

Session 5.

Discussion: Role of the Adult

Discussion: The Prepared Environment

**Assignments, evaluation requirements and/or performance assessment:**

Mathematics Rationale Paper (MACTE #1.a)

Participation (MACTE #1.c)

**Objectives: (#1.a and #1.c)**

## **Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

### **Required and recommended readings:**

The Montessori Method by Maria Montessori (TMM)

Dr. Maria Montessori's Own Handbook by Maria Montessori (DMOH)

Spontaneous Activity in Education by Maria Montessori (SAE)\*

The Discovery of the Child by Maria Montessori (DOC)

Theories of Development by William Crain (TOD)

\* Also under the title of The Advanced Montessori Method I

## **Montessori Philosophy/Theory (EC.08)**

### **during Social Studies (EC.01)**

#### **Description:**

To familiarize the student with the Montessori philosophy/theory to include the historical perspective of Montessori, Montessori concepts that relate to the nature of the child, the role of the adult and the prepared environment including the materials in the environment, and the application of these concepts to the child, the adult and the environment.

#### **Instructors:**

Sunnyvale, CA Campus

Ann Gavey

**Academic clock hours:** 2 hours.

**Credits:** MTEC/SFBA transcript

#### **Competencies to be achieved in Montessori Philosophy/Theory during Practical Life:**

**(MACTE Competencies #1.a and #1.c)**

### **Montessori Philosophy and Human Development (MACTE #1):**

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

Demonstrates evidence of personal growth through self-evaluation and introspection; (c)

#### **Outline of content and learning experiences:**

Session 1.

TMM Chapter 5 p. 86 - 106

DOC Chapter 6 p. 99 - 105

Discussion: Role of the Adult

Observer and Preparer of the Environment

Session 2.

#### **Assignments, evaluation requirements and/or performance assessment:**

Social Studies Rationale Paper (MACTE #1.a)

Participation (MACTE #1.c)

#### **Objectives: (#1.a and #1.c)**

#### **Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated; (c)

#### **Required and recommended readings:**

The Montessori Method by Maria Montessori (TMM)

The Discovery of the Child by Maria Montessori (DOC)

\* Also under the title of The Advanced Montessori Method I

## **Early Childhood Level**

### **Montessori Philosophy/Theory: Peace Education (EC.08)**

**Description:**

To familiarize the student with the Montessori philosophy /theory and rationale of the Peace Education curriculum.

**Instructor:**

Maryam Haghbin, Practicum Seminar

**Academic clock hours:** 8 hours.

**Credits:** MTEC/SFBA transcript

**Competencies to be achieved in Montessori Philosophy/Theory during Peace Education: (MACTE Competencies #1.a and #3.a, #3.b, #3.c)**

**Montessori Philosophy and Human Development (MACTE #1):**

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

**Session 1: Morning**

Honoring the Light of the Child- Introduction and Activities 1 - 8

**Session 2: Afternoon**

Honoring the Light of the Child, Activities 9 - 13

**Outline of content and learning experiences:**

The Need to educate for a Culture of Peace

The Flower of Peace Model

The Nature of Young Children

Creating Environments to Nurture Peace

The Playful Adult

How to Use This Book

See My Love

Awareness of the Love Light Through Silence

Everyone Has a Love Light

Black Elk's Medicine Wheel Vision of Peace

Black Elk's Vision of Peace Revisited

Good Kind Deeds Tree

Making Peaceful Choices

Resolving Conflict Peacefully

Circles of Self Awareness

Body: Breath Awareness

Body: Muscle Awareness

Body: Spinal Column and Nerves

Mind: The Five Senses as Messengers

Mind: Positive and Negative Aspects

Mind: Making Positive or Negative Choices

Mind: The powers of Imagination & Concentration

Emotions: Identifying and Expressing Feelings

Emotions: Empathy Expanded

Emotions: Changing Feelings

Spirit: Appreciating Differences in People

Spirit: The Web of Life

Spirit: The Web of Love

**Assignments, evaluation requirements and/or performance assessment:**

Implementation of three Peace Education activities in the classroom. (MACTE #1.a)

**Objectives: (#1.a)**

**Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

**Required and recommended readings:**

*Honoring the Light of the Child*, Sonny McFarland

**Early Childhood Level (Foundational)**

**Observation (EC.09)**

**Description:**

Apply child development practice and theory to observation, and the writing of an individual child development report.

**Instructors:**

Sunnyvale, CA Campus

Ann Gavey

**Academic clock hours:** 10 hours

20 hours Self-Directed

**Credits:** California State University – East Bay – 1 semester unit

MTEC/SFBA transcript – 1 semester unit

**Competencies to be achieved in Observation:**

Pedagogy: to understand the purpose and methods of observation, and to exhibit observation techniques. (MACTE 2e)

**Outline of content and learning experiences:**

Observation of children using provided guidelines.

Readings: *Observation*, Chapter 1, Pages 3 – 15.

Labeling Children

*Anecdotal Records*, Chapter 2, pages 16 – 25.

Checklist and Rating Scale, Chapter 3, pages 26 – 41.

*Structured Observation*, Chapter 4, pages 43 – 55.

*Visual Documentation*, Chapter 5, pages 56 – 68.

*Parent Questionnaire & Background Information*,

Chapter 6, pages 70 - 80

*Writing the Report*, Chapter 15, pages 287 – 291 & 295 – 300.

**Assignments, evaluation requirements and/or performance assessments:**

Participation (MACTE Competency 2e)

Observation Reports - Ten (MACTE 2e)

**Objectives:**

The student is provided with tools to understand the purpose and methods of observation, and exhibit observation techniques. (MACTE 2e)

**Required and recommended readings:**

*Observing and Understanding Child Development: A Child Study Manual*

Deb Ahola and Abbe Kovacic

## Early Childhood Practicum Seminars (EC.14)

### **Description:**

See separate course descriptions.

**Instructors:** Supervising Teacher/Student Teaching -  
September-December & January-May

### **Seminar Schedule –**

#### **Practicum I:**

Classroom Leadership-Maryam Haghbin 6.2.5.7- August- 8 hours

Parent Involvement Education-Ann Gavey 6.2.5.12-September/October-16 hours

Classroom Leadership-Anni Trvydis 6.2.5.7-November/December- 16 hours

#### **Practicum II:**

Mathematics– Edith Vasquez 6.2.5.4-January-8 hours

Art, Music, & Movement–Thomas Lubrano 6.2.5.11-February/March-8 hours

Art, Music, & Movement– Julie Karlonas 6.2.5.11-February/March-8 hours

Montessori Philosophy: Peace Education – Maryam Haghbin 6.2.5.8-April-8 hours

Classroom Leadership: Learning Differences – Maryam Haghbin 6.2.5.7-May-8 hours

Year-long Project - Ann Gavey 6.2.5.15- June-8 hours

**Academic clock hours:** 88 Hours (included in Core, Foundation & Other Curriculum)

**Credits:** MTEC/SFBA transcript – included in Core, Foundation & Other Curriculum

### **Competencies to be achieved in Practicum Seminars:**

See separate schedule flyer.

### **Outline of content and learning experiences:**

See separate course content and learning experiences.

### **Assignments, evaluation requirements and/or performance assessment:**

See separate course requirement.

### **Objectives:**

See separate course objectives & competencies.

### **Required textbooks/readings:**

See separate course readings.



## **Early Childhood Year Long Project (EC.15)**

### **Description:**

The Adult Learner develops a unit of study for the children of his or her classroom that reflects an understanding of scope and sequence, and integrates basic concepts from the other curriculum areas.

### **Instructor:**

Sunnyvale, CA Campus

Ann Gavey, Practicum Seminars

**Academic clock hours:** 8 Hours

**Credit:** MTEC/SFBA transcript

### **Competencies to be achieved during Yearlong Project:**

#### **I. Knowledge**

- 1a. Demonstrates knowledge of and implements Montessori Philosophy with focus on the early childhood years;
- 1b. Comprehends & utilizes an understanding of the stages of human growth and development with an emphasis for 2 ½ - 6 years of age;
- 1d. Demonstrates knowledge of community resources for learning.

#### **2. Pedagogy**

- 2a. Understands & correctly uses the Montessori materials;
- 2c. Understands & implements the prepared environment;
- 2f. Understands the need for planning of instruction, and has a planning journal;

### **Assignments, evaluation requirements and/or performance assessment:**

Presentation of yearlong project with written summary.

### **Required textbooks/readings:**

As required for topic.

**Early Childhood Level**  
**Curriculum Practice & Philosophy 1**  
**(EC.21)**

**Description:** Support to successful completion of the requirements of the Montessori coursework at the various levels.

**Clock hours:** 48 hours

**Course units:** 3 units

**Competencies:**

II. Pedagogy to understand & master planning for instruction (MACTE 2f);

Pedagogy to understand & master assessment & documentation  
(MACTE 2g);

Pedagogy to understand & master reflective practices (MACTE 2h);

Pedagogy to understand & master support and intervention for leaning  
differences (MACTE 2i)

III. Practice to demonstrate and implement within the

early childhood environment classroom Leadership (MACTE 3a);

authentic assessment (MACTE 3b);

professional responsibilities (MACTE 3e); and

innovation and flexibility (MACTE 3f)

**Objectives:**

II. The student is provided with the knowledge to plan for instruction (MACTE 2f);

The student is introduced to assessment & documentation tools (MACTE 2g);

The student is provided opportunities for reflective practices (MACTE 2h);

The student provided with information in order to support and intervene for  
learning differences (MACTE 2i)

III. The student is provided with a model to demonstrate and implement within the early childhood environment classroom Leadership (MACTE 3a); authentic assessment (MACTE 3b); professional responsibilities (MACTE 3e); and innovation and flexibility (MACTE 3f)

**Outline of content and learning experience:**

8:00 – 10:00

1. Review of fees for full credential course.  
Review fees for the practice & philosophy – 4 course
2. Requirements of the courses – assignments
3. Work on manual assignment:

10:00 – 10:30      Break

10:30 – 12:00

4. Review the Rationale Paper assignment

12:00 – 1:00      Lunch Break

1:00 – 2:00      Practice Materials

2:00 – 3:00      Reading Assignment

3:00 – 3:30      Break

3:30 – 5:00      Free choice: Manual, Rationale Paper, Practice with  
Materials, Reading Assignment

**Evaluation requirements and/or performance assessment:**

Manual, Rationale Paper, Materials Practice, Assigned Reading

**Required and recommended readings:**

Readings from Course

**Early Childhood Level**  
**Curriculum Practice & Philosophy 2**  
**(EC.22)**

**Description:** Support to successful completion of the requirements of the Montessori coursework at the various levels.

**Clock hours:** 48 hours

**Course units:** 3 units

**Competencies:**

II. Pedagogy to understand & master planning for instruction (MACTE 2f);

Pedagogy to understand & master assessment & documentation  
(MACTE 2g);

Pedagogy to understand & master reflective practices (MACTE 2h);

Pedagogy to understand & master support and intervention for leaning  
differences (MACTE 2i)

III. Practice to demonstrate and implement within the

early childhood environment classroom Leadership (MACTE 3a);

authentic assessment (MACTE 3b);

professional responsibilities (MACTE 3e); and

innovation and flexibility (MACTE 3f)

**Objectives:**

II. The student is provided with the knowledge to plan for instruction (MACTE 2f);

The student is introduced to assessment & documentation tools (MACTE 2g);

The student is provided opportunities for reflective practices (MACTE 2h);

The student provided with information in order to support and intervene for  
learning differences (MACTE 2i)

III. The student is provided with a model to demonstrate and implement within the early childhood environment classroom Leadership (MACTE 3a); authentic assessment (MACTE 3b); professional responsibilities (MACTE 3e); and innovation and flexibility (MACTE 3f)

**Outline of content and learning experience:**

8:00 – 10:00

1. Review of fees for full credential course.  
Review fees for the practice & philosophy – 4 course
2. Requirements of the courses – assignments
3. Work on manual assignment:

10:00 – 10:30      Break

10:30 – 12:00

4. Review the Rationale Paper assignment

12:00 – 1:00      Lunch Break

1:00 – 2:00      Practice Materials

2:00 – 3:00      Reading Assignment

3:00 – 3:30      Break

3:30 – 5:00      Free choice: Manual, Rationale Paper, Practice with  
Materials, Reading Assignment

**Evaluation requirements and/or performance assessment:**

Manual, Rationale Paper, Materials Practice, Assigned Reading

**Required and recommended readings:**

Readings from Course

**Early Childhood Level**  
**Curriculum Practice & Philosophy 3**  
**(EC.23)**

**Description:** Support to successful completion of the requirements of the Montessori coursework at the various levels.

**Clock hours:** 48 hours

**Course units:** 3 units

**Competencies:**

II. Pedagogy to understand & master planning for instruction (MACTE 2f);

Pedagogy to understand & master assessment & documentation  
(MACTE 2g);

Pedagogy to understand & master reflective practices (MACTE 2h);

Pedagogy to understand & master support and intervention for leaning  
differences (MACTE 2i)

III. Practice to demonstrate and implement within the

early childhood environment classroom Leadership (MACTE 3a);

authentic assessment (MACTE 3b);

professional responsibilities (MACTE 3e); and

innovation and flexibility (MACTE 3f)

**Objectives:**

II. The student is provided with the knowledge to plan for instruction (MACTE 2f);

The student is introduced to assessment & documentation tools (MACTE 2g);

The student is provided opportunities for reflective practices (MACTE 2h);

The student provided with information in order to support and intervene for  
learning differences (MACTE 2i)

III. The student is provided with a model to demonstrate and implement within the early childhood environment classroom Leadership (MACTE 3a); authentic assessment (MACTE 3b); professional responsibilities (MACTE 3e); and innovation and flexibility (MACTE 3f)

**Outline of content and learning experience:**

8:00 – 10:00

1. Review of fees for full credential course.  
Review fees for the practice & philosophy – 4 course
2. Requirements of the courses – assignments
3. Work on manual assignment:

10:00 – 10:30      Break

10:30 – 12:00

4. Review the Rationale Paper assignment

12:00 – 1:00      Lunch Break

1:00 – 2:00      Practice Materials

2:00 – 3:00      Reading Assignment

3:00 – 3:30      Break

3:30 – 5:00      Free choice: Manual, Rationale Paper, Practice with  
Materials, Reading Assignment

**Evaluation requirements and/or performance assessment:**

Manual, Rationale Paper, Materials Practice, Assigned Reading

**Required and recommended readings:**

Readings from Course

**Early Childhood Level**  
**Curriculum Practice & Philosophy 4**  
**(EC.24)**

**Description:** Support to successful completion of the requirements of the Montessori coursework at the various levels.

**Clock hours:** 48 hours

**Course units:** 3 units

**Competencies:**

II. Pedagogy to understand & master planning for instruction (MACTE 2f);

Pedagogy to understand & master assessment & documentation  
(MACTE 2g);

Pedagogy to understand & master reflective practices (MACTE 2h);

Pedagogy to understand & master support and intervention for leaning  
differences (MACTE 2i)

III. Practice to demonstrate and implement within the

early childhood environment classroom Leadership (MACTE 3a);  
authentic assessment (MACTE 3b);  
professional responsibilities (MACTE 3e); and  
innovation and flexibility (MACTE 3f)

**Objectives:**

II. The student is provided with the knowledge to plan for instruction (MACTE 2f);

The student is introduced to assessment & documentation tools (MACTE 2g);

The student is provided opportunities for reflective practices (MACTE 2h);

The student provided with information in order to support and intervene for  
learning differences (MACTE 2i)

III. The student is provided with a model to demonstrate and implement within the early childhood environment classroom Leadership (MACTE 3a); authentic assessment (MACTE 3b); professional responsibilities (MACTE 3e); and innovation and flexibility (MACTE 3f)

**Outline of content and learning experience:**

8:00 – 10:00

1. Review of fees for full credential course.  
Review fees for the practice & philosophy – 4 course
2. Requirements of the courses – assignments
3. Work on manual assignment:

10:00 – 10:30      Break

10:30 – 12:00

4. Review the Rationale Paper assignment

12:00 – 1:00      Lunch Break

1:00 – 2:00      Practice Materials

2:00 – 3:00      Reading Assignment

3:00 – 3:30      Break

3:30 – 5:00      Free choice: Manual, Rationale Paper, Practice with  
Materials, Reading Assignment

**Evaluation requirements and/or performance assessment:**

Manual, Rationale Paper, Materials Practice, Assigned Reading

**Required and recommended readings:**

Readings from Course

**SAN FRANCISCO BAY AREA  
MONTESSORI TEACHER EDUCATION CENTER**

**Elementary Level I Course Catalog**

**Administrative Office:**

101 Callan Avenue, Suite 420  
San Leandro, CA 94577  
(510) 278-1115

**Instructional Locations:**

790 East Duane Avenue  
Sunnyvale, CA 94086

*Affiliated with the American Montessori Society (AMS)*

*Accredited by Montessori Accreditation Council for Teacher Education (MACTE)*

*Approved by the Bureau for Private Postsecondary Education (BPPE)*

**2022**

**Name:** \_\_\_\_\_

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## INTRODUCTION

The Elementary Level I Course Catalog includes the course descriptions of content, the competencies to be achieved, and the objectives of each course component. The adult learner performance/assignments, and the standards for the completion of each assignment are detailed in each course description and each course *Final Grade Sheet*.

EI.01	Mathematics Curriculum	(6 Semester Units)
EI.02	Geometry Curriculum	(3 Semester Unit)
EI.03	Language Curriculum	(6 Semester Units)
EI.04	Geography Curriculum	(1 Semester Units)
EI.05	History Curriculum	(2 Semester Units)
EI.06	Biological Sciences Curriculum	(3 Semester Units)
EI.07	Physical Science Curriculum	(1 Semester Units)
EI.08	Curriculum Design	(2 Semester Units)
EI.09	Classroom Leadership	(1 Semester Units)
EI.10	Montessori Philosophy	(3 Semester Units)
EI.11	Child Development	(1 Semester Units)
EI.12	Practical Life Curriculum	(1 Semester Units)
EI.13	Movement and Physical Education	(0.3 Semester Units)
EI.14	Art Curriculum	(0.4 Semester Units)
EI.15	Music Curriculum	(0.3 Semester Units)
EI.16A	Practicum Teaching I	(9 Semester Units)
EI.16B	Practicum Teaching II	(9 Semester Units)
EI.17A	Practicum Seminars I	
EI.17B	Practicum Seminars II	
EI.18	Year-long Project	

**Description of Classes, Clock Hours and Credits for the Montessori Elementary Level I Teacher Credential Course:**

**EI.01 Mathematics Curriculum (Core) 77 Hours (5 units)**

Philosophy and rationale of the curriculum area of mathematics to include the study of the concept of number and quantitative relationships, base ten systems, four fundamental operations, laws of arithmetic. Measurement (time, space, weight, money), ratio and proportion (fractions, percentage, decimals), problem-solving, exponential notation. Preparation for algebra (concept of unknown, equations in the concrete), probability and statistics (data collection and methods of data display).

**EI.02 Geometry Curriculum (Core) 28 Hours (2 units)**

Philosophy and rationale of the curriculum area of geometry to include the study of three dimensional and two-dimensional geometric shapes, nomenclature of geometric concepts, relationships and shapes, equivalence, congruence and similarity, and area and volume.

**EI.03 Language Arts Curriculum (Core) 70 Hours (5 units)**

Philosophy and rationale of the curriculum area of language arts to include the study of expressive and receptive language to include oral language of speaking and listening, writing and reading, grammar functions, and structural grammar (analysis). Literature, library reference and research skills.

**EI.04 Geography Curriculum (Core) 42 Hours (3 units)  
and Functional Geography**

Philosophy and rationale of the curriculum area of geography to include the study of physical geography, political geography with globes, maps, land forms, and flags. The student's place in the world, vertical and horizontal knowledge of the earth, geological and climatological phenomena of the earth, economic and ethnological geography, and astronomy.

**EI.05 History Curriculum (Core) 21 Hours (2 units)**

Philosophy and rationale of the curriculum area of history to include the study of the great lessons of history and fundamental needs of humans, time concepts, introduction to the cosmos (formation of the earth), timeline of life, time line of humans (cultural, philosophical, technological, and artistic development) and history of the country and state or province.

**EI.06 Biological Sciences Curriculum (Core) 35 Hours (2 units)**

Philosophy and rationale of the curriculum area of biology to include the study of the criteria for classifying living and non-living, the five kingdoms. In zoology the first level includes classification, main characteristics, external parts and habitat. The second level includes classification and internal parts, and vegetative functions. Botany includes nomenclature and classification, characteristics, external parts, habitat, internal parts, and functions, study of the prokaryote, protocista and fungi kingdoms, human anatomy and ecology.

**EI.07 Physical Science Curriculum (Core) 7 Hours (.5 unit)**

Philosophy and rationale of the curriculum area of the physical and life sciences, and including botany and zoology, earth elements, and physical science.

**EI.08 Curriculum Design (Core) 32 Hours (1 unit)**

Theories of curriculum development are studied in addition to the creation of original material and reconfiguration of current learning materials.

**EI.09 Classroom Leadership: Elementary (Core) 8 Hours (1 unit)**

Starting a new class in addition to the study of the preparation of the physical environment, development of a schedule, and the spiritual and psychological conditions of the environment, the role of the teacher as initiator, observer, group leader, and keeper of records. Introducing the Adult Learner new to Montessori in the classroom, developing a partnership with families, and respecting cultural differences and diversity.

\*The role of the teacher as initiator, observer, group leader, and keeper of records.

**EI.10 Montessori Philosophy Curriculum 48 Hours (3 units)**

Montessori's view of child development with four planes of development to include the study of the development of intelligence, the development of language, moral development, social development, cognitive and logical-mathematical development. Characteristics of the child from six to twelve and their implication for design of the Montessori elementary curriculum, current theories and research, and the child's developmental processes to include physical, social and personality, cognitive and logical-mathematical, learning styles, multiple intelligence, giftedness, learning challenges and the child's relationship to the culture, and peace education.

**EI.11 Practical Life Curriculum 16 Hours (1 units)**

Philosophy and rationale of the curriculum area of practical life, ground rules, grace and courtesy, development and refinement of movement, care of the person, care of the environment, food preparation, and nutrition.

**EI.12 Child Development  
units)**

**16 Hours (2**

Theories of development and stages of development are examined in the Physical, Cognitive, Emotional, and Social areas. Current theories and research are examined.

**EI.13. Movement and Physical Education**

**3 Hours (0.2 units)**

Philosophy and rationale of the curriculum area of movement and physical education to include the study of laterality, time-space relationships, position in space, balance, coordination (muscular, eye-hand, hand-hand, hand-leg), body image, integrative activities, and group games.

**EI.14. Arts Curriculum**

**8 Hours (0.5 units)**

Philosophy and rationale of the curriculum area of art to include the study of materials that aid development of art concepts and skills in two-dimensional art activities (easel or table), three-dimensional art activities, art appreciation and art history.

**EI.15. Music Curriculum**

**5 Hours (0.3 units)**

Philosophy and rationale of the curriculum area of music to include the study of materials that aid in the development of music concepts and skills, singing skills, instrumental skills, music appreciation and music history.

**EI.18 Year Long Project  
units)**

**4 Hours (0**

**EI.16.A Externship/ Field Experience**

**540 Hours Minimum**

**Practicum I  
units)**

**(9**

The function of the Externship is to provide for the Adult Learner a supervised teaching and learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. The externship is for nine consecutive months, five days per week, six hours per day.

**EI.16.B Externship/ Field Experience**

**540 Hours Minimum**

**Practicum II  
units)**

**(9**

The function of the Externship is to provide for the Adult Learner a supervised teaching and learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. The externship is for nine consecutive months, five days per week, six hours per day.

**EI.17.A Practicum Seminars A – August – December**

**EI.17.B Practicum Seminars B – January – June**

**(hours included in above coursework)**

6.3.5.8	Curriculum Design	32 Hours
6.3.5.9	Classroom Leadership	8 Hours
6.3.5.10	Montessori Philosophy: Peace Education	8 Hours
6.3.5.11	Practical Life Curriculum	16
Hours		
6.3.5.12	Child Development	16
Hours		
6.3.5.13	Movement & Physical Education	3
Hours		
6.3.5.14	Art Curriculum	8
Hours		
6.3.5.15	Music Curriculum	5
Hours		
<b>EI.18</b>	<b>Year Long Project</b>	<b>4 Hours</b>

## **Mathematics Curriculum**

### **Elementary Level I (EI.01)**

#### **Description:**

To familiarize the student with the Montessori area of Mathematics to include the concept of numeral (symbol) and number (quantity) relationships, linear counting, base ten system of numeration (decimal system), four fundamental arithmetic operations (addition, subtraction, multiplication and division), problem solving, hierarchical material to one million, operations using millions, laws of arithmetic, problem solving, measurement (space, weight & money), and fractions.

**Clock hours:** 77 hours with Mathematics I

**Credits:** MTEC/SFBA transcript

**Objectives:** 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j,  
3.a, 3.b, 3.c, 3.d, 3.e, 3.f

#### **Content Knowledge:**

1c – 1 Core Curriculums: Formal Mathematic presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Mathematics Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which mathematics resides within human culture.

1d Community Resources for Learning: Additional resources for mathematic materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

#### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Mathematic presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of mathematics, and the sequence within the mathematics strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the mathematics materials is discussed and demonstrated in order for the Adult Learner to know how the mathematics materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the mathematics materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the mathematics materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the mathematics materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the mathematics materials.

2i Support & Intervention for Learning Differences as the child's use of the mathematics materials are observed. The adult Learner is presented with examples of use of the mathematics materials, which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to mathematics. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the mathematics materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring mathematics mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual mathematics materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner

experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the mathematics materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Mathematics

1c – 2 Cosmic Education: History of Mathematics

1d Community Resources for Learning - Mathematics

**Pedagogical Knowledge:**

2a Correct Use of Montessori Mathematics Materials

2b Scope and Sequence of the Mathematics Curriculum

2c Mathematics Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

Communicating Mathematics

2e Purpose & Methods of Observation Mathematics

2f Planning for Mathematics Instruction

2g Mathematics Assessment & Documentation

2h Mathematics Reflective Practices

**Practice:**

3a Classroom Leadership as it relates to Mathematics

3b Authentic Assessment of Mathematics

3c Montessori Philosophy & Methods as it relates to Mathematics

3d Parent/Teacher/Family/Community Partnership (CFC) – see 2d

3e Professional Responsibilities – Competencies and Code of Ethics

3f Innovation & Flexibility with the Mathematics materials

**Outline of content and learning experiences:**

**Mathematics II: Core Curriculum & Correct Use of the Mathematics Materials**

**Scope & Sequence of the Mathematics Level II: Hierarchy Sequence**

Planning for Instruction: Hierarchy Materials

Authentic Assessment & Documentation: Recording each child's progress  
in the Hierarchy Materials

Prepared Environment: Preparation and care of the Hierarchy Materials

**Hierarchical Materials:**

Upon mastery of the multiplication facts and the division facts the child proceeds to the following materials to develop the concept of addition, subtraction, multiplication and division with two and more digits. Continued review of the memorization facts is required, however.

Hierarchies of Number- Geometric Presentation to one million

Hierarchies of Number – Numerals to one million

Hierarchies of Number – Geometric Presentation and numerals

Bead Frame - Large

Introduction

Notation Paper

Formation of Numbers

Association with the Golden Beads

Bead Frame and Notation Paper

Reading and Writing Numbers on the Bead Frame

Addition in Columns

Preparation for Multiplication

Introduction to Multiplication

Multiplication with One Digit Multiplier

Multiplication with Two Digit Multiplier - First Passage

Multiplication with Two Digit Multiplier - Second Passage

Multiplication with Three Digit Multiplier

#### The Bank Game

Multiplication with One Digit Multiplier

Multiplication with Two Digit Multiplier - First Passage

Multiplication with Two Digit Multiplier - Second Passage

#### The Checkerboard

Introduction

Introduction with Bead Bars

Multiplication - First Passage

Multiplication - Second Passage

Multiplication - Third Passage

Multiplication - Fourth Passage

Multiplication with the checkerboard and design

#### The Golden Bead Frame

Introduction

Multiplication - First Passage

Multiplication - Second Passage

Multiplication - Third Passage

#### Test Tube (Division)

Division with Hierarchical Material

Introduction to Teachers

Introduction Division with the Hierarchical Material (Test Tubes)

Distributive Division with Hierarchical Materials - One Digit

Group Division with the Hierarchical Materials - One Digit

Distributive Division w/ the Hierarchical Materials - Two Digit

Group Division with the Hierarchical Material - Two Digit

Group Division with the Hierarchical Materials - Three Digit

Measurement

**Discussion and Demonstration Points for the Hierarchy Materials:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Mathematics Practice Sheet (1c, 2a)

Mathematics Performance Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Mathematics Manuals (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Mathematics Written Examination (1c, 1d, 2b, 2c, 2d)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Mathematics Manuals I & II

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Mathematics Practice Sheet – Last Day of Class

Mathematics Performance II Summative Assessment - Last Day of Class

Mathematics Manual - Last Day of Class

Mathematics Written Examination – two weeks after last class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy - Last Day of Class

## **Geometry Curriculum**

### **Elementary Level I (EI.02)**

#### **Description:**

The Geometry curriculum familiarizes the Adult Learner with the concept of three-dimensional form (solid geometry), two-dimensional form (plane geometry), and nomenclature to include basic geometric concepts, study of the line, angle, two dimensional figures, triangles, quadrilaterals, polygons, and circle.

**Clock hours:** 28 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

#### **Content Knowledge:**

1c – 1 Core Curriculums: Formal Geometry presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: History of Geometry Lesson is presented so that the Adult Learner will have the knowledge of the context within which geometry resides within human culture.

1d Community Resources for Learning: Additional resources for geometry materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

#### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Geometry presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of geometry, and the sequence within the mathematic strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the geometry materials is discussed and demonstrated in order for the Adult Learner to know how the geometry materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the geometry materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the geometry materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the geometry materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the geometry materials.

**Practice:**

3a Classroom Leadership is discussed within the context of the geometry materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring geometry mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual geometry materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the geometry materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Geometry

1c – 2 Cosmic Education: History of Geometry

1d Community Resources for Learning Geometry

**Pedagogical Knowledge:**

2a Correct Use of Montessori Geometry Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:****Geometry Core Curriculum & Correct Use of the Geometry Materials**

Cosmic Education: History of Geometry and Introduction

**Scope & Sequence of the Geometry Curriculum**

Planning for Instruction: Solid and Plane Geometry: Geometry Nomenclature

Authentic Assessment & Documentation: Recording each child's progress in Geometry

Prepared Environment:

Preparation and Practical Life care of the Geometry materials

Session 1:

Geometry Classified Nomenclature - Overview

General Overview

Geometric Cabinet

Introduction

Polygons

Quadrilaterals

Curved Figures

Triangles

Constructive Triangles

Rectangle Box - Series 1

Blue Rectangle Box - Series 1

Blue Scalene Right Triangles - Series 1

Drawings of Stars

Drawings of Diaphragms

Session 2:

Scope & Sequence of the Geometry Nomenclature

Planning for Instruction: Geometry Nomenclature

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment:

Preparation and Practical Life care of the Geometry Nomenclature

Geometry Classified Nomenclature

Introduction

Organization

## Manipulation Materials for Study with the Geometry Classified Nomenclature

### Geometric Solids - A Review

#### First Series: Basic Concepts (A: 1-4)

Concept of Solid

Concept of Plane

Concept of Line and Point

First Cards - Plane, Line, Point, and Solid

Golden Beads

Geometry Classified Nomenclature Format

#### Second Series: Study of the Line (B: 5-23)

Geometric Cabinet

Pure Concept

Lines

Parts of a Line

Relationship of Lines to the Earth

Relationship Between Two Lines

Intersecting Lines

Convergent Lines

Divergent Lines

Parallel Lines

Skew Lines

Perpendicular Lines

Relationship of Three Straight Lines

Perpendicular Bisector

#### Session 3:

#### Third Series: Study of the Angle (C: 24-43)

An Angle

Types of Angles

Principle Angles  
Relationship Between Two Angles  
Vertical Angles are Equal (Sensorial)  
Vertical Angles are Equal (Mathematical)  
Relationship Between Two Angles  
Particular Combinations  
Angles Formed by Two Straight Lines and a Transversal  
Angles Formed by Two Lines Cut by a Transversal  
Fourth Series: Study of Figures (D: 44-56)  
Closed Figures  
Polygons  
Closed Curved Figures  
Fifth Series: Study of the Triangle (E: 57-84)  
Parts of the Triangle  
Altitudes of the Geometric Cabinet  
Altitude  
Median of a Triangle  
Axis of a Triangle  
Orthocenter  
Centered  
Circumcenter  
Incenter  
Sides  
Angles  
Sides and Angles  
Acute-angled Triangles  
Obtuse-angled Triangles  
Right-angled Triangles

Lengths of Sides of Triangles  
Construction of Isosceles Triangles  
Right Triangles  
Measuring Angles - The Sumerians  
Measuring Angles  
Measurement of Angles Using the Circular Inset  
Measurement of Other Figures  
Presentation of the Regular Protractor  
Constructing Angles with Use of Protractor  
Operations with Angles

Session 4:

Sixth Series: Study of the Quadrilateral (F: 85-141)

Introduction for the Teacher  
Quadrilaterals  
Regular Polygons  
Parts of a Common Quadrilateral  
Parts of a Trapezoid  
Parts of a Parallelogram  
Parts of a Rectangle  
Parts of a Rhombus  
Parts of a Square  
Trapezoid

Seventh Series: Study of the Polygon (G: 142-158)

Types of Polygons  
Equilateral Triangle and Square  
Parts of the Regular Polygon  
Irregular Polygons to Regular Polygons

Eighth Series: Study of the Circle (H: 159-176)

Parts of a Circle

Relationship Between the Circle and a Straight Line

Relationship Between Two Circles

Triangle Labels

**Discussion and Demonstration Points for Geometry:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Fractions – Fifth Session – See Mathematics Syllabus**

**Evaluation requirements and/or performance assessment:**

Geometry Practice Sheet (1c, 2a)

Geometry Performance I Formative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Geometry Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Geometry Written Examination (1c, 1d, 2b, 2c, 2d)

Geometry Performance II Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Geometry Manual  
Practicum Planning Journal  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

Geometry Practice Sheet – Last Day of Class  
Geometry Performance I Formative Assessment - Last Day of Class  
Geometry Manual - Last Day of Class  
Geometry Written Examination – last Day of Class  
Geometry Performance II Summative Assessment – last Day of Class  
Code of Ethics Statement - Last Day of Class  
Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

**Language - Grammar Curriculum  
Elementary Level I (EI.03.A)**

**Description:**

The Language Arts – Grammar curriculum familiarizes the Adult Learner with language arts to include oral language, reading and writing, grammar & sentence analysis, literature, library, reference and research skills.

**Clock hours:** 35 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a,  
3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal Language Arts (Grammar) presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Language Arts (Grammar) Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which language arts (grammar) resides within human culture.

1d Community Resources for Learning: Additional resources for mathematic materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Language Arts (Grammar) presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of language arts (grammar), and the sequence within the language arts (grammar) strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the language arts (grammar) materials is discussed and demonstrated in order for the Adult Learner to know how the language arts (grammar) materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the language arts (grammar) materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the language arts (grammar) materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the language arts (grammar) materials. Additionally, questioning strategies are modeled for the Adult Learner to

utilize with children to encourage the children to reflect and to verbalize what they have experienced with the language arts (grammar) materials.

2i Support & Intervention for Learning Differences as the child's use of the language arts (grammar) materials are observed. The adult Learner is presented with examples of use of the language arts (grammar) materials, which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to language arts (grammar). These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the language arts (grammar) materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring language arts (grammar) mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual language arts (grammar) materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the language arts (grammar) materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Language Arts (Grammar)

1c – 2 Cosmic Education: Great Lesson - Language

1d Community Resources for Learning Language

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

- 2b Scope and Sequence of Curriculum
- 2c Prepared Environment
- 2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)
- 2e Purpose & Methods of Observation
- 2f Planning for Instruction
- 2g Assessment & Documentation
- 2h Reflective Practices

**Practice:**

- 3a Classroom Leadership
- 3b Authentic Assessment
- 3c Montessori Philosophy & Methods
- 3d Parent/Teacher/Family/Community Partnership (CFC)
- 3e Professional Responsibilities
- 3f Innovation & Flexibility

**Outline of content and learning experiences:**

Language Arts (Grammar) Curriculum & Correct Use of the Language Arts (Grammar) Materials

Cosmic Education: History of Language Arts (Grammar) and Introduction

Scope & Sequence of the Language Arts (Grammar) Curriculum

Planning for Instruction: Language Arts (Grammar)

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment:

Preparation and Practical Life care of the Language Arts (Grammar) materials

**Session 1:**

Introductions:

Overview of grammar

**Function of the noun**

Key presentation  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

**Function of the article**

Key presentation  
Inventory  
Extended activities  
Grammar boxes  
Literature based activities

**Function of the adjective**

Key presentation  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

**Session 2:**

**Function of the verb**

Key presentation  
Symbols - Transportation  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Function of the preposition**

Key presentation

Symbols - transposition

Inventory

Extended activities

Command boxes

Grammar boxes

Literature based activities

### **Function of the adverb**

Key presentation

Symbols - transposition

Inventory

Extended activities

Command boxes

Grammar boxes

Literature based activities

## **Session 3:**

### **Function of the pronoun**

Key presentation

Symbols - transposition

Inventory

Extended activities

Command boxes

Grammar boxes

Literature based activities

### **Function of the conjunction**

Key presentation

Symbol - transposition

Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Function of the interjection**

Key presentation  
Symbols  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Session 4:**

#### **Overview of sentence analysis**

Hunting the Action

The clown game

#### **Reading Analysis - Sentence analysis**

Case one through Case five

### **Session 5:**

#### **Analysis - A Boxes**

Question only  
Questions and Element  
Element - only

#### **Analysis - B Boxes**

Question only  
Questions and Element  
Element – only

### **Discussion and Demonstration Points for Language Arts - Grammar:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical grammar responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Language Arts (Grammar) Practice Sheet (1c, 2a)

Language Arts (Grammar) Performance I Formative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Language Arts (Grammar) Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Language Arts (Grammar) Written Examination (1c, 1d, 2b, 2c, 2d)

Language Arts (Grammar) Performance II Summative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Language Arts (Grammar) Manuals

Practicum Planning Journal

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Language Arts (Grammar) Practice Sheet – Last Day of Class  
Language Arts (Grammar) Performance I Formative Assessment –  
Last Day of Class  
Language Arts (Grammar) Manual - Last Day of Class  
Language Arts (Grammar) Written Examination – Last Day of Class  
Language Arts (Grammar) Performance II Summative Assessment –  
Last Day of Class  
Code of Ethics Statement - Last Day of Class  
Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

### **Language Arts (Word Study) Curriculum Elementary Level I (EI.03.B)**

#### **Description:**

The Language Arts – Word Study curriculum familiarizes the Adult Learner with language arts to include oral language, reading and writing, word study, literature, library, reference and research skills.

**Clock hours:** 35 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h,  
2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

#### **Content Knowledge:**

1c – 1 Core Curriculums: Formal Mathematic presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Mathematics Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which mathematics resides within human culture.

1d Community Resources for Learning: Additional resources for mathematic materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

#### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Mathematic presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of mathematics, and the sequence within the mathematics strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the mathematics materials is discussed and demonstrated in order for the Adult Learner to know how the mathematics materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the mathematics materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the mathematics materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the mathematics materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the mathematics materials.

2i Support & Intervention for Learning Differences as the child's use of the mathematics materials are observed. The adult Learner is presented with examples of use of the mathematics materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to mathematics. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the mathematics materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring mathematics mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual mathematics materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the mathematics materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Mathematics

1c – 2 Cosmic Education

1d Community Resources for Learning

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Language Arts (Word Study) Core Curriculum & Correct Use of the Language Arts (Word Study) Materials

Cosmic Education: Great Lessons: History of Language Arts

Introduction

Scope & Sequence of the Language Arts (Word Study) Curriculum

Planning for Instruction: Language Arts (Word Study)

Authentic Assessment & Documentation: Recording each child's progress  
in Language Arts (Word Study)

Prepared Environment:

Preparation and Practical Life care of the Language Arts (Word Study)  
materials

**Session 1:**

Introduction

Daily schedule

Presentations

Practice

Responsibilities

Recorder

Breaks

Closure  
History of spoken language  
History of written language  
Overview of Word Study  
Vocabulary: Compound, Suffix, Prefix  
Key presentation  
Inventory  
Extended activities  
Literature based activities

**Session 2:**

Vocabulary: Antonym, Synonym, Homophone  
Key presentation  
Inventory  
Extended activities  
Literature based activities

**Session 3:**

Vocabulary: Homonym, Homograph, Full Stop (mechanics)  
Key presentation  
Inventory  
Extended activities  
Literature based activities

**Session 4:**

Mechanics: Apostrophe, Comma, Quotation  
Key presentation  
Inventory  
Extended activities  
Literature based activities

**Session 5:**

Research: Classification, Alphabetize, Guide Words

Key presentation

Inventory

Extended activities

Literature based activities

Reading: Literature based programs

Written Language

Oral Language

Spelling

Penmanship

Writing - Development and Review

1. Introduction
2. The Metal Insets
3. The Sandpaper Letters
4. The Moveable Alphabet

Perfecting Writing – Parallel to Literature-based Program

1. Writing as Penmanship, Manuscript - Cursive
2. Writing as Composition
  - a. content
    1. preparation - indirect
    2. simple nomenclature
    3. classified nomenclature

Writing as Spelling

1. San Mateo County Spelling Program
2. Literature-based Spelling Program

The Development of Reading

Mechanical Skills

Phonetic - Review of 3-6

1. Pink and Blue Series
  - a. objects and moveable alphabet
  - b. pictures
  - c. objects with word cards
  - d. pictures with word cards

Blue Series - Review of 3-6

1. Picture Books
  - a. one word, one picture
  - b. four words, four pictures
  - c. four words, one scene
  - d. many words, one scene
2. Long Word Lists

Phonograms - Review of 3-6

1. Twelve Key Phonograms (sandpaper phonograms)  
objects, phonogram booklet and adv. moveable  
alphabet
2. Phonogram Booklets - Coded to Key Phonograms
3. Dictation Charts
4. Advanced Dictation Charts
5. Chalkboard Activities

Sight Words

1. Word Lists
2. Definitions
3. Literature Experience Activities

The Study of Reading – Parallel to Literature-based Program

Reading Words

1. Simple and Classified Nomenclature
2. Exercises of Correct Expression
3. Extensions

- a. homes of animals
- b. voices of animals
- c. groups of animals
- d. one action, one object

Reading Sentences

First Booklets

Short Commands

First Books

Definitions - Classified Nomenclature

Comprehension

Commands

One Word

Short Sentences - Phonetic

Short Sentences - Phonograms

Simple Sentences/Simple Actions

Two Actions

Interpretive Reading (quotations from fine literature)

Sequence of Sentences

Sentences - Sequence with 2 phrases - one subordinate

Sentences with More Than One Subordinate Clause

Complex Actions: Phrases to Memorize

Short Scenes

Children Create Own Scenes

Recall the Story

Main Idea

Remember Where to Find the Answer

Follow Plot Sequence

Draw Conclusions

Predict Outcome  
Recognize Feelings and Attitudes  
Inference  
Summation  
Analogue  
Make Outline  
    Word Classification  
Word Meaning  
Meaning of Words  
Vocabulary  
Word Classification  
Figurative and Idiomatic Expressions  
Punctuation  
Question Mark  
Two Man Alphabets  
Distinguishing Question from Non-Question  
Full Stop (period)  
Capital Letters  
Abbreviations  
Commas  
Quotation Marks  
Able to Summarize  
Written Form  
Address an Envelope  
    Write a Letter  
        1.    Thank you  
        2.    Invitation  
        3.    Congratulations

4. Get well

Paragraph - Indent, Margins

Book Reports

Science Observation Reports

Study Skills

Knows Alphabet

Recognizes Sequence of Letters in Alphabet

Alphabetizes to the First, Second, and Third Letter

Knows what a Library is

Knows Rules of a Library

Knows Check Out Procedure

Responsible Borrower

Uses Card Catalogue

Identify Parts of a Book

1. Dust Cover
2. Spine
3. Binding
4. Pages
5. Title Page
6. Table of Contents
7. Dedication Page
8. Index

**Discussion and Demonstration Points for Language Arts – Word Study:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences –  
non-typical word study responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Language Arts (Word Study) Practice Sheet (1c, 2a)

Language Arts (Word Study) Performance I Formative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Language Arts (Word Study) Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Language Arts (Word Study) Written Examination (1c, 1d, 2b, 2c, 2d)

Language Arts (Word Study) Performance II Summative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Language Arts Manuals (4)

Practicum Planning Journal

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Language Arts Practice Sheet – Last Day of Class

Language Arts Performance I Formative Assessment - Last Day of Class

Language Arts Manual - Last Day of Class

Language Arts Written Examination – Last Day of Class

Language Arts Performance II Summative Assessment – Last Day of Class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

**Geography Curriculum**  
**Functional Geography Curriculum**  
**Elementary Level I (EI.04)**

**Description:**

The Geography curriculum familiarizes the Adult Learner with the concept of the universe, the solar system and the earth. The introduction of the globes are followed by an analysis of physical geography and political geography. Physical geography begins with the study of the land and water forms, and geological and climatic phenomena (crust of the earth, inside the earth, volcanoes, and clouds). Political geography focuses on the continents and the names of the countries on the continent and their flags. Ethnological and economic geography are introduced.

**Clock hours:** 14 hours & 28 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal Geography presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Geography Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which geography resides within human culture.

1d Community Resources for Learning: Additional resources for geography materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Geography presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of geography, and the sequence within the geography strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the geography materials is discussed and demonstrated in order for the Adult Learner to know how the geography materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the geography materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the geography materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the geography materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the geography materials.

2i Support & Intervention for Learning Differences as the child's use of the geography materials are observed. The adult Learner is presented with examples of use of the geography materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to geography. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the geography materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring geography mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual geography materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the geography materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Geography

1c – 2 Cosmic Education: The History of Geography

1d Community Resources for Learning Geography

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Geography Core Curriculum & Correct Use of the Geography Materials

Cosmic Education: History of Geography

Introduction to Geography

Scope & Sequence of the Geography Curriculum

Planning for Instruction: Geography

Authentic Assessment & Documentation: Recording each child's progress in Geography

Prepared Environment:

Preparation and Practical Life care of the Geography materials

**Session 1:**

Geography- Introduction

Globes: Sandpaper, and brown and blue

Physical Geography

First Level Landforms: Cape, Bay, Island, Lake, Peninsula,  
Gulf, Isthmus, Strait

Advanced Landforms

Landforms on the World Maps

Plate Tectonics

**Session 2:**

Political Geography

Globe: Political - Name Continents and Oceans

Continent Maps/Puzzle Maps

Flags, Naming the Country

Parts of the Flags

Traditions of the Flags  
Flags and National Anthems  
Maps for the Countries, Flags, Capitals  
Pin Maps  
Education for Peace  
Research Models  
Cultural Geography Integration

**Discussion and Demonstration Points for Functional Geography:**

Community Resources – catalog and internet enrichment  
Parent & Community Communication – verbalize purpose of each material  
Purpose & Methods of Observation – what to look for  
Authentic Assessment & Documentation – methods of observing and recording  
Reflective Practitioner – Thinking about, & supporting the children to think about  
Support & Intervention for Learning Differences – non-typical responses  
Culturally Responsive Methods – cultural differences  
Philosophy and Methods – integration of theory & practice  
Innovation and Flexibility – alternative presentations & why  
Classroom Leadership – exhibiting in behavior all the competencies

**Second Summer: Functional Geography**

**Session 1**

Introduction  
Chapter 1 Formation of the Earth  
Physical Geology Chapters 2 - 6

**Session 2**

Rock Specimens  
Physical Geology Chapters 7 and 13; 14 and 16.

**Session 3:**

Chapter 2: Solar Energy and the Earth

Chapter 3: Movement of the Earth :

Chapter 4: The Atmosphere

**Session 4:**

Chapter 5: Work of the Earth

Physical Geology Chapter 11

Chapter 6: The Hydrosphere

Physical Geology Chapter 8, 9, 10, 12, 15

**Discussion and Demonstration Points for Functional Geography:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Geography Practice Sheet (1c, 2a)

Geography Performance I Formative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Geography Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Geography Written Examination (1c, 1d, 2b, 2c, 2d)

Geography Performance II Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Geography Manual

Functional Geography Manual

Physical Geology Manual

Practicum Planning Journal

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Geography Practice Sheet – Last Day of Class

Geography Performance I Formative Assessment - Last Day of Class

Geography Manual - Last Day of Class

Geography Written Examination – Last Day of Class

Geography Performance II Summative Assessment – Last Day of Class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

**History Curriculum**

**Elementary Level I (EI.05)**

**Description:**

The History curriculum familiarizes the Adult Learner with time concepts (notion of time), formation of the universe and the earth with experiments, fundamental needs of people, time line of life, and time line of people.

**Clock hours:** 21 hours

**Credits:** MTEC/SFBA transcript

**Objectives:**

MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h,  
2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

### **Content Knowledge:**

1c – 1 Core Curriculums: Formal History presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: History Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which history resides within human culture.

1d Community Resources for Learning: Additional resources for history materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal History presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of history, and the sequence within the history strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the history materials is discussed and demonstrated in order for the Adult Learner to know how the history materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the history materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the history materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the history materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the history materials.

2i Support & Intervention for Learning Differences as the child's use of the history materials are observed. The adult Learner is presented with examples of use of the history materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to history. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the history materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring history mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual history materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the history materials.

Competencies:

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: History

1c – 2 Cosmic Education: History and the Marking of Time

1d Community Resources for Learning History

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

History Core Curriculum & Correct Use of the History Materials

Cosmic Education: History and Introduction

Scope & Sequence of the History Curriculum

Planning for Instruction: History

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment:

Preparation and Practical Life care of the History materials

**Session 1:**

Overview of Week

Overview of History

Development of Notion of Time

Responsibilities/Assignments (each day)

History

The Concept of Passing of Time: Marks on a Line

One Year Timelines: The Calendar

The Child's Personal Timeline

Timelines for the Child's Family

The Year and its Parts: Nomenclature, Month, Year, Half-Year, Quarter Year, Week

Etymology of the Months of the Year

Etymology of the Days of the Week

Holidays

The Clock

History and Grammar

The Age of the Earth - Formation of the Earth

Notion of Time continued

Experiments

Philosophy (throughout week)

Long Black Line

Christ – Center of History

B.C. – A.D. (BCE - ADE)

**Session 2:**

Key Experience: Needs of People

Needs of People continued

Story of Creation (with a partner)

History

The Concept of History

Fundamental Needs of People - Key Experiences

Physical

Clothing

Nourishment

Transportation

Defense

Shelter

Health

Spiritual

Art

Religion

Self-knowledge

Vertical Presentation of the Fundamental Needs

Horizontal Presentation of the Fundamental Needs

Experiments on the History of the Earth

Cold - Freezing

The Formation of the Star

Solid, Liquid, Gas

Liquid, Viscous

Passing from Solid to Liquid to Gas

Passing from Gaseous to Liquid to Solid

Particles which Attract, Particles which do not Attract

Mixture

Chemical Combination of Gas

Crystallization

Chemical Reaction

Precipitation

Properties of Solid, Liquid, and Gas

Elastic, Plastic, Rigid

Matter Changes its State at Different Temperatures

Density

The Laws of Gravity

Cooling and the Mass of the Bodies

Volcano

Matter Expands when Heated

## Quick Evaporation

### **Session 3:**

Clock of Eras

Time Line of Life

History Presentations & Practice

Overview of Geography

History

Story of the Universe

God Who Has No Hands

The Clock of Eras

Formative Era

Archaic Era

Paleozoic Era

Mesozoic Era

Cenozoic Era

Neozoic Era

Timeline of Life

Paleozoic Era

Cambrian Period - Age of the Trilobites

Ordovician Period - Age of Sea Life

Silurian Period - Age of Sea Life

Devonian Period - Age of Fish

Carboniferous Period

Mississippian - Age of Amphibian

Pennsylvanian - Age of Amphibian

Permian

Mesozoic Era - Age of Reptiles

Triassic Period

Jurassic Period

Cretaceous Period

Cenozoic Era

Eocene

Oligocene

Miocene

Pliocene

Neozoic

Time Line of People

Integration of History and Whole Language

**Discussion and Demonstration Points for History:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences –  
non-typical history responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

History Practice Sheet (1c, 2a)

History Performance I Formative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

History Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

History Written Examination (1c, 1d, 2b, 2c, 2d)

History Performance II Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

History Manual

Practicum Planning Journal

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

History Practice Sheet – Last Day of Class

History Performance I Formative Assessment - Last Day of Class

History Manual - Last Day of Class

History Written Examination – Last Day of Class

History Performance II Summative Assessment – Last Day of Class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

**Biology Curriculum**

**Elementary Level I (EI.06)**

**Description:**

The Biology curriculum familiarizes the Adult Learner with the concept of Living/Nonliving, the Five Kingdoms, the Animal Kingdom which includes classification of the animal kingdom into its major phyla, the external parts of the animals of the major phyla, animal habitats, and the ways in which animals meet their fundamental needs, and the internal parts and life cycles of the major phyla; and the Plant Kingdom which includes classification of the external parts of the plant and the function of the parts of the plant (plant charts & experiments), plant habitats, and the ways in which plants meet their fundamental need

**Clock hours:** 35 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal Biological Sciences presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Biological Sciences Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which biological sciences resides within human culture.

1d Community Resources for Learning: Additional resources for biological sciences materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Biological Sciences presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of biological sciences, and the sequence within the biological sciences strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the biological sciences materials is discussed and demonstrated in order for the Adult Learner to know how the biological sciences materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the biological sciences materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the biological sciences materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the biological sciences materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the biological sciences materials.

2i Support & Intervention for Learning Differences as the child's use of the biological sciences materials are observed. The adult Learner is presented with examples of use of the biological sciences materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to biological sciences. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the biological sciences materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring biological sciences mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual biological sciences materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the biological sciences materials.

**Competencies:**

(MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f)

**Content Knowledge:**

1c – 1 Core Curriculums: Biological Sciences

1c – 2 Cosmic Education: Beginning of Life on Earth

1d Community Resources for Learning about Plants and Animals

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Biological Sciences

Core Curriculum & Correct Use of the Biological Sciences Materials

Cosmic Education: Beginning of Life on Earth

Scope & Sequence of the Biological Sciences Curriculum

Planning for Instruction: Biological Sciences: Botany & Zoology

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment: Preparation and Practical Life care of the Biological Sciences materials

**Session 1:**

Montessori Philosophy

Introduction and Overview of Biology  
Introduction and Overview of Zoology  
Introduction to the Zoology Manuals

Presentations:

Overview

Presentations:

Living/Non-living  
Biogeochemical Cycles  
Five Kingdoms  
Plant/Animal  
Classroom Animals  
Care of Animals  
First Knowledge of the Animal Kingdom  
Overview and Review

## **Session 2:**

Montessori Philosophy  
Overview and Review: Zoology  
The Porifera and Porifera Presentation  
Other Phyla presentation

Presentations:

How Animals Satisfy Their Needs/Animal Stories

Presentations:

Student Presentations of the Animal Phyla  
Animal Classification

Overview and Review

## **Session 3:**

Montessori Philosophy

## Overview and Review

### Presentations:

- Dissection: Simulated
- Main Characteristics/Internal Parts
- Integration of Zoology with Art and Language
- Summary of Zoology
- Scope and Sequence through the Year/Across Three Levels
- Introduction and Overview of Botany
- Introduction to the Botany Manuals

### Presentations:

- Living/Non-living
- Biogeochemical Cycles
- Five Kingdoms
- Plant/Animal
- Classroom Plants
- Care of Plants
- First Knowledge of the Plant Kingdom
- The Plant Experiments
- The Plant
- Overview and Review

### **Session 4:**

Montessori Philosophy

Overview and Review: Botany

### Presentations:

- Student Presentations of Key Plant Experiences
- Plant Stories Overview and Review

### **Session 5:**

Montessori Philosophy

Overview and Review

Presentations:

Plant Physiology

Summary of Botany

Zoology and Botany Material Making

Demonstration

Habitat Presentations:

Student Presentation Full Lay-out of Botany

Integration of Botany with Art and Language

Overview and Review

**Discussion and Demonstration Points for Botany & Zoology:**

Community Resources – Biology catalogs and internet enrichment

Parent & Community Communication – verbalize purpose of each plant  
& animal material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and  
recording

Reflective Practitioner – Thinking about, & supporting the children to think  
about

Support & Intervention for Learning Differences –  
non-typical botany & zoology responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Biological Sciences Practice Sheet (1c, 2a)

Biological Sciences Performance I Formative Assessment

(1c, 2a, 2b, 2c. 2d. 2e, 2f, 2g, 2h)

Biological Sciences Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)  
Biological Sciences Written Examination (1c, 1d, 2b, 2c, 2d)  
Biological Sciences Performance II Summative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
Code of Ethics Statement (3e)  
Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Botany Manual  
Zoology Manual  
Practicum Planning Journal  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

Biological Sciences Practice Sheet – Last Day of Class  
Biological Sciences Performance I Formative Assessment - Last Day of Class  
Biological Sciences Manual - Last Day of Class  
Biological Sciences Written Examination – Last Day of Class  
Biological Sciences Performance II Summative Assessment – Last Day of Class  
Code of Ethics Statement - Last Day of Class  
Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

**Physical Science Curriculum**

**Elementary Level I (EI.07)**

**Description:**

The Physical Science curriculum familiarizes the Adult Learner with Chemistry, Physics and the Biogeochemical Cycles.

**Clock hours:** 7 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal Physical Science presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Physical Science & Early Scientists are presented so that the Adult Learner will have the knowledge of the context within which physical science resides within human culture.

1d Community Resources for Learning: Additional resources for physical science materials and activities are presented so that the Adult Learner can enrich and expand the physical science experiences for the students.

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Physical Science presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of physical science, and the sequence within the physical science strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the physical science materials is discussed and demonstrated in order for the Adult Learner to know how the physical science materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the physical science materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the physical science materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the physical science materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the physical science materials.

2i Support & Intervention for Learning Differences as the child's use of the physical science materials are observed. The adult Learner is presented with examples of use of the physical science materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to physical science. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the physical science materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring physical science mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual physical science materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the physical science materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Physical Science

1c – 2 Cosmic Education and the Role of the Early Scientists

1d Community Resources for Learning about the Physical Sciences

**Pedagogical Knowledge:**

2a Correct Use of Physical Science Materials

2b Scope and Sequence of the Physical Science Curriculum

2c Prepared Environment for the Physical Sciences

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

Communicating to the Family about the Physical Sciences

2e Purpose & Methods of Observation of the Student

and the Physical Science Curriculum

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Physical Science Core Curriculum & Correct Use of the Physical Science Materials

Cosmic Education: History of Physical Science

Introduction to the Physical Sciences

Scope & Sequence of the Physical Science Curriculum

Planning for Instruction: Physical Science

Authentic Assessment & Documentation: Recording each child's progress

in Physical Science

## Prepared Environment:

Preparation and Practical Life care of the Physical Science materials

1. Introduction
2. Formation of the Earth
3. Rocks and Minerals
4. Igneous Rock
5. Weathering and Erosion
6. Secondary Rock
7. Metamorphic Rock
8. Mass Wasting
9. The Work of Water
10. Glaciers and Glaciation
11. Desert
12. Waves
13. Earth Grades
14. Plate Tectonics
15. Oceans
16. Mountains
17. Chemistry Principles, Experiments & Materials
18. Physics Principles, Experiments & Materials

Discussion and Demonstration Points for Physical Science

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

## **Evaluation requirements and/or performance assessment:**

Physical Science Practice Sheet (1c, 2a)

Physical Geology Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Chemistry Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Physics Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

**Required and recommended readings:**

Physical Geology Manual

Chemistry Manual

Physics Manual

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Physics & Chemistry Practice Sheet – Last Day of Class

Physics Manual - Last Day of Class

Chemistry Manual - Last Day of Class

Physics Performance I Summative Assessment – Last Day of Class

Chemistry Performance I Summative Assessment – Last Day of Class

**Curriculum Design**

**Elementary Level I (EI.08)**

**Description:**

To familiarize the student with the theories of curriculum development, creation of original materials, and reconfiguration of current learning materials.

**Clock Hours:** 32 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f

**Content Knowledge:**

1d Community Resources for Learning Pedagogy for all of the curriculum areas is viewed as enrichment opportunities that the Adult Learner should use to enrich the students' experiences.

**Pedagogical Knowledge:**

2b Scope and Sequence of all the curriculum areas is required in order for the Adult Learner to design a curriculum implementation plan.

2c Prepared Environment in both the broad perspective and the details of each curriculum area are required in order for the Adult Learner to be able to deliver the curriculum to the students.

2f Planning for Instruction is discussed in terms of each curriculum area in order for the Adult Learner to have a clear plan for the development of the curriculum.

2g Assessment & Documentation refers to the students as they work with the materials. The Adult Learner's task is to develop tools of assessment and of documentation.

2h Reflective Practices by the Adult Learner are guided so as to assure that this becomes habituated.

**Practice:**

3a Classroom Leadership is developed by the Adult Learner through the implementation of all of the competencies.

3b Authentic Assessment is formative and summative assessment as it occurs at the interface of the student and the curriculum. The Adult Learner develops observational skills and documenting tools to implement authentic assessment.

3f Innovation & Flexibility are modeled with the curriculum in order for the Adult Learner to become familiar with the range of possible directions that the curriculum can take.

**Competencies:** MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f

**Content Knowledge:**

1d Community Resources for Learning Pedagogy

**Pedagogical Knowledge:**

2b Scope and Sequence of Curriculum

2c Prepared Environment

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

### 3f Innovation & Flexibility

#### **Outline of content and learning experiences:**

Curriculum development models focus on educational purposes, experience and the structure of a curriculum. Three curriculum models are introduced:

#### **Session 1:**

1. Tyler model is influenced by curricular management:
  1. instructional strategies and content
  2. objectives
  3. organization of learning experiences
  4. assessment and evaluation.
  
2. *Taba Model* of curriculum development is developed by the teacher:
  1. Identify the needs of the students & the expectations of society
  2. Formulate the learning objectives
  3. The learning content is selected based on the objectives
  4. Organized of curriculum decided by the teachers based on the students
  5. The learning experiences are selected
  6. The organization of the actual learning activities are determined
  7. What and how of evaluation to determine the effectiveness of the curriculum

#### **Session 2:**

3. *Bruner Model* is the spiraling or circular curriculum in which the same topic is re- presented on increasingly sophisticated levels.

#### **Session 3:**

Creation of original materials and reconfiguration of current learning materials require.

Plan for continuity of learning experiences for the student group

Plan curriculum to meet the individual needs and interests of children appropriate to their development, socio-cultural background, and experience level.

Diagnose children's learning needs through a variety of vehicles (i.e. observation, case studies, tests, developmental scales, classroom products).

Discuss match between diagnosis and learning activities provided.

Montessori principles on Cosmic Education integrates the teaching of history, geography, the sciences, creative arts, and movement.

Knowledge of varied learning styles.

Knowledge of environmental design and preparation.

Discuss opportunities for choice, problem-solving, decision-making, and responsibility for learning on the part of the children.

Discuss a broad repertoire of teaching strategies (i.e. structuring environment; using manipulative materials for exploration, demonstration, and concrete models, modeling behavior; using verbal strategies such as inquiry, explanation, imitation, illustration, and dramatization, and incorporate appropriate technology.)

Plan and implement group activities.

Discuss organizational and classroom management procedures to facilitate growth and learning.

Integration of practical life skills throughout the curriculum areas.

Discuss Montessori philosophy and practice and its continuity.

Discuss objectives, children's individual growth, learning and programs.

Discuss consistency between stated objectives and methods of evaluation (i.e., assessment of cognitive, affective, and psychomotor development).

Discuss knowledge of appropriate evaluative measures.

Discuss and use a variety of appropriate record-keeping and evaluation processes.

Interpret results of evaluative measures.

Prepare professional reports.

Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.

Evaluate and select prepared curriculum materials.

Discuss original materials to meet the needs and interests of children.

Discuss rationale of curriculum materials.

Discuss applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.

Implementation of an integrated Montessori cosmic curriculum.

Discuss strategies to encourage parental interest and involvement and to respond to community need.

Discuss communication skills appropriate to parent conferencing, nonjudgmental listening and interactions with others.

Discuss resources for referral, enrichment, program development and implementation.

Discuss administrative responsibilities regarding minimum standards required by health, education and welfare codes and legal liability and issues.

Discuss acquisition of supplies, maintenance of equipment, budget planning.

Discuss professional growth opportunities, such as Montessori and other educational conferences, publications, organizations, and resources.

Discuss personalizing educational plans for a variety of learning styles.

Discuss a variety of instructional strategies and assessment methods.

**Evaluation requirements and/or performance assessment of student:**

Practicum Planning & Reflection Journal

(MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f)

Practicum Handbook & Competencies Portfolio

(MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f)

**Required and recommended readings:**

Handouts

Practicum Planning & Reflection Journal

Practicum Handbook & Competencies Portfolio

**Classroom Leadership  
Elementary Level I (EI.09)**

**Description:**

Classroom Leadership familiarizes the Adult Learner with techniques for beginning a new classroom, routines for the beginning of the school year, the preparation of the classroom and sequence of the curriculum

materials. Preparation of the schedule of the day and the scope and sequence for the school year, reflections of the psychological/moral/spiritual environment of the classroom, the role of the teacher as prepare of the environment, model of behavior, observer, initiator, group leader and record keeper. Placement and orientation of new students to the curriculum is covered. Development of relationship with the family and conducting the conference and discussing the progress report, and sensitive to cultural differences and diversity is discussed.

**Clock Hours:** 8 hours

**Credits:** MTEC/SFBA transcript – 1 semester unit

**Objectives:** MACTE 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3f, 3g

### **Content Knowledge -**

1d Community Resources for Learning are discussed in terms of field trips or community service personnel that can visit and enrich the Students' experiences. The Adult Learner integrates this research with generating the Schedule of the Year.

### **Pedagogical Knowledge -**

2a Correct Use of Montessori Materials is discussed and materials that are a challenge for the Adult Learner are identified.

2b Scope and Sequence of Curriculum is reviewed as the curriculum for the School Year is generated by the Adult Learner.

2c Prepared Environment in terms of the curriculum areas is discussed in order for the Adult Learner to generate both a floor plan and also a shelve-by-shelf display of the curriculum materials.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed as the Adult Learner plans for the daily communication with families, the formal and informal conferences with families, the progress report, difficult parents, etc.

2e Purpose & Methods of Observation is discussed as it relates to the curriculum and as it relates to the students. The Adult Learner generates a record keeping system.

2f Planning for Instruction is shown through the use of the Planning Journal. The Adult Learner generates a penciled academic calendar for the school year in the Planning Journal.

2g Assessment & Documentation is considered for each of the curriculum areas.

2h Reflective Practices is ongoing and monitored through the Practicum Planning and Reflective Journal.

2i Support & Intervention for Learning Differences is a discussion of process.

2j Culturally Responsive Methods is a discussion at the seminars.

### **Practice -**

3a Classroom Leadership is defined as becoming a competent teacher in order to support student development. The competencies are the roadmap to that goal.

3b Authentic Assessment is discussed for the Adult Learner to determine the precise behaviors that may be observed in children as they use the various curriculum materials. Authentic assessment is the goal of observation.

3c Montessori Philosophy & Methods within the elementary classroom is purpose of the practicum and evaluated through the Practicum Handbook Competencies Portfolio, and the Practicum Planning and Reflection Journal.

3d Parent/Teacher/Family/Community Partnership (CFC) – see 2d.

3e Professional Responsibilities are monitored and self-assessed throughout the academic year.

3f Innovation & Flexibility are measured through the delivery of the curriculum with reference to the needs of individual children.

**Competencies:** MACTE 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3f, 3g

### **Content Knowledge -**

1d Community Resources for Learning

### **Pedagogical Knowledge -**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

- 2f Planning for Instruction
- 2g Assessment & Documentation
- 2h Reflective Practices
- 2i Support & Intervention for Learning Differences
- 2j Culturally Responsive Methods

**Practice:**

- 3a Classroom Leadership
- 3b Authentic Assessment
- 3c Montessori Philosophy & Methods
- 3d Parent/Teacher/Family/Community Partnership (CFC)
- 3e Professional Responsibilities
- 3f Innovation & Flexibility

**Outline of content and learning experience:**

Environment -

- Planning for starting a new classroom
- Preparation of the physical environment
- Preparing of the spiritual/psychological conditions of the environment
- Preparing the Schedule of the Day
- Preparing the Schedule of the Year
- Planning the curriculum areas for the School Year
- Develop organizational and classroom management procedures

Student -

- Planning for the individual needs and interests of children
- Initiating the New Child

Teacher -

- Role of the Teacher; Observer & Recorder, Preparer, Initiator
- Role in the School: Discuss proper channels of communication, administrative functions, and professional conduct

Identify resources appropriate for varying abilities & cultural backgrounds

Review / develop authentic assessment tools

Community -

Parent Relationship

Daily

Monthly

Conferences & Progress Reports / Portfolio

Cultural Differences

Awareness of governmental regulations and educational standards

Community resources for support of children and families

Professional organizations

**Evaluation requirements and/or performance assessment:**

Practicum Handbook & Competencies Portfolio.

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

Practicum Planning & Reflection Journal.

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

**Required and recommended readings:**

Handouts

Practicum Handbook & Competencies Portfolio

Practicum Planning & Reflection Journal.

**Due Dates:**

Review at each Field Consultant visit (three minimum), at each Practicum Seminar and at the end of the Practicum.

**Montessori Philosophy Curriculum  
Elementary Level I (EI.10)  
during the Biological Sciences**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 5 hours

**Credits:** MTEC/SFBA transcript

**Objectives:****1. Montessori Philosophy and Human Development**

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual. In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:****1. Montessori Philosophy and Human Development**

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

## **Outline of content and learning experiences:**

### **Session 1:**

*The Formation of Man*

Part I: Prejudices and Nebulae

Introduction pages 1 – 16

### **Session 2:**

*The Formation of Man*

Part II: The Revelation of the Natural Order in Children

And Its Obstacles pages 17 – 37

### **Session 3:**

*The Formation of Man*

Part II: II Prejudices Regarding the Child in Science and

Education pages 38 – 53

### **Session 4:**

*The Formation of Man*

Part II: III The “Nebulae” pages 54 – 72

### **Session 5:**

*The Formation of Man*

Part III: World Illiteracy pages 73 – 99

## **Evaluation requirements and/or performance assessment:**

Participation - Competencies 1.a, 1.b, 1.d

Philosophy Manual - Competencies 1.a, 1.b, 1.d

## **Required and recommended readings:**

*The Formation of Man* by Maria Montessori

Choose one of the following to write your philosophy paper:

1. Part I: Prejudices and Nebulae: Discuss the basis and purpose of Montessori Education for young children. Discuss how Montessori Education meets the needs of young children. What are some of the obstacles that must be overcome? The paper should be at least one page long.

2. Part II: Natural Order: Discuss the basis and purpose of Montessori Education for young children. Discuss how Montessori Education meets the needs of young children. Discuss some of the materials used that assist the child's development. What are some of the obstacles that must be overcome? The paper should be at least one page long.
3. Part II: Science and Education: Discuss the basis and purpose of Montessori Education for young children, especially as it relates to science and culture. Discuss some of the materials used that assist the child's development. Relate to the biology manual. What are some of the obstacles that must be overcome? The paper should be at least one page long.
4. Part II: The 'Nebulae': Discuss the similarities and differences between man and other animals. Relate to language development, the spiritual embryo, the absorbent mind, the ability to adapt, and the need to make contact with the world. Discuss how the cultural subjects such as biology assist the development of the child in these areas. The paper should be at least one page long.
5. Part III: World Illiteracy: Discuss the problems of education throughout history. Discuss how the Montessori language program prepares the child for learning the other subjects, particularly the cultural subjects. Discuss the materials that assist the child in spoken language, written language, and reading. The paper should be at least one page long.

## **Montessori Philosophy Curriculum**

### **Elementary Level I (EI.10)**

#### **During Geography**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 4 hours

**Credits:** MTEC/SFBA transcript

**Objectives:**

## 2. Montessori Philosophy and Human Development

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrative in the Practicum Planning Journal/Reflective Practitioner Journal. (c)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

## 3. Classroom Leadership

The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, planning and recording the needs and progress of elementary age children; (a)

The student is provided with information on the uniqueness of each child in that child's relationship to his/her family and culture. (b)

Techniques are demonstrated to individualize educational plans for a variety of learning styles. The practicum serves the purpose of implementing the strategies. (c)

The student is introduced to effective classroom leadership strategies that build community and support learning. (d)

## 4. Curriculum Implementation

The student is shown Montessori curriculum materials and the principles and purposes of the materials and the presentations. (b)

Various designs for a developmentally appropriate Montessori environment in response to the needs of students is discussed in addition to a plan to maintain the environment. (c)

5. Communication and Partnership with Families

The importance of cultural sensitivity in fostering professional school-family partnerships is discussed to support the students' awareness of the role of family and culture in the educational setting. (a)

Community resources in support of children and families are identified for the student. (b)

Major professional associations and societies are identified for the student. (c)

**Competencies:**

1. Montessori Philosophy and Human Development:

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age (b)

Demonstrates evidence of personal growth through self-evaluation and introspection (c)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services (d)

1. Classroom Leadership:

Demonstrates the ability to observe, plan and record the needs and progress of elementary age children (a)

Demonstrates sensitivity to the psychological and cultural needs of individual children (b)

Demonstrates the ability to personalize educational plans for a variety of learning styles (c)

Identifies and initiates effective classroom leadership strategies that build community (d)

2. Curriculum Implementation:

Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations (b)

Designs and maintains a developmentally appropriate Montessori environment in response to the needs of students (c)

3. Communication and Partnership with Families:

Utilizes cultural sensitivity in fostering professional school-family partnerships (a)

Articulates an awareness of community resources for additional support of children and families (b)

Identifies and has knowledge of available professional associations (c)

**Outline of content and learning experiences:**

Session 1:

Cognitive Development in Early Childhood - Review

Observation Reports

Observation

Discussion

Self-assessment/introspection

Read Chapter 9

Session 2:

Social/Emotional Development in Early Childhood - Review

Observation Reports

Observation

Discussion

Cultural Sensitivity

Read Chapter 10

Session 3:

Cognitive Development in the Middle Years

Observation Reports

Observation

Discussion

Professional associations

Read Chapter 11

Session 4:

Social/Emotional Development in Middle Years

Observation Reports

Observation

Discussion

Community Resources/Special services

Read Chapter 12

**Evaluation requirements and/or performance assessment:**

Participation: MACTE 1.a, 1.b, 1.d, 2.a, 2.b, 2.c, 2.d, 3.b, 3.c, 4.a, 4.b, 4.c

Observation Reports: MACTE 1.a, 1.b, 1.c

**Required and recommended readings:**

*Child Development: Its Nature and Course*, fifth edition,  
DeHart, Sroufe and Cooper, Chapter 9 – 12.

**Montessori Philosophy Curriculum**

**Elementary Level I (EI.10)**

**during Geometry(4 hours) and Math – Fractions(1 hour)**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms, and special support services are examined.

**Clock hours:** 5 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement

the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

1. Montessori Philosophy and Human Development

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

<b>Session 1:</b> from <u>Education and Peace</u> Chapter 1 - 3	Page 5 - 36
from <u>The Advanced Montessori Method II</u>	Page 259 - 264
<b>Session 2:</b> from <u>Education and Peace</u> Chapter 4 - 6	Page 37 - 53
from <u>The Advanced Montessori Method II</u>	Page 265 - 291
<b>Session 3:</b> from <u>Education and Peace</u> Chapter 7 - 9	Page 54 - 70
from <u>The Advanced Montessori Method II</u>	Page 292 - 300
<b>Session 4:</b> from <u>Education and Peace</u> Chapter 10 - 15	Page 71 -119
from <u>The Advanced Montessori Method II</u>	Page 301 - 315
<b>Session 5: from</b> <u>Education and Peace</u> Chapter 13 - 15	Page 92 – 119
Chapter 9 Montessori Today, <u>The Planes of Adulthood</u>	Page 152 - 176
Chapter 10 <u>Montessori Today, Montessori:</u>	

**Evaluation requirements and/or performance assessment:**

Participation - MACTE 1.a, 1.b, 1.d

Philosophy Manual - MACTE 1.a, 1.b, 1.d

**Required and recommended readings:**

*Education and Peace* by Maria Montessori

*The Advanced Montessori Method II* by Maria Montessori

**Montessori Philosophy Curriculum**

**Elementary Level I (EI.10)**

**during History and Geography**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 5 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1a, 1b, 1d

**Montessori Philosophy and Human Development**

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum & peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six

(6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*To Educate the Human Potential* by Maria Montessori pages 1 - 18

- Chapter 1 - 3 Introduction
- The Six-year-old
- The Right Use of Imagination
- The New Psychology

**Session 2:**

*To Educate the Human Potential* by Maria Montessori pages 19 - 36

- Chapter 4 - 8 The Universe Presented
- The Drama of the Ocean
- How Mother Earth Has Been Created
- The Primeval World War
- The Cretaceous Period

**Session 3:**

*To Educate the Human Potential* by Maria Montessori pages 37 - 51

Chapter 9 - 11 The Earth in Travail Again  
Early People  
Nomad Versus Settler

**Session 4:**

*To Educate the Human Potential* pages 52 - 67

Chapter 12 - 15 Man the Creator and Resealer  
Early Great Civilizations  
Egypt through the Ages  
Life in Babylon

**Session 5:**

*To Educate the Human Potential* by Maria Montessori pages 68 - 85

Chapter 16 - 19 Dignity and Impudence, The Hellenic Spirit  
Man - Whither Bound - Conclusion

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*To Educate the Human Potential* by Maria Montessori

Choose one of the following to write your philosophy paper:

1. Chapters 1-3: Discuss the characteristics of the six – nine-year-old child and the right use of imagination. Discuss the *mneme*, engrams, *horme*, Elam Vitale, and the consequences for the child in education. What activities and materials would help the child? The paper should be at least one page long.
2. Chapters 4-8: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapters? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.

3. Chapters 9-11: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapter? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.
4. Chapters 12-15: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapters? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.
5. Chapters 16-19: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapters? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.

**Montessori Philosophy Curriculum**  
**Elementary Level I (EI.10)**  
**during Language Arts/Grammar**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 5 hours.

**Credits:** MTEC Transcript

**Objectives:** MACTE 1a, 1b, 1d

**Montessori Philosophy and Human Development**

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum & peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six

(6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

<i>Childhood to Adolescence</i>	by Maria Montessori
Chapter 1 and 2	page 1 - 3
<i>The Advanced Montessori Method II</i>	by Maria Montessori
Chapter 3 and 4	page 22 - 50

**Session 2:**

<i>Childhood to Adolescence_</i>	by Maria Montessori
Chapter 3 - 4	page 22 - 50
<i>The Advanced Montessori Method II</i>	by Maria Montessori
Chapter 5 and 6	page 51 - 76

**Session 3:**

<i>Childhood to Adolescence_</i>	by Maria Montessori
Chapter 5	page 17 - 23
<i>The Advanced Montessori Method II</i>	by Maria Montessori

Chapter 7 - 8 page 77 - 97

**Session 4:**

*Childhood to Adolescence* by Maria Montessori  
*Conclusion and Appendix A* page 58 - 70  
*The Advanced Montessori Method II* by Maria Montessori  
Chapter 9 and 10 page 98 - 119

**Session 5:**

*Childhood to Adolescence* by Maria Montessori  
Appendix B and C page 71 - 93  
*The Advanced Montessori Method II* by Maria Montessori  
Chapter 11 - 12 page 120 - 159  
*The Four Planes of Development*  
*The Spiritual Embryo*

**Evaluation requirements and/or performance assessment:**

Participation - Competencies 1.a, 1.b, 1.d  
Philosophy Manual - Competencies 1.a, 1.b, 1.d

**Required and recommended readings:**

*Childhood to Adolescence* by Maria Montessori  
*The Advanced Montessori Method II* by Maria Montessori

**Montessori Philosophy Curriculum**

**Elementary Level I (EI.10)**

**during Language Arts/Word Study**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 5 hours.

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual. In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

Session 1: *The Advanced Montessori Method II* Part 1 Ch. 1

*Education for Human Development: "Understanding Montessori"* Ch. 1

Session 2: *The Advanced Montessori Method II* Part 1 Ch. 2

*Education for Human Development: "Understanding Montessori"* Ch. 2

Session 3: *The Advanced Montessori Method II* Part 1 Ch. 13

*Education for Human Development: "Understanding Montessori"*

*Ch. 3 & 4*

Session 4: *The Advanced Montessori Method II Part 1 Ch. 14*

*Education for Human Development: "Understanding Montessori"*

*Ch. 5 & 6*

Session 5: *The Advanced Montessori Method II Part 2 Ch. 1*

*Education for Human Development: "Understanding Montessori"*

*Ch. 7 & 8*

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*The Advanced Montessori Method II*

*Education for Human Development: Understanding Montessori*

**Montessori Philosophy Curriculum**

**Elementary Level I (El.10)**

**during Mathematics (Fractions with Geometry – 1 hour)**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 10 hours + 1 hour from Fractions with Geometry

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the

philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

### **Outline of content and learning experiences:**

#### **Session 1:**

Chapter 1 *Montessori Today*, “The Origin and Theory of Montessori Education” pages 3 – 23

Part IV *The Advanced Montessori Method II* pages 205 - 210

#### **Session 2:**

Chapter 2 *Montessori Today*, “Overview of the Primary Years”  
pages 24 - 43

Part IV *The Advanced Montessori Method II* pages 210 – 216

#### **Session 3:**

Chapter 3 *Montessori Today*, *Changes at the Second Plane*  
p. 44 - 53

Part IV *The Advanced Montessori Method II* pages 217 – 222

**Session 4:**

Chapter 4 *Montessori Today,*

*The Great Lessons and Key Lessons* pages 54 – 76

Part IV *The Advanced Montessori Method II* pages 223 - 224

**Session 5:**

Chapter 5 *Montessori Today, “The Classroom Environment”*

pages 77 – 86

*Child Development Piaget’s Cognitive – “Developmental Theory”*

**Session 6:**

Chapter 6 *Montessori Today, “The Elementary Teacher”*

pages 87 – 97

**Session 7:**

Part IV *The Advanced Montessori Method II* pages 225 – 240.

**Session 8:**

Chapter 7 *Montessori Today, Freedom and Responsibility*

pages 98 - 114

**Session 9:**

Chapter 8 *Montessori Today, “Scenes from an Elementary Classroom”* pages 115 – 151

**Session 10:**

Part IV *The Advanced Montessori Method* pages 237 - 240

*Child Development Piaget’s Cognitive – Developmental Theory*

**Session 11: (during Fractions)**

Chapter 9 *Montessori Today, “The Planes of Adulthood”*

pages 152 – 176

Chapter 10 *Montessori Today, “Montessori: Present and Future”*

pages 177 - 186

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*Montessori Today* by Paula Polk Lillard

*The Advanced Montessori Method II* by Maria Montessori

**Montessori Philosophy Curriculum**

**Elementary Level I (El.10)**

**during Physical Science**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 1 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*From Childhood to Adolescence* by Maria Montessori

Appendices pages 59 – 93

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*From Childhood to Adolescence* by Maria Montessori

## **Montessori Philosophy Curriculum**

### **Elementary Level I (EI.10)**

#### **during Functional Geography**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Clock hours:** 4 hours  
**Credits:** MTEC/SFBA transcript  
**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum & peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 5, 6 pages 24 - 35

**Session 2:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 7 pages 36 – 57

**Session 3:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 8 pages 36 - 57

**Session 4:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 9 - 10 pages 48 – 58

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*From Childhood to Adolescence* by Maria Montessori

**Choose one of the following to write your philosophy paper:**

1. Chapters 5 and 6: Discuss the role of imagination of the elementary child. Discuss the role and purpose of “going out” into the environment for the child who is developing the concept of culture. Relate to the cultural subjects using examples from the chapter on water. What concepts are important for the child to experience through experiments? Through going out? What activities would benefit the child? The paper should at least be one page long?
2. Chapters 7 and 8: Discuss some of the science experiments that would “strike the imagination” of the elementary child. How would you present these materials in the classroom? What concepts would you want the child to understand? What needs of the child are being met with these experiments? The paper should be at least one page long.
3. Chapters 9 and 10: Discuss some of the science experiments that would “strike the imagination” of the elementary child. How would you present these materials in the classroom? What concepts would you want the child to understand?
4. Appendices: Discuss how the work in the elementary classroom prepares the child for middle school, high school, and the university. Discuss the needs of these older children and how a Montessori education at these levels meets these needs. The paper should be at least one page long.

**Montessori Philosophy/Theory: Peace Education (EI.10)**

**Description:**

To familiarize the student with the Montessori philosophy /theory and rationale of the Peace Education curriculum.

**Instructor:**

Linda Aaquist, Practicum Seminar

**Academic clock hours:** 8 hours.

**Credits:** MTEC/SFBA transcript

**Competencies to be achieved in Montessori Philosophy/Theory during Peace Education:** (MACTE Competencies #1.a and #3.a, #3.b, #3.c)

**Montessori Philosophy and Human Development (MACTE #1):**

Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. (a)

**Session 1: Morning**

Honoring the Light of the Child- Introduction and Activities 1 - 8

**Session 2: Afternoon**

Honoring the Light of the Child, Activities 9 - 13

**Outline of content and learning experiences:**

The Need to educate for a Culture of Peace

The Flower of Peace Model

The Nature of Young Children

Creating Environments to Nurture Peace

The Playful Adult

How to Use This Book

See My Love

Awareness of the Love Light Through Silence

Everyone Has a Love Light

Black Elk's Medicine Wheel Vision of Peace

Black Elk's Vision of Peace Revisited

Good Kind Deeds Tree

Making Peaceful Choices

Resolving Conflict Peacefully

Circles of Self Awareness

Body: Breath Awareness

Body: Muscle Awareness

Body: Spinal Column and Nerves

Mind: The Five Senses as Messengers

Mind: Positive and Negative Aspects

Mind: Making Positive or Negative Choices

Mind: The powers of Imagination & Concentration

Emotions: Identifying and Expressing Feelings

Emotions: Empathy Expanded

Emotions: Changing Feelings

Spirit: Appreciating Differences in People

Spirit: The Web of Life

Spirit: The Web of Love

**Assignments, evaluation requirements and/or performance assessment:**

Implementation of three Peace Education activities in the classroom. (MACTE #1.a)

**Objectives: (#1.a)**

**Montessori Philosophy and Human Development (#1)**

The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years; (a)

**Required and recommended readings:**

*Honoring the Light of the Child*, Sonny McFarland

**Child Development Curriculum**

**Elementary Level I (EI.11)**

**Description:**

Child Development familiarizes the Adult Learner with current developmental theories of child development with the emphasis on the elementary years. Physical, social/emotional, language, cognitive & logico-mathematical development are included. Additionally, the Adult

learner identifies learning style of each student in his or her classroom. Giftedness and learning differences are defined, and then identified by the Adult Learner among the students in his or her classroom.

**Clock hours:** 16 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1b, 2i, 3b

**Content Knowledge:**

1b. Human Growth & Development reviewed with the Adult Learner and

discussed in reference to Montessori.

**Pedagogical Knowledge:**

2i. Support & Intervention for Learning Differences is presented with the

Adult Learner identifying behaviors that suggest the need for intervention and support.

**Practice:**

3b. Authentic Assessment Is used by the Adult Learner through the lens of

growth and development of the students.

**Competencies:** MACTE 1b, 2i, 3b

**1. Content Knowledge:**

1b Human Growth & Development

**2. Pedagogical Knowledge:**

2i Support & Intervention for Learning Differences

**3. Practice:**

3b Authentic Assessment

**Outline of content and learning experiences:**

**Session 1:**

Cognitive Development - Piaget

Language Development – Vygotsky

Social Development – Erickson & Maslow

Moral Development – Cole

**Session 2:**

Learning styles:

Kolb's Model & Critique of Model

Learning Modalities

Honey & Mumford's Model

Gregore's Model

Sudbury's Model

Flemings Model – VAK/VARK

NASSP Learning Style Model & Profile Inventory

Assessment: Learning Style Inventory

General Critiques of models

Multiple intelligence model – H. Gardner

Gifted & Talented – Definitions and implications for programming

Learning differences

**Evaluation requirements and/or performance assessment:**

Written Examination – Summation of the major theorists (MACTE 1b)

Practicum Handbook & Competencies Portfolio (MACTE 1b, 2i, 3b)

Practicum Planning & Reflection Journal (MACTE 1b, 2i, 3b)

**Required and recommended readings:**

Handouts

Practicum Handbook & Competencies Portfolio

Practicum Planning & Reflection Journal.

**Due Dates:**

Each Practicum Seminar & End of Practicum –

Practicum Handbook & Competencies Portfolio (MACTE 1b, 2i, 3b)

Practicum Planning & Reflection Journal (MACTE 1b, 2i, 3b)

## Elementary I

### Elementary Practical Life (EI.12)

#### Description:

The Practical Life class familiarizes the Adult Learner with the philosophy of practical life, the importance of grace and courtesy, characteristics and needs of children in relation to practical life, care of the environment and care of person, community & service-learning, integrating practical life into the curriculum areas, and the role of, and integration of, technology in the classroom.

**Clock hours:** 16 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE: 1a. 1.c-1, 1.d, 2.c, 3.f

#### Content Knowledge:

1a Montessori Philosophy is examined as the students' need for independence with practical life as an assistance to that independence.

1c – 1 Core Curriculums: Practical Life has specific application for the elementary student with care of self, care of environment (inside and outside), grace and courtesy, The Adult Learner will integrate practical life activities into the daily schedule of the day.

1d Community Resources for Learning: Learning opportunities, as it relates to community service, are identified by each Adult Learner for the community in which the practicum experience is located. The planning of the school calendar allows for these opportunities.

#### Pedagogical Knowledge:

2c Prepared Environment for each curriculum area is discussed in order for the Adult Learner to plan for practical life activities for the students in the care of the environment.

#### Practice:

3f Innovation & Flexibility is the use and integration of technology in the classroom.

Research via the internet is of particular relevance. The Adult Learner selects a topic and builds web destinations of particular relevance to the topic.

**Competencies:** MACTE: 1a. 1.c-1, 1.d, 2.c, 3.f

**Content Knowledge:**

1a Montessori Philosophy

1c – 1 Core Curriculum:

Practical Life & Fine Motor

1d Community Resources for Learning

**Pedagogical Knowledge:**

2c Prepared Environment

**Practice:**

3f Innovation & Flexibility

**Outline of Content:**

**Session 1:**

1. Practical life materials in the elementary environment.
2. Grace and courtesy in the elementary to include written thank you notes, greetings for holidays, birthday, anniversaries.
3. Characteristics and needs of children in relation to practical life – the larger school community and the city community for service opportunities.
4. Care of the classroom and school environment on a scheduled basis.
5. Community & service-learning – see #3.
6. Skills: sewing, weaving, cooking, etc.

**Session 2:**

1. Technology skills – care of computer
2. Excel Spread Sheets
3. Power Point
4. Importing pictures
5. Uploading assignments
6. Keyboarding

Assignments:

Attendance and Participation

**Elementary Level I**  
**Movement and Physical Education Curriculum (EI.13)**

**Description:**

Movement and Physical Education familiarizes the Adult Learner with specific sports skills such as running, jumping, throwing, catching, dribbling, laterality, time-space relationships, position space, balance, coordination, body image, integrative activities, group games and perceptual motor approach to physical education. Sequential, day-by-day, week through week approach to the development of the young child. Also included is coordination (muscular, eye-hand, hand-hand, hand-leg, body Image, Integrative activities, and group games

**Clock hours:** 3 hours.

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 2f

Pedagogical Knowledge -

2f The Adult Learner plans for movement & physical education for the school year.

**Competencies:** MACTE 2f

2f Planning for Instruction

**Outline of content and learning experiences:**

Body Parts  
Walking Board  
Hopping  
Jump and Land  
Obstacle Course  
Ball Catch  
Mat Stunts  
Rope Walking  
Bean Bag Toss into Tires  
Coordination Ladder

Jumping Patterns with Tires  
Low Walking Board  
Ball Bouncing with Tires  
Geometric Shapes  
Jumping Pattern with Obstacles  
Jump Box  
Criss Cross Walking Pattern  
Hoop Pattern with Ball Bouncing  
Low and Intermediate Walking Boards  
Rebound Net and Launching Board  
Ball Bouncing with Obstacles  
Hopping Patterns with Obstacles  
Ball Rolling at Pin Target  
Basic Movement Skills with Obstacles  
Ball Dribbling with Obstacles  
Bouncer  
Jumping and Hopping with Obstacles  
Stepping Stone Pattern  
Long Jump Pattern with Obstacles  
Scooter Board  
Hopping Pattern with Obstacles  
Ball Dribbling  
Scooter Board with Obstacles  
Low and High Walking Boards  
Criss-Cross Walking Pattern with Ball Bouncing  
Basket Shooting & learning positions  
Ball Dribbling in Hoop Pattern  
Soccer running and foot-ball handling & learning positions

Rebound Net and Launching Board

Non-competition sports

Developing a plan for the school year

**Evaluation requirements and/or performance assessment:**

Practicum Handbook & Competencies Portfolio. (MACTE 2f)

Practicum Planning & Reflection Journal. (MACTE 2f)

**Required and recommended readings:**

Perceptual-Motor Lesson Plans, by Jack Capon

Practicum Handbook & Competencies Portfolio

Practicum Planning & Reflection Journal.

**Due Dates:**

Each Practicum Seminar & End of the Practicum

**Elementary Level I**

**Art Curriculum (EI.14)**

**Description:**

The Visual Arts & Crafts familiarizes the Adult Learner with basic concepts and techniques to introduce the elementary age child to art media, and art appreciation.

**Clock hours:** 8 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1c-4, 2f

1c 4 The Adult Learner identifies areas on the art curriculum and art appreciation to be introduced to the students.

2f The Adult Learner develops a schedule for the upcoming year that incorporates art within the curriculum and as an additional topic of art appreciation.

**Competencies:** MACTE 1c-4, 2f

1c 4 The Arts

1f Planning for Instruction

**Outline of content and learning experiences:**

Session 1: Art

Philosophy

Art as a Practical Life Experience

Art Curriculum integrated to the curriculum

Art activities with botany

Art activities with zoology

Art activities with geography, and functional geography

Art activities with history

Art activities with grammar

Art activities with word study

Media for above:

1) Water color, tempera, felt tips

2) Starch Painting

3) Wood shavings

4) Clay/Sculpture

Art Appreciation

Artists and Their Works

**Evaluation requirements and/or performance assessment:**

Practicum Handbook & Competencies Portfolio

(MACTE 1c-4, 2f)

Practicum Planning & Reflection Journal.

(MACTE 1c-4, 2f)

**Required and recommended readings:**

Perceptual-Motor Lesson Plans, by Jack Capon

Practicum Handbook & Competencies Portfolio

Practicum Planning & Reflection Journal.

**Due Dates:**

End of the Practicum

**Elementary Level I**  
**Music Curriculum (EI.15)**

**Description:**

The Music Curriculum familiarizes the Adult Learner with the Montessori music and the Montessori Bell sequence through notation, and with an historic approach to musical instruments and composers, and making musical instruments.

**Clock hours:** 5 hours

**Credits:** MTEC/SFBA transcript

**Objectives:** MACTE 1c-4, 2f

1c-4 The Adult Learner identifies areas on the music curriculum and music appreciation to be introduced to the students.

2f - The Adult Learner develops a schedule for the upcoming year that incorporates music within the curriculum and as an additional topic of music appreciation.

**Competencies:** MACTE 1c-4, 2f

1c 4 The Arts

1f Planning for Instruction

**Outline of content and learning experiences:**

I. General

A. Rationale

B. Considerations

1. Integrated to areas
2. Creativity
3. No timidity
4. Use to assure musical language.
6. Use for group management
7. Create self-image
8. Never force
9. Love of music

10. Realism in elementary
11. Keep records
12. Fulfills a human need
13. As essential as Mathematics & Language

II. Prerequisites (audio sensitivity)

- A. Listening skills
- B. Silences

III. Environment

IV. Appreciation and History

- A. Timeline of Music
- B. Play as background on tapes or records
- C. Composers
- D. Instruments

V. Line/Group Activities

- A. general guidelines and rationale
- B. Poop
- C. Card file of songs and activities

VI. Elements of Music

- A. Melody
- B. Harmony
- C. Rhythm
- D. Lyrics
- E. Dynamics
- F. Structure
- G. Form
- H. Tempo
- I. Properties of Tone
  1. Pitch

2. Duration
3. Intensity
4. Timbre

VII. Sound/Movement Body Response

- A. Elements of Music Activities
- B. Rhythmic response
- C. Simple Instrument response
- D. Voice response and Ear Training

VIII. Introduction to Notation

- A. Introduction to symbol - Ostinatas (rhythm patterns)
- B. Staff
- C. Symbol and Staff
- D. Notation (introduction to scale)
- E. Games

IX. Bells

**Evaluation requirements and/or performance assessment:**

Practicum Handbook & Competencies Portfolio

(MACTE 1c-4, 2f)

Practicum Planning & Reflection Journal.

(MACTE 1c-4, 2f)

**Required and recommended readings:**

*The Montessori Bells* by Sanford Jones

Practicum Handbook & Competencies Portfolio

Practicum Planning & Reflection Journal.

**Due Dates:**

March Practicum Seminar & End of the Practicum

## **Elementary Practicum Teaching I**

**August - December (EI.16.A)**

## **Elementary Practicum Teaching II**

**January - June (EI.16B)**

### **Supervising Teacher or Self-Directed**

#### **Description:**

The Practicum provides the Adult Learner with the opportunity to integrate theory with practice in a mentored classroom setting.

**Clock hours:** 1080 Hours  
Monday – Friday, September through May,  
  
minimum of 6 hours per day

**Credit:** MTEC/SFBA transcript

#### **Meeting schedule:**

Monday through Friday, September through May, five (5) days per week with a minimum of six (6) hours per day for a minimum of 1080 hours.

#### **Objectives:**

Fully integrate Montessori philosophy and curriculum in the classroom setting with students. Integrate Content Knowledge, Pedagogical Knowledge and Practice.

**Competencies:** All competencies

#### **Pedagogy Knowledge**

Understands:

Correct use of Montessori materials (MACTE 2a)

Scope & sequence of curriculum – spiral curriculum (MACTE 2b) The prepared environment (MACTE 2c) Parent/teacher/family/community partnership (MACTE 2d)

The purpose and methods of observation (MACTE 2e)

Planning for instruction (MACTE 2f)

Assessment & documentation (MACTE 2g)

Reflective practice (MACTE 2h)

Support and intervention for learning differences (MACTE 2i) Culturally responsive methods (MACTE 2j)

## **Practice**

Classroom Leadership (MACTE 3a)  
Authentic assessment (MACTE 3b)  
The Montessori philosophy & methods (materials) (MACTE 3c)  
Parent/teacher/family partnership (MACTE 3d)  
Professional responsibilities (MACTE 3e)  
Innovation and flexibility (MACTE 3f)

## **Outline of content and learning experiences: Practicum I:**

Practicum Handbook & Competencies Portfolio – Fall Competencies Practicum  
Planning Journal & Reflective Practitioner – September – December Supervising  
Teacher Report #1 – Formative  
Field Consultant Report #1  
Practicum Seminars - August – December

## **Practicum II:**

Practicum Handbook & Competencies Portfolio – Winter & Spring Competencies  
Practicum Planning Journal & Reflective Practitioner – January – May Supervising  
Teacher Report #2 – Formative #3- Summative  
Field Consultant Reports #2 & #3

Practicum Seminars- January – June

## **Evaluation requirements and/or performance assessment:**

Practicum Handbook, Competencies Portfolio: Fall Competencies  
Practicum Planning Journal & Reflective Practitioner: September – December  
Supervising Teacher Report #1 – Formative  
Field Consultant Report #1

Practicum Handbook, Competencies Portfolio: Winter & Spring Competencies  
Practicum Planning Journal & Reflective Practitioner: January – May Supervising  
Teacher Report #2 – Formative #3- Summative  
Field Consultant Reports #2 & #3

## **Required and recommended readings:**

Practicum Handbook & Competencies Portfolio Practicum Planning & Reflection  
Journal

## **Elementary Practicum Seminars I**

### **August - December (EI.17.A)**

- Clock hours:** 40 Hours  
Five 8 hours monthly seminars – August - December
- Credit:** MTEC/SFBA transcript
- Schedule:** See Syllabi as follows:
- August – Classroom Leadership (EI.09)
  - September – Child Development Curriculum (EI.11)
  - October – Art Curriculum (EI.14)
  - November – Practical Life Curriculum (EI.12)
  - December – Practical Life Curriculum (EI.12)

## **Elementary Practicum Seminars II**

### **January - May (EI.17.B)**

- Clock hours:** 40 Hours  
Five 8 hours monthly seminars – January - May
- Credit:** MTEC/SFBA transcript
- Schedule:** See Syllabi as follows:
- January – Music & Movement and Physical Education (EI.09)
  - February – Curriculum Design (EI.08)
  - March – Curriculum Design (EI.08)
  - April – Montessori Philosophy – Peace Education (EI.10)
  - May – Child Development – Learning Differences (EI.11)

**SAN FRANCISCO BAY AREA  
MONTESSORI TEACHER EDUCATION CENTER**

**Elementary Level II Course Catalog**

**2022**

**Administrative Office:**

101 Callan Avenue, Suite 420  
San Leandro, CA 94577  
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**Instructional Locations:**

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Sunnyvale, CA 94086

*Affiliated with the American Montessori Society (AMS)*

*Accredited by Montessori Accreditation Council for Teacher Education (MACTE)*

*Approved by the Bureau for Private Postsecondary Education (BPPE)*

**Name:** \_\_\_\_\_

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## INTRODUCTION

The Elementary Level II Course Catalog includes the course descriptions of content, the competencies to be achieved, and the objectives of each course component. The adult learner performance/assignments, and the standards for the completion of each assignment are detailed in each course component description and each course component *Final Grade Sheet*.

6.3.5.1	Mathematics Curriculum	(4 Semester Units)
6.3.5.2	Geometry Curriculum	(2 Semester Unit)
6.3.5.3	Language Curriculum	(2 Semester Units)
6.3.5.4	Geography Curriculum	(1 Semester Unit)
6.3.5.5	History Curriculum	(1 Semester Unit)
6.3.5.6	Biological Sciences Curriculum	(1 Semester Unit)
6.3.5.7	Physical Science Curriculum	(1 Semester Unit)
6.3.5.8	Curriculum Design	(1 Semester Unit)
6.3.5.9	Classroom Leadership	(1 Semester Unit)
6.3.5.10	Montessori Philosophy	(2 Semester Units)

## **Description of Classes, Clock Hours and Credits for the Montessori Elementary Level II Teacher Credential Course:**

### **6.3.5.1 Mathematics Curriculum (Core)**

**60 Hours (4 units)**

Philosophy and rationale of the curriculum area of mathematics to include the study of the concept of number and quantitative relationships, base ten systems, four fundamental operations, laws of arithmetic. Measurement (time, space, weight, money), ratio and proportion (fractions, percentage, decimals), problem-solving, exponential notation. Preparation for algebra (concept of unknown, equations in the concrete), probability and statistics (data collection and methods of data display).

### **6.3.5.2 Geometry Curriculum (Core)**

**30 Hours (2 units)**

Philosophy and rationale of the curriculum area of geometry to include the study of three dimensional and two-dimensional geometric shapes, nomenclature of geometric concepts, relationships and shapes, equivalence, congruence and similarity, and area and volume.

### **6.3.5.3 Language Arts Curriculum (Core)**

**30 Hours (2 units)**

Philosophy and rationale of the curriculum area of language arts to include the study of expressive and receptive language to include oral language of speaking and listening, writing and reading, grammar functions, and structural grammar (analysis). Literature, library reference and research skills.

### **6.3.5.4 Geography Curriculum (Core)**

**15 Hours (1 unit)**

Philosophy and rationale of the curriculum area of geography to include the study of physical geography, political geography with globes, maps, land forms, and flags. The student's place in the world, vertical and horizontal knowledge of the earth, geological and climatological phenomena of the earth, economic and ethnological geography, and astronomy.

### **6.3.5.5 History Curriculum (Core)**

**15 Hours (1 unit)**

Philosophy and rationale of the curriculum area of history to include the study of the great lessons of history and fundamental needs of humans, time concepts, introduction to the cosmos (formation of the earth), timeline of life, time line of humans (cultural, philosophical, technological, and artistic development) and history of the country and state or province.

### **6.3.5.6 Biological Sciences Curriculum (Core)**

**15 Hours (1 unit)**

Philosophy and rationale of the curriculum area of biology to include the study of the criteria for classifying living and non-living, the five kingdoms. In zoology the first level includes classification, main characteristics, external parts and habitat. The second level includes classification and internal parts, and vegetative functions. Botany includes nomenclature and classification, characteristics, external parts, habitat, internal parts, and functions, study of the

prokaryote, protocista and fungi kingdoms, human anatomy and ecology.

**6.3.5.7 Physical Science Curriculum (Core) 15 Hours (1 unit)**

Philosophy and rationale of the curriculum area of the physical and life sciences, and including botany and zoology, earth elements, and physical science.

**6.3.5.8 Curriculum Design (Core) 15 Hours (1 unit)**

Theories of curriculum development are studied in addition to the creation of original material and reconfiguration of current learning materials.

**6.3.5.9 Classroom Leadership: Elementary (Core) 15 Hours (1 unit)**

Starting a new class in addition to the study of the preparation of the physical environment, development of a schedule, and the spiritual and psychological conditions of the environment, the role of the teacher as initiator, observer, group leader, and keeper of records. Introducing the Adult Learner new to Montessori in the classroom, developing a partnership with families, and respecting cultural differences and diversity.

\*The role of the teacher as initiator, observer, group leader, and keeper of records.

**6.3.5.10 Montessori Philosophy Curriculum 30 Hours (2 units)**

Montessori's view of child development with four planes of development to include the study of the development of intelligence, the development of language, moral development, social development, cognitive and logical-mathematical development. Characteristics of the child from six to twelve and their implication for design of the Montessori elementary curriculum, current theories and research, and the child's developmental processes to include physical, social and personality, cognitive and logical-mathematical, learning styles, multiple intelligence, giftedness, learning challenges and the child's relationship to the culture, and peace education.

**SAN FRANCISCO BAY AREA**  
**MONTESSORI TEACHER EDUCATION CENTER**  
**Elementary Level II Course Components**

6.3.5.1	Mathematics Curriculum
6.3.5.2	Geometry Curriculum
6.3.5.3	Language Curriculum
6.3.5.4	Geography Curriculum
6.3.5.5	History Curriculum
6.3.5.6	Biological Sciences Curriculum
6.3.5.7	Physical Science Curriculum
6.3.5.8	Curriculum Design
6.3.5.9	Classroom Leadership
6.3.5.10	Montessori Philosophy Curriculum

**Mathematics Curriculum**  
**Elementary Level II (6.3.5.1)**

**Description:**

To familiarize the student with the Montessori area of Mathematics to include the concept of numeral (symbol) and number (quantity) relationships, linear counting, base ten system of numeration (decimal system), four fundamental arithmetic operations (addition, subtraction, multiplication and division), problem solving, hierarchical material to one million, operations using millions, laws of arithmetic, problem solving, measurement (space, weight & money), and fractions.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 60 hours

**Credits:** MTEC/SFBA transcript – 4 semester units

**Objectives:** 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j,  
3.a, 3.b, 3.c, 3.d, 3.e, 3.f

## **Content Knowledge:**

1c – 1 Core Curriculums: Formal Mathematic presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Mathematics Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which mathematics resides within human culture.

1d Community Resources for Learning: Additional resources for mathematic materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

## **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Mathematic presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of mathematics, and the sequence within the mathematics strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the mathematics materials is discussed and demonstrated in order for the Adult Learner to know how the mathematics materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the mathematics materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the mathematics materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the mathematics materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the mathematics materials.

2i Support & Intervention for Learning Differences as the child's use of the mathematics materials are observed. The adult Learner is presented with examples of use of the mathematics materials, which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to mathematics. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the mathematics materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring mathematics mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual mathematics materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the mathematics materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Mathematics

1c – 2 Cosmic Education: History of Mathematics

1d Community Resources for Learning - Mathematics

**Pedagogical Knowledge:**

2a Correct Use of Montessori Mathematics Materials

2b Scope and Sequence of the Mathematics Curriculum

2c Mathematics Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

## Communicating Mathematics

2e Purpose & Methods of Observation Mathematics

2f Planning for Mathematics Instruction

2g Mathematics Assessment & Documentation

2h Mathematics Reflective Practices

### **Practice:**

3a Classroom Leadership as it relates to Mathematics

3b Authentic Assessment of Mathematics

3c Montessori Philosophy & Methods as it relates to Mathematics

3d Parent/Teacher/Family/Community Partnership (CFC) – see 2d

3e Professional Responsibilities – Competencies and Code of Ethics

3f Innovation & Flexibility with the Mathematics materials

### **Outline of content and learning experiences:**

Mathematics II: Core Curriculum & Correct Use of the Mathematics Materials

Scope & Sequence of the Mathematics Level II: Hierarchy Sequence

Planning for Instruction: Hierarchy Materials

Authentic Assessment & Documentation: Recording each child's progress

in the Hierarchy Materials

Prepared Environment: Preparation and care of the Hierarchy Materials

### **Hierarchical Materials:**

Upon mastery of the multiplication facts and the division facts the child proceeds to the following materials to develop the concept of addition, subtraction, multiplication and division with two and more digits. Continued review of the memorization facts is required, however.

Hierarchies of Number- Geometric Presentation to one million

Hierarchies of Number – Numerals to one million

## Hierarchies of Number – Geometric Presentation and numerals

### Bead Frame - Large

Introduction

Notation Paper

Formation of Numbers

Association with the Golden Beads

Bead Frame and Notation Paper

Reading and Writing Numbers on the Bead Frame

Addition in Columns

Preparation for Multiplication

Introduction to Multiplication

Multiplication with One Digit Multiplier

Multiplication with Two Digit Multiplier - First Passage

Multiplication with Two Digit Multiplier - Second Passage

Multiplication with Three Digit Multiplier

### The Bank Game

Multiplication with One Digit Multiplier

Multiplication with Two Digit Multiplier - First Passage

Multiplication with Two Digit Multiplier - Second Passage

### The Checkerboard

Introduction

Introduction with Bead Bars

Multiplication - First Passage

Multiplication - Second Passage

Multiplication - Third Passage

Multiplication - Fourth Passage

Multiplication with the checkerboard and design

### The Golden Bead Frame

Introduction

Multiplication - First Passage

Multiplication - Second Passage

Multiplication - Third Passage

Test Tube (Division)

Division with Hierarchical Material

Introduction to Teachers

Introduction Division with the Hierarchical Material (Test Tubes)

Distributive Division with Hierarchical Materials - One Digit

Group Division with the Hierarchical Materials - One Digit

Distributive Division w/ the Hierarchical Materials - Two Digit

Group Division with the Hierarchical Material - Two Digit

Group Division with the Hierarchical Materials - Three Digit

Measurement

**Discussion and Demonstration Points for the Hierarchy Materials:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Mathematics Practice Sheet (1c, 2a)

Mathematics Performance Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Mathematics Manuals (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Mathematics Written Examination (1c, 1d, 2b, 2c, 2d)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Mathematics Manuals I & II

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Mathematics Practice Sheet – Last Day of Class

Mathematics Performance II Summative Assessment - Last Day of Class

Mathematics Manual - Last Day of Class

Mathematics Written Examination – two weeks after last class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy - Last Day of Class

**Geometry Curriculum**

**Elementary Level II (6.3.5.2)**

**Description:**

The Geometry curriculum familiarizes the Adult Learner with the concept of three-dimensional form (solid geometry), two-dimensional form (plane geometry), and nomenclature to include basic geometric concepts, study of the line, angle, two dimensional figures, triangles, quadrilaterals, polygons, and circle.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours

**Credits:** MTEC/SFBA transcript – 2 semester units

**Objectives:** 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j,  
3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal Geometry presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: History of Geometry Lesson is presented so that the Adult Learner will have the knowledge of the context within which geometry resides within human culture.

1d Community Resources for Learning: Additional resources for geometry materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Geometry presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of geometry, and the sequence within the mathematic strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the geometry materials is discussed and demonstrated in order for the Adult Learner to know how the geometry materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the geometry materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the geometry materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the geometry materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the geometry materials.

**Practice:**

3a Classroom Leadership is discussed within the context of the geometry materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring geometry mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual geometry materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the geometry materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Geometry

1c – 2 Cosmic Education: History of Geometry

1d Community Resources for Learning Geometry

**Pedagogical Knowledge:**

2a Correct Use of Montessori Geometry Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

**Geometry Core Curriculum & Correct Use of the Geometry Materials**

Cosmic Education: History of Geometry and Introduction

**Scope & Sequence of the Geometry Curriculum**

Planning for Instruction: Solid and Plane Geometry: Geometry Nomenclature

Authentic Assessment & Documentation: Recording each child's progress in Geometry

Prepared Environment:

Preparation and Practical Life care of the Geometry materials

Session 1:

Geometry Classified Nomenclature - Overview

General Overview

Geometric Cabinet

Introduction

Polygons

Quadrilaterals

Curved Figures

Triangles

Constructive Triangles

Rectangle Box - Series 1

Blue Rectangle Box - Series 1

Blue Scalene Right Triangles - Series 1

Drawings of Stars

Drawings of Diaphragms

Session 2:

Scope & Sequence of the Geometry Nomenclature

Planning for Instruction: Geometry Nomenclature

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment:

Preparation and Practical Life care of the Geometry Nomenclature

Geometry Classified Nomenclature

Introduction

Organization

Manipulation Materials for Study with the Geometry Classified Nomenclature

Geometric Solids - A Review

First Series: Basic Concepts (A: 1-4)

Concept of Solid

Concept of Plane

Concept of Line and Point

First Cards - Plane, Line, Point, and Solid

Golden Beads

Geometry Classified Nomenclature Format

Second Series: Study of the Line (B: 5-23)

Geometric Cabinet

Pure Concept

Lines

Parts of a Line

Relationship of Lines to the Earth

Relationship Between Two Lines

Intersecting Lines

Convergent Lines

Divergent Lines

Parallel Lines

Skew Lines

Perpendicular Lines

Relationship of Three Straight Lines

Perpendicular Bisector

Session 3:

Third Series: Study of the Angle (C: 24-43)

An Angle

Types of Angles

Principle Angles

Relationship Between Two Angles

Vertical Angles are Equal (Sensorial)

Vertical Angles are Equal (Mathematical)

Relationship Between Two Angles

Particular Combinations

Angles Formed by Two Straight Lines and a Transversal

Angles Formed by Two Lines Cut by a Transversal

Fourth Series: Study of Figures (D: 44-56)

Closed Figures

Polygons

Closed Curved Figures

Fifth Series: Study of the Triangle (E: 57-84)

Parts of the Triangle

Altitudes of the Geometric Cabinet

Altitude

Median of a Triangle

Axis of a Triangle

Orthocenter  
Centered  
Circumcenter  
Incenter  
Sides  
Angles  
Sides and Angles  
Acute-angled Triangles  
Obtuse-angled Triangles  
Right-angled Triangles  
Lengths of Sides of Triangles  
Construction of Isosceles Triangles  
Right Triangles  
Measuring Angles - The Sumerians  
Measuring Angles  
Measurement of Angles Using the Circular Inset  
Measurement of Other Figures  
Presentation of the Regular Protractor  
Constructing Angles with Use of Protractor  
Operations with Angles

Session 4:

Sixth Series: Study of the Quadrilateral (F: 85-141)

Introduction for the Teacher  
Quadrilaterals  
Regular Polygons  
Parts of a Common Quadrilateral  
Parts of a Trapezoid  
Parts of a Parallelogram

Parts of a Rectangle

Parts of a Rhombus

Parts of a Square

Trapezoid

Seventh Series: Study of the Polygon (G: 142-158)

Types of Polygons

Equilateral Triangle and Square

Parts of the Regular Polygon

Irregular Polygons to Regular Polygons

Eighth Series: Study of the Circle (H: 159-176)

Parts of a Circle

Relationship Between the Circle and a Straight Line

Relationship Between Two Circles

Triangle Labels

### **Discussion and Demonstration Points for Geometry:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Fractions – Fifth Session – See Mathematics Syllabus**

**Evaluation requirements and/or performance assessment:**

Geometry Practice Sheet (1c, 2a)

Geometry Performance I Formative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Geometry Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Geometry Written Examination (1c, 1d, 2b, 2c, 2d)

Geometry Performance II Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Geometry Manual

Practicum Planning Journal

Relevant literature books from bibliography

See Philosophy Syllabus

**Due Dates:**

Geometry Practice Sheet – Last Day of Class

Geometry Performance I Formative Assessment - Last Day of Class

Geometry Manual - Last Day of Class

Geometry Written Examination – last Day of Class

Geometry Performance II Summative Assessment – last Day of Class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

## **Language Curriculum Elementary Level II (6.3.5.3)**

### **Description:**

The Language Arts – Grammar curriculum familiarizes the Adult Learner with language arts to include oral language, reading and writing, grammar & sentence analysis, literature, library, reference and research skills.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours

**Credits:** MTEC/SFBA transcript – 2 semester units

**Objectives:** 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i,  
2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

### **Content Knowledge:**

1c – 1 Core Curriculums: Formal Language Arts (Grammar) presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Language Arts (Grammar) Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which language arts (grammar) resides within human culture.

1d Community Resources for Learning: Additional resources for mathematic materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Language Arts (Grammar) presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of language arts (grammar), and the sequence within the language arts (grammar) strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the language arts (grammar) materials is discussed and demonstrated in order for the Adult Learner to know how the language arts (grammar) materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the language arts (grammar) materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the language arts (grammar) materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the language arts (grammar) materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the language arts (grammar) materials.

2i Support & Intervention for Learning Differences as the child's use of the language arts (grammar) materials are observed. The adult Learner is presented with examples of use of the language arts (grammar) materials, which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to language arts (grammar). These sensitivities are discussed.

### **Practice:**

3a Classroom Leadership is discussed within the context of the language arts (grammar) materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring language arts (grammar) mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual language arts (grammar) materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the language arts (grammar) materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Language Arts (Grammar)

1c – 2 Cosmic Education: Great Lesson - Language

1d Community Resources for Learning Language

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Language Arts Curriculum & Correct Use of the Language Arts Materials

Cosmic Education: History of Language Arts and Introduction

Scope & Sequence of the Language Arts Curriculum

Planning for Instruction: Language Arts (Grammar)

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment:

Preparation and Practical Life care of the Language Arts (Grammar) materials

**Session 1:**

Introductions:

Overview of grammar

**Function of the noun**

Key presentation

Inventory

Extended activities

Command boxes

Grammar boxes

Literature based activities

**Function of the article**

Key presentation

Inventory

Extended activities

Grammar boxes

Literature based activities

**Function of the adjective**

Key presentation

Inventory

Extended activities

Command boxes

Grammar boxes

Literature based activities

**Session 2:**

**Function of the verb**

Key presentation  
Symbols - Transportation  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Function of the preposition**

Key presentation  
Symbols - transposition  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Function of the adverb**

Key presentation  
Symbols - transposition  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Session 3:**

#### **Function of the pronoun**

Key presentation  
Symbols - transposition  
Inventory

Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Function of the conjunction**

Key presentation  
Symbol - transposition  
Inventory  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Function of the interjection**

Key presentation  
Symbols  
Extended activities  
Command boxes  
Grammar boxes  
Literature based activities

### **Session 4:**

#### **Overview of sentence analysis**

Hunting the Action

The clown game

#### **Reading Analysis - Sentence analysis**

Case one through Case five

### **Session 5:**

#### **Analysis - A Boxes**

Question only

Questions and Element

Element - only

**Analysis - B Boxes**

Question only

Questions and Element

Element – only

**Discussion and Demonstration Points for Language Arts - Grammar:**

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording

Reflective Practitioner – Thinking about, & supporting the children to think about

Support & Intervention for Learning Differences – non-typical grammar responses

Culturally Responsive Methods – cultural differences

Philosophy and Methods – integration of theory & practice

Innovation and Flexibility – alternative presentations & why

Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Language Arts (Grammar) Practice Sheet (1c, 2a)

Language Arts (Grammar) Performance I Formative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Language Arts (Grammar) Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

Language Arts (Grammar) Written Examination (1c, 1d, 2b, 2c, 2d)

Language Arts (Grammar) Performance II Summative Assessment

(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)

Code of Ethics Statement (3e)

Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Language Arts (Grammar) Manuals  
Practicum Planning Journal  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

Language Arts (Grammar) Practice Sheet – Last Day of Class  
Language Arts (Grammar) Performance I Formative Assessment –  
Last Day of Class  
Language Arts (Grammar) Manual - Last Day of Class  
Language Arts (Grammar) Written Examination – Last Day of Class  
Language Arts (Grammar) Performance II Summative Assessment –  
Last Day of Class  
Code of Ethics Statement - Last Day of Class  
Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

**Geography Curriculum**  
**Elementary Level II (6.3.5.4)**

**Description:**

The Geography curriculum familiarizes the Adult Learner with the concept of the universe, the solar system and the earth. The introduction of the globes are followed by an analysis of physical geography and political geography. Physical geography begins with the study of the land and water forms, and geological and climatic phenomena (crust of the earth, inside the earth, volcanoes, and clouds). Political geography focuses on the continents and the names of the countries on the continent and their flags. Ethnological and economic geography are introduced.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 15 hours

**Credits:** MTEC/SFBA transcript – 1 semester units

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g,  
2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal Geography presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Geography Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which geography resides within human culture.

1d Community Resources for Learning: Additional resources for geography materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Geography presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of geography, and the sequence within the geography strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the geography materials is discussed and demonstrated in order for the Adult Learner to know how the geography materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the geography materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the geography materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the geography materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the geography materials.

2i Support & Intervention for Learning Differences as the child's use of the geography materials are observed. The adult Learner is presented with examples of use of the geography materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to geography. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the geography materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring geography mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual geography materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the geography materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Geography

1c – 2 Cosmic Education: The History of Geography

1d Community Resources for Learning Geography

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Geography Core Curriculum & Correct Use of the Geography Materials

Cosmic Education: History of Geography

Introduction to Geography

Scope & Sequence of the Geography Curriculum

Planning for Instruction: Geography

Authentic Assessment & Documentation: Recording each child's progress in Geography

Prepared Environment:

Preparation and Practical Life care of the Geography materials

**Session 1:**

Geography- Introduction

Globes: Sandpaper, and brown and blue

Physical Geography

First Level Landforms: Cape, Bay, Island, Lake, Peninsula,  
Gulf, Isthmus, Strait

Advanced Landforms

Landforms on the World Maps

Plate Tectonics

**Session 2:**

Political Geography

Globe: Political - Name Continents and Oceans  
Continent Maps/Puzzle Maps  
Flags, Naming the Country  
Parts of the Flags  
Traditions of the Flags  
Flags and National Anthems  
Maps for the Countries, Flags, Capitals  
Pin Maps  
Education for Peace  
Research Models  
Cultural Geography Integration

**Evaluation requirements and/or performance assessment:**

Geography Practice Sheet (1c, 2a)  
Geography Performance I Formative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
Geography Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)  
Geography Written Examination (1c, 1d, 2b, 2c, 2d)  
Geography Performance II Summative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
Code of Ethics Statement (3e)  
Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Geography Manual  
Functional Geography Manual  
Physical Geology Manual  
Practicum Planning Journal  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

Geography Practice Sheet – Last Day of Class

Geography Performance I Formative Assessment - Last Day of Class

Geography Manual - Last Day of Class

Geography Written Examination – Last Day of Class

Geography Performance II Summative Assessment – Last Day of Class

Code of Ethics Statement & Montessori Paper - Last Day of Class

**History Curriculum****Elementary Level II (6.3.5.5)****Description:**

The History curriculum familiarizes the Adult Learner with time concepts (notion of time), formation of the universe and the earth with experiments, fundamental needs of people, time line of life, and time line of people.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 15 hours

**Credits:** MTEC/SFBA transcript – 1 semester unit

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g,  
2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Formal History presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: History Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which history resides within human culture.

1d Community Resources for Learning: Additional resources for history materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal History presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of history, and the sequence within the history strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the history materials is discussed and demonstrated in order for the Adult Learner to know how the history materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the history materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the history materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the history materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the history materials.

2i Support & Intervention for Learning Differences as the child's use of the history materials are observed. The adult Learner is presented with examples of use of the history materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to history. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the history materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring history mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual history materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the history materials.

Competencies:

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: History

1c – 2 Cosmic Education: History and the Marking of Time

1d Community Resources for Learning History

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

### 3f Innovation & Flexibility

#### **Outline of content and learning experiences:**

History Core Curriculum & Correct Use of the History Materials

Cosmic Education: History and Introduction

Scope & Sequence of the History Curriculum

Planning for Instruction: History

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment:

Preparation and Practical Life care of the History materials

#### **Session 1:**

Overview of Week

Overview of History

Development of Notion of Time

Responsibilities/Assignments (each day)

History

The Concept of Passing of Time: Marks on a Line

One Year Timelines: The Calendar

The Child's Personal Timeline

Timelines for the Child's Family

Week The Year and its Parts: Nomenclature, Month, Year, Half-Year, Quarter Year,

Etymology of the Months of the Year

Etymology of the Days of the Week

Holidays

The Clock

History and Grammar

The Age of the Earth - Formation of the Earth

Notion of Time continued

Experiments

Philosophy (throughout week)

Long Black Line

Christ – Center of History

B.C. – A.D. (BCE - ADE)

**Session 2:**

Key Experience: Needs of People

Needs of People continued

Story of Creation (with a partner)

History

The Concept of History

Fundamental Needs of People - Key Experiences

Physical

Clothing

Nourishment

Transportation

Defense

Shelter

Health

Spiritual

Art

Religion

Self-knowledge

Vertical Presentation of the Fundamental Needs

Horizontal Presentation of the Fundamental Needs

Experiments on the History of the Earth

Cold - Freezing

The Formation of the Star

Solid, Liquid, Gas

Liquid, Viscous  
Passing from Solid to Liquid to Gas  
Passing from Gaseous to Liquid to Solid  
Particles which Attract, Particles which do not Attract  
Mixture  
Chemical Combination of Gas  
Crystallization  
Chemical Reaction  
Precipitation  
Properties of Solid, Liquid, and Gas  
Elastic, Plastic, Rigid  
Matter Changes its State at Different Temperatures  
Density  
The Laws of Gravity  
Cooling and the Mass of the Bodies  
Volcano  
Matter Expands when Heated  
Quick Evaporation

**Session 3:**

Clock of Eras  
Time Line of Life  
History Presentations & Practice  
Overview of Geography  
History  
Story of the Universe  
God Who Has No Hands  
The Clock of Eras  
Formative Era

Archaic Era

Paleozoic Era

Mesozoic Era

Cenozoic Era

Neozoic Era

Timeline of Life

Paleozoic Era

Cambrian Period - Age of the Trilobites

Ordovician Period - Age of Sea Life

Silurian Period - Age of Sea Life

Devonian Period - Age of Fish

Carboniferous Period

Mississippian - Age of Amphibian

Pennsylvanian - Age of Amphibian

Permian

Mesozoic Era - Age of Reptiles

Triassic Period

Jurassic Period

Cretaceous Period

Cenozoic Era

Eocene

Oligocene

Miocene

Pliocene

Neozoic

Time Line of People

Integration of History and Whole Language

**Discussion and Demonstration Points for History:**

Community Resources – catalog and internet enrichment  
Parent & Community Communication – verbalize purpose of each material  
Purpose & Methods of Observation – what to look for  
Authentic Assessment & Documentation – methods of observing and recording  
Reflective Practitioner – Thinking about, & supporting the children to think about  
Support & Intervention for Learning Differences –  
    non-typical history responses  
Culturally Responsive Methods – cultural differences  
Philosophy and Methods – integration of theory & practice  
Innovation and Flexibility – alternative presentations & why  
Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

History Practice Sheet (1c, 2a)  
History Performance I Formative Assessment  
    (1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
History Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)  
History Written Examination (1c, 1d, 2b, 2c, 2d)  
History Performance II Summative Assessment  
    (1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
Code of Ethics Statement (3e)  
Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

History Manual  
Practicum Planning Journal  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

History Practice Sheet – Last Day of Class

History Performance I Formative Assessment - Last Day of Class

History Manual - Last Day of Class

History Written Examination – Last Day of Class

History Performance II Summative Assessment – Last Day of Class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

## **Biology Curriculum**

### **Elementary Level II (6.3.5.6)**

#### **Description:**

The Biology curriculum familiarizes the Adult Learner with the concept of Living/Nonliving, the Five Kingdoms, the Animal Kingdom which includes classification of the animal kingdom into its major phyla, the external parts of the animals of the major phyla, animal habitats, and the ways in which animals meet their fundamental needs, and the internal parts and life cycles of the major phyla; and the Plant Kingdom which includes classification of the external parts of the plant and the function of the parts of the plant (plant charts & experiments), plant habitats, and the ways in which plants meet their fundamental need

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 15 hours

**Credits:** MTEC/SFBA transcript – 1 semester unit

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

#### **Content Knowledge:**

1c – 1 Core Curriculum: Formal Biological Sciences presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Biological Sciences Great Lesson is presented so that the Adult Learner will have the knowledge of the context within which biological sciences resides within human culture.

1d Community Resources for Learning: Additional resources for biological sciences materials and activities are presented so that the Adult Learner can enrich and expand the classic Montessori math experiences for the children.

## **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Biological Sciences presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of biological sciences, and the sequence within the biological sciences strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the biological sciences materials is discussed and demonstrated in order for the Adult Learner to know how the biological sciences materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the biological sciences materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the biological sciences materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the biological sciences materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the biological sciences materials.

2i Support & Intervention for Learning Differences as the child's use of the biological sciences materials are observed. The adult Learner is presented with examples of use of the biological sciences materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to biological sciences. These sensitivities are discussed.

## **Practice:**

3a Classroom Leadership is discussed within the context of the biological sciences materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring biological sciences mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual biological sciences materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of **Code of Ethics**

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the biological sciences materials.

**Competencies:**

(MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f)

**Content Knowledge:**

1c – 1 Core Curriculums: Biological Sciences

1c – 2 Cosmic Education: Beginning of Life on Earth

1d Community Resources for Learning about Plants and Animals

**Pedagogical Knowledge:**

2a Correct Use of Montessori Materials

2b Scope and Sequence of Curriculum

2c Prepared Environment

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

2e Purpose & Methods of Observation

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Biological Sciences

Core Curriculum & Correct Use of the Biological Sciences Materials

Cosmic Education: Beginning of Life on Earth

Scope & Sequence of the Biological Sciences Curriculum

Planning for Instruction: Biological Sciences: Botany & Zoology

Authentic Assessment & Documentation: Recording each child's progress

Prepared Environment: Preparation and Practical Life care of the Biological Sciences materials

**Session 1:**

Montessori Philosophy

Introduction and Overview of Biology

Introduction and Overview of Zoology

Introduction to the Zoology Manuals

Presentations:

Overview

Presentations:

Living/Non-living

Biogeochemical Cycles

Five Kingdoms

Plant/Animal

Classroom Animals

Care of Animals

First Knowledge of the Animal Kingdom

Overview and Review

## **Session 2:**

Montessori Philosophy

Overview and Review: Zoology

The Porifera and Porifera Presentation

Other Phyla presentation

Presentations:

How Animals Satisfy Their Needs/Animal Stories

Presentations:

Student Presentations of the Animal Phyla

Animal Classification

Overview and Review

## **Session 3:**

Montessori Philosophy

Overview and Review

Presentations:

Dissection: Simulated

Main Characteristics/Internal Parts

Integration of Zoology with Art and Language

Summary of Zoology

Scope and Sequence through the Year/Across Three Levels

Introduction and Overview of Botany

Introduction to the Botany Manuals

Presentations:

Living/Non-living

Biogeochemical Cycles

Five Kingdoms

Plant/Animal

Classroom Plants

Care of Plants  
First Knowledge of the Plant Kingdom  
The Plant Experiments  
The Plant  
Overview and Review

**Session 4:**

Montessori Philosophy  
Overview and Review: Botany  
Presentations:

Student Presentations of Key Plant Experiences  
Plant Stories Overview and Review

**Session 5:**

Montessori Philosophy  
Overview and Review  
Presentations:

Plant Physiology  
Summary of Botany  
Zoology and Botany Material Making  
Demonstration

Habitat Presentations:

Student Presentation Full Lay-out of Botany  
Integration of Botany with Art and Language  
Overview and Review

**Discussion and Demonstration Points for Botany & Zoology:**

Community Resources – Biology catalogs and internet enrichment  
Parent & Community Communication – verbalize purpose of each plant  
& animal material  
Purpose & Methods of Observation – what to look for

Authentic Assessment & Documentation – methods of observing and recording  
Reflective Practitioner – Thinking about, & supporting the children to think about  
Support & Intervention for Learning Differences –  
non-typical botany & zoology responses  
Culturally Responsive Methods – cultural differences  
Philosophy and Methods – integration of theory & practice  
Innovation and Flexibility – alternative presentations & why  
Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Biological Sciences Practice Sheet (1c, 2a)  
Biological Sciences Performance I Formative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
Biological Sciences Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)  
Biological Sciences Written Examination (1c, 1d, 2b, 2c, 2d)  
Biological Sciences Performance II Summative Assessment  
(1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h)  
Code of Ethics Statement (3e)  
Rationale Paper – Montessori Philosophy / Theory (1a)

**Required and recommended readings:**

Botany Manual  
Zoology Manual  
Practicum Planning Journal  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

Biological Sciences Practice Sheet – Last Day of Class  
Biological Sciences Performance I Formative Assessment - Last Day of Class  
Biological Sciences Manual - Last Day of Class

Biological Sciences Written Examination – Last Day of Class

Biological Sciences Performance II Summative Assessment – Last Day of Class

Code of Ethics Statement - Last Day of Class

Rationale Paper – Montessori Philosophy / Theory - Last Day of Class

## **Physical Science Curriculum**

### **Elementary Level II (6.3.5.7)**

#### **Description:**

The Physical Science curriculum familiarizes the Adult Learner with Chemistry, Physics and the Biogeochemical Cycles.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 15 hours

**Credits:** MTEC/SFBA transcript – 1 semester unit

**Objectives:** MACTE 1.c-1, 1.c-2, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g,  
2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

#### **Content Knowledge:**

1c – 1 Core Curriculums: Formal Physical Science presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

1c – 2 Cosmic Education: Physical Science & Early Scientists are presented so that the Adult Learner will have the knowledge of the context within which physical science resides within human culture.

1d Community Resources for Learning: Additional resources for physical science materials and activities are presented so that the Adult Learner can enrich and expand the physical science experiences for the students.

#### **Pedagogical Knowledge:**

2a Correct Use of Montessori Materials: Formal Physical Science presentations are given the Adult Learner in order for the Adult Learner to know how to present the materials.

2b Scope and Sequence of Curriculum is presented to the Adult Learner so that the full scope of physical science, and the sequence within the physical science strands, in order for the Adult Learner to introduce the materials to the children in a cohesive order.

2c Prepared Environment for the physical science materials is discussed and demonstrated in order for the Adult Learner to know how the physical science materials ready for the children to use, and to have the support materials ready for the children.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

2e Purpose & Methods of Observation are a focus with each material. The Adult Learner is shown what to observe for as the children work with each material. Unique insights are gained as the children are observed using each material.

2f Planning for Instruction is discussed with the Adult Learner. The children have to be mentally prepared for instruction in order to have a successful experience with the physical science materials.

2g Assessment & Documentation strategies are discussed and demonstrated in order for the Adult Learner to have models of assessing and documenting the progress of children through the physical science materials.

2h Reflective Practices are demonstrated in order for the Adult Learner to reflect upon what has occurred as the children are utilizing the physical science materials. Additionally, questioning strategies are modeled for the Adult Learner to utilize with children to encourage the children to reflect and to verbalize what they have experienced with the physical science materials.

2i Support & Intervention for Learning Differences as the child's use of the physical science materials are observed. The adult Learner is presented with examples of use of the physical science materials which would indicate learning differences in the student.

2j Culturally Responsive Methods relates to the family expectation of achievement and of the family methods of reinforcing learning as it relates to physical science. These sensitivities are discussed.

**Practice:**

3a Classroom Leadership is discussed within the context of the physical science materials in reference to all objectives in section #2.

3b Authentic Assessment in reference to #2g is discussed with the Adult Learner as a portfolio approach to measuring physical science mastery in which the children use various approaches, and various modes, to exhibit mastery.

3c Montessori Philosophy & Methods is discussed with the Adult Learner in order for the children to experience the integration of a belief system (philosophy) with the actual physical science materials to support mastery of learning.

3d Parent/Teacher/Family/Community Partnership (CFC) is discussed in terms of clarity of communication to the family and to the community. The Adult Learner experiences a model of communication to adults about what the children are learning when they use each material.

3e Professional Responsibilities is discussed in terms of *Code of Ethics*

3f Innovation & Flexibility is the use of each material in response to the observed needs of children in working with the physical science materials.

**Competencies:**

MACTE: 1.c-1, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f

**Content Knowledge:**

1c – 1 Core Curriculums: Physical Science

1c – 2 Cosmic Education and the Role of the Early Scientists

1d Community Resources for Learning about the Physical Sciences

**Pedagogical Knowledge:**

2a Correct Use of Physical Science Materials

2b Scope and Sequence of the Physical Science Curriculum

2c Prepared Environment for the Physical Sciences

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)

Communicating to the Family about the Physical Sciences

2e Purpose & Methods of Observation of the Student

and the Physical Science Curriculum

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3c Montessori Philosophy & Methods

3d Parent/Teacher/Family/Community Partnership (CFC)

3e Professional Responsibilities

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Physical Science Core Curriculum & Correct Use of the Physical Science Materials

Cosmic Education: History of Physical Science

Introduction to the Physical Sciences

Scope & Sequence of the Physical Science Curriculum

Planning for Instruction: Physical Science

Authentic Assessment & Documentation: Recording each child's progress

in Physical Science

Prepared Environment:

Preparation and Practical Life care of the Physical Science materials

19. Introduction
20. Formation of the Earth
21. Rocks and Minerals
22. Igneous Rock
23. Weathering and Erosion
24. Secondary Rock
25. Metamorphic Rock
26. Mass Wasting
27. The Work of Water
28. Glaciers and Glaciation
29. Desert
30. Waves
31. Earth Grades
32. Plate Tectonics
33. Oceans
34. Mountains
35. Chemistry Principles, Experiments & Materials
36. Physics Principles, Experiments & Materials

Discussion and Demonstration Points for Physical Science

Community Resources – catalog and internet enrichment

Parent & Community Communication – verbalize purpose of each material

Purpose & Methods of Observation – what to look for  
Authentic Assessment & Documentation – methods of observing and recording  
Reflective Practitioner – Thinking about, & supporting the children to think about  
Support & Intervention for Learning Differences – non-typical responses  
Culturally Responsive Methods – cultural differences  
Philosophy and Methods – integration of theory & practice  
Innovation and Flexibility – alternative presentations & why  
Classroom Leadership – exhibiting in behavior all the competencies

**Evaluation requirements and/or performance assessment:**

Physical Science Practice Sheet (1c, 2a)  
Physical Geology Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)  
Chemistry Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)  
Physics Manual (1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g)

**Required and recommended readings:**

Physical Geology Manual  
Chemistry Manual  
Physics Manual  
Relevant literature books from bibliography  
See Philosophy Syllabus

**Due Dates:**

Physics & Chemistry Practice Sheet – Last Day of Class  
Physics Manual - Last Day of Class  
Chemistry Manual - Last Day of Class  
Physics Performance I Summative Assessment – Last Day of Class  
Chemistry Performance I Summative Assessment – Last Day of Class

**Curriculum Design**  
**Elementary Level II (6.3.5.8)**

**Description:**

To familiarize the student with the theories of curriculum development, creation of original materials, and reconfiguration of current learning materials.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock Hours:** 15 hours

**Credits:** MTEC/SFBA transcript – 1 semester unit

**Objectives:** MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f

**Content Knowledge:**

1d Community Resources for Learning Pedagogy for all of the curriculum areas is viewed as enrichment opportunities that the Adult Learner should use to enrich the students' experiences.

**Pedagogical Knowledge:**

2b Scope and Sequence of all the curriculum areas is required in order for the Adult Learner to design a curriculum implementation plan.

2c Prepared Environment in both the broad perspective and the details of each curriculum area are required in order for the Adult Learner to be able to deliver the curriculum to the students.

2f Planning for Instruction is discussed in terms of each curriculum area in order for the Adult Learner to have a clear plan for the development of the curriculum.

2g Assessment & Documentation refers to the students as they work with the materials. The Adult Learner's task is to develop tools of assessment and of documentation.

2h Reflective Practices by the Adult Learner are guided so as to assure that this becomes habituated.

**Practice:**

3a Classroom Leadership is developed by the Adult Learner through the implementation of all of the competencies.

3b Authentic Assessment is formative and summative assessment as it occurs at the interface of the student and the curriculum. The Adult Learner develops observational skills and documenting tools to implement authentic assessment.

3f Innovation & Flexibility are modeled with the curriculum in order for the Adult Learner to become familiar with the range of possible directions that the curriculum can take.

**Competencies:** MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f

**Content Knowledge:**

1d Community Resources for Learning Pedagogy

**Pedagogical Knowledge:**

2b Scope and Sequence of Curriculum

2c Prepared Environment

2f Planning for Instruction

2g Assessment & Documentation

2h Reflective Practices

**Practice:**

3a Classroom Leadership

3b Authentic Assessment

3f Innovation & Flexibility

**Outline of content and learning experiences:**

Curriculum development models focus on educational purposes, experience and the structure of a curriculum. Three curriculum models are introduced:

**Session I:**

1. Tyler model is influenced by curricular management:
  5. instructional strategies and content
  6. objectives
  7. organization of learning experiences
  8. assessment and evaluation.
  
2. *Taba Model* of curriculum development is developed by the teacher:
  1. Identify the needs of the students & the expectations of society
  2. Formulate the learning objectives
  3. The learning content is selected based on the objectives
  4. Organized of curriculum decided by the teachers based on the students
  5. The learning experiences are selected

6. The organization of the actual learning activities are determined
7. What and how of evaluation to determine the effectiveness of the curriculum

### **Session 2:**

3. *Bruner Model* is the spiraling or circular curriculum in which the same topic is re- presented on increasingly sophisticated levels.

### **Session 3:**

Creation of original materials and reconfiguration of current learning materials require.

Plan for continuity of learning experiences for the student group

Plan curriculum to meet the individual needs and interests of children appropriate to their development, socio-cultural background, and experience level.

Diagnose children's learning needs through a variety of vehicles (i.e. observation, case studies, tests, developmental scales, classroom products).

Discuss match between diagnosis and learning activities provided.

Montessori principles on Cosmic Education integrates the teaching of history, geography, the sciences, creative arts, and movement.

Knowledge of varied learning styles.

Knowledge of environmental design and preparation.

Discuss opportunities for choice, problem-solving, decision-making, and responsibility for learning on the part of the children.

Discuss a broad repertoire of teaching strategies (i.e. structuring environment; using manipulative materials for exploration, demonstration, and concrete models, modeling behavior; using verbal strategies such as inquiry, explanation, imitation, illustration, and dramatization, and incorporate appropriate technology.)

Plan and implement group activities.

Discuss organizational and classroom management procedures to facilitate growth and learning.

Integration of practical life skills throughout the curriculum areas.

Discuss Montessori philosophy and practice and its continuity.

Discuss objectives, children's individual growth, learning and programs.

Discuss consistency between stated objectives and methods of evaluation (i.e., assessment of cognitive, affective, and psychomotor development).

Discuss knowledge of appropriate evaluative measures.

Discuss and use a variety of appropriate record-keeping and evaluation processes.

Interpret results of evaluative measures.

Prepare professional reports.

Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.

Evaluate and select prepared curriculum materials.

Discuss original materials to meet the needs and interests of children.

Discuss rationale of curriculum materials.

Discuss applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.

Implementation of an integrated Montessori cosmic curriculum.

Discuss strategies to encourage parental interest and involvement and to respond to community need.

Discuss communication skills appropriate to parent conferencing, nonjudgmental listening and interactions with others.

Discuss resources for referral, enrichment, program development and implementation.

Discuss administrative responsibilities regarding minimum standards required by health, education and welfare codes and legal liability and issues.

Discuss acquisition of supplies, maintenance of equipment, budget planning.

Discuss professional growth opportunities, such as Montessori and other educational conferences, publications, organizations, and resources.

Discuss personalizing educational plans for a variety of learning styles.

Discuss a variety of instructional strategies and assessment methods.

**Evaluation requirements and/or performance assessment of student:**

Practicum Planning & Reflection Journal

(MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f)

Practicum Handbook & Competencies Portfolio

(MACTE 1d, 2b, 2c, 2f, 2g, 2h, 3a, 3b, 3f)

**Required and recommended readings:**

Handouts

Practicum Planning & Reflection Journal

Practicum Handbook & Competencies Portfolio

**Classroom Leadership  
Elementary Level II (6.3.5.9)**

**Description:**

Classroom Leadership familiarizes the Adult Learner with techniques for beginning a new classroom, routines for the beginning of the school year, the preparation of the classroom and sequence of the curriculum materials. Preparation of the schedule of the day and the scope and sequence for the school year, reflections of the psychological/moral/ spiritual environment of the classroom, the role of the teacher as prepare of the environment, model of behavior, observer, initiator, group leader and record keeper. Placement and orientation of new students to the curriculum is covered. Development of relationship with the family and conducting the conference and discussing the progress report, and sensitive to cultural differences and diversity is discussed.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock Hours:** 15 hours

**Credits:** MTEC/SFBA transcript – 1 semester unit

**Objectives:** MACTE 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j,  
3a, 3b, 3c, 3d, 3f, 3g

**Content Knowledge -**

1d Community Resources for Learning are discussed in terms of field trips or community service personnel that can visit and enrich the Students' experiences. The Adult Learner integrates this research with generating the Schedule of the Year.

**Pedagogical Knowledge -**

2a Correct Use of Montessori Materials is discussed and materials that are a challenge for the Adult Learner are identified.

2b Scope and Sequence of Curriculum is reviewed as the curriculum for the School Year is generated by the Adult Learner.

2c Prepared Environment in terms of the curriculum areas is discussed in order for the Adult Learner to generate both a floor plan and also a shelve-by-shelf display of the curriculum materials.

2d Parent/Teacher/Family/Community Partnership (Child, Family & Community) is discussed as the Adult Learner plans for the daily communication with families, the formal and informal conferences with families, the progress report, difficult parents, etc.

2e Purpose & Methods of Observation is discussed as it relates to the curriculum and as it relates to the students. The Adult Learner generates a record keeping system.

2f Planning for Instruction is shown through the use of the Planning Journal. The Adult Learner generates a penciled academic calendar for the school year in the Planning Journal.

2g Assessment & Documentation is considered for each of the curriculum areas.

2h Reflective Practices is ongoing and monitored through the Practicum Planning and Reflective Journal.

2i Support & Intervention for Learning Differences is a discussion of process.

2j Culturally Responsive Methods is a discussion at the seminars.

### **Practice -**

3a Classroom Leadership is defined as becoming a competent teacher in order to support student development. The competencies are the roadmap to that goal.

3b Authentic Assessment is discussed for the Adult Learner to determine the precise behaviors that may be observed in children as they use the various curriculum materials. Authentic assessment is the goal of observation.

3c Montessori Philosophy & Methods within the elementary classroom is purpose of the practicum and evaluated through the Practicum Handbook Competencies Portfolio, and the Practicum Planning and Reflection Journal.

3d Parent/Teacher/Family/Community Partnership (CFC) – see 2d.

3e Professional Responsibilities are monitored and self-assessed throughout the academic year.

3f Innovation & Flexibility are measured through the delivery of the curriculum with reference to the needs of individual children.

**Competencies:** MACTE 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3f, 3g

### **Content Knowledge -**

1d Community Resources for Learning

## **Pedagogical Knowledge -**

- 2a Correct Use of Montessori Materials
- 2b Scope and Sequence of Curriculum
- 2c Prepared Environment
- 2d Parent/Teacher/Family/Community Partnership (Child, Family & Community)
- 2e Purpose & Methods of Observation
- 2f Planning for Instruction
- 2g Assessment & Documentation
- 2h Reflective Practices
- 2i Support & Intervention for Learning Differences
- 2j Culturally Responsive Methods

## **Practice:**

- 3a Classroom Leadership
- 3b Authentic Assessment
- 3c Montessori Philosophy & Methods
- 3d Parent/Teacher/Family/Community Partnership (CFC)
- 3e Professional Responsibilities
- 3f Innovation & Flexibility

## **Outline of content and learning experience:**

### Environment -

- Planning for starting a new classroom
- Preparation of the physical environment
- Preparing of the spiritual/psychological conditions of the environment
- Preparing the Schedule of the Day
- Preparing the Schedule of the Year
- Planning the curriculum areas for the School Year
- Develop organizational and classroom management procedures

### Student -

Planning for the individual needs and interests of children

Initiating the New Child

Teacher -

Role of the Teacher; Observer & Recorder, Preparer, Initiator

Role in the School: Discuss proper channels of communication,  
administrative functions, and professional conduct

Identify resources appropriate for varying abilities & cultural backgrounds

Review / develop authentic assessment tools

Community -

Parent Relationship

Daily

Monthly

Conferences & Progress Reports / Portfolio

Cultural Differences

Awareness of governmental regulations and educational standards

Community resources for support of children and families

Professional organizations

**Evaluation requirements and/or performance assessment:**

Practicum Handbook & Competencies Portfolio.

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

Practicum Planning & Reflection Journal.

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

**Required and recommended readings:**

Handouts

Practicum Handbook & Competencies Portfolio

Practicum Planning & Reflection Journal.

**Due Dates:**

Review at each Field Consultant visit (three minimum), at each Practicum Seminar and at the end of the Practicum.

**Montessori Philosophy Curriculum**  
**Elementary Level II (6.3.5.10)**  
**during the Biological Sciences Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:**

6. Montessori Philosophy and Human Development

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual. In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits an understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:**

1. Montessori Philosophy and Human Development

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*The Formation of Man*

Part I: Prejudices and Nebulae

Introduction pages 1 – 16

**Session 2:**

*The Formation of Man*

Part II: The Revelation of the Natural Order in Children

And Its Obstacles pages 17 – 37

**Session 3:**

*The Formation of Man*

Part II: II Prejudices Regarding the Child in Science and

Education pages 38 – 53

**Session 4:**

*The Formation of Man*

Part II: III The “Nebulae” pages 54 – 72

**Session 5:**

*The Formation of Man*

Part III: World Illiteracy pages 73 – 99

**Evaluation requirements and/or performance assessment:**

Participation - Competencies 1.a, 1.b, 1.d

Philosophy Manual - Competencies 1.a, 1.b, 1.d

**Required and recommended readings:**

*The Formation of Man* by Maria Montessori

Choose one of the following to write your philosophy paper:

3. Part I: Prejudices and Nebulae: Discuss the basis and purpose of Montessori Education for young children. Discuss how Montessori Education meets the needs of young children. What are some of the obstacles that must be overcome? The paper should be at least one page long.
4. Part II: Natural Order: Discuss the basis and purpose of Montessori Education for young children. Discuss how Montessori Education meets the needs of young children. Discuss some of the materials used that assist the child's development. What are some of the obstacles that must be overcome? The paper should be at least one page long.
3. Part II: Science and Education: Discuss the basis and purpose of Montessori Education for young children, especially as it relates to science and culture. Discuss some of the materials used that assist the child's development. Relate to the biology manual. What are some of the obstacles that must be overcome? The paper should be at least one page long.
4. Part II: The 'Nebulae': Discuss the similarities and differences between man and other animals. Relate to language development, the spiritual embryo, the absorbent mind, the ability to adapt, and the need to make contact with the world. Discuss how the cultural subjects such as biology assist the development of the child in these areas. The paper should be at least one page long.
5. Part III: World Illiteracy: Discuss the problems of education throughout history. Discuss how the Montessori language program prepares the child for learning the other subjects, particularly the cultural subjects. Discuss the materials that assist the child in spoken language, written language, and reading. The paper should be at least one page long.

**Montessori Philosophy Curriculum**  
**Elementary Level II (6.3.5.10)**  
**during Geometry Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms, and special support services are examined.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

1. Montessori Philosophy and Human Development

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

<b>Session 1:</b> from <u><i>Education and Peace</i></u> Chapter 1 - 3	Page 5 - 36
from <u><i>The Advanced Montessori Method II</i></u>	Page 259 - 264
<b>Session 2:</b> from <u><i>Education and Peace</i></u> Chapter 4 - 6	Page 37 - 53
from <u><i>The Advanced Montessori Method II</i></u>	Page 265 - 291
<b>Session 3:</b> from <u><i>Education and Peace</i></u> Chapter 7 - 9	Page 54 - 70
from <u><i>The Advanced Montessori Method II</i></u>	Page 292 - 300
<b>Session 4:</b> from <u><i>Education and Peace</i></u> Chapter 10 - 15	Page 71 -119
from <u><i>The Advanced Montessori Method II</i></u>	Page 301 - 315
<b>Session 5:</b> from <u><i>Education and Peace</i></u> Chapter 13 - 15	Page 92 – 119
Chapter 9 Montessori Today, <i>The Planes of Adulthood</i>	Page 152 - 176

**Evaluation requirements and/or performance assessment:**

Participation - MACTE 1.a, 1.b, 1.d

Philosophy Manual - MACTE 1.a, 1.b, 1.d

**Required and recommended readings:**

*Education and Peace* by Maria Montessori

*The Advanced Montessori Method II* by Maria Montessori

**Montessori Philosophy Curriculum**

**Elementary Level II (6.3.5.10)**

**during History Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:** MACTE 1a, 1b, 1d

**Montessori Philosophy and Human Development**

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual. In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum & peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations

to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*To Educate the Human Potential* by Maria Montessori pages 1 - 18

- Chapter 1 - 3 Introduction
- The Six-year-old
- The Right Use of Imagination
- The New Psychology

**Session 2:**

*To Educate the Human Potential* by Maria Montessori pages 19 - 36

- Chapter 4 - 8 The Universe Presented
- The Drama of the Ocean
- How Mother Earth Has Been Created
- The Primeval World War
- The Cretaceous Period

**Session 3:**

*To Educate the Human Potential* by Maria Montessori pages 37 - 51

- Chapter 9 - 11 The Earth in Travail Again
- Early People
- Nomad Versus Settler

#### **Session 4:**

*To Educate the Human Potential*

pages 52 - 67

Chapter 12 - 15 Man the Creator and Resealer

Early Great Civilizations

Egypt through the Ages

Life in Babylon

#### **Session 5:**

*To Educate the Human Potential* by Maria Montessori

pages 68 - 85

Chapter 16 - 19 Dignity and Impudence, The Hellenic Spirit

Man - Whither Bound - Conclusion

#### **Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

#### **Required and recommended readings:**

*To Educate the Human Potential* by Maria Montessori

Choose one of the following to write your philosophy paper:

1. Chapters 1-3: Discuss the characteristics of the six – nine-year-old child and the right use of imagination. Discuss the *mneme*, engrams, *horme*, Elam Vitale, and the consequences for the child in education. What activities and materials would help the child? The paper should be at least one page long.
2. Chapters 4-8: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapters? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.
3. Chapters 9-11: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapter? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.
4. Chapters 12-15: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapters? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.

5. Chapters 16-19: Discuss the concepts presented in each of the chapters. What are the important concepts that the child needs to learn from these chapters? What are the activities that the children could do to help understand the concepts? Relate to the history manual. The paper should be at least one page long.

**Montessori Philosophy Curriculum**  
**Elementary Level II (6.3.5.10)**  
**during Language Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:** MACTE 1a, 1b, 1d

**Montessori Philosophy and Human Development**

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual. In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum & peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

<i>Childhood to Adolescence</i>	by Maria Montessori
Chapter 1 and 2	page 1 - 3
<i>The Advanced Montessori Method II</i>	by Maria Montessori
Chapter 3 and 4	page 22 - 50

**Session 2:**

<i>Childhood to Adolescence_</i>	by Maria Montessori
Chapter 3 - 4	page 22 - 50
<i>The Advanced Montessori Method II</i>	by Maria Montessori
Chapter 5 and 6	page 51 - 76

**Session 3:**

<i>Childhood to Adolescence_</i>	by Maria Montessori
Chapter 5	page 17 - 23
<i>The Advanced Montessori Method II</i>	by Maria Montessori
Chapter 7 - 8	page 77 - 97

**Session 4:**

<i>Childhood to Adolescence_</i>	by Maria Montessori
<i>Conclusion and Appendix A</i>	page 58 - 70
<i>The Advanced Montessori Method II</i>	by Maria Montessori
Chapter 9 and 10	page 98 - 119

**Session 5:**

*Childhood to Adolescence* by Maria Montessori

Appendix B and C page 71 - 93

*The Advanced Montessori Method II* by Maria Montessori

Chapter 11 - 12 page 120 - 159

*The Four Planes of Development*

*The Spiritual Embryo*

**Evaluation requirements and/or performance assessment:**

Participation - Competencies 1.a, 1.b, 1.d

Philosophy Manual - Competencies 1.a, 1.b, 1.d

**Required and recommended readings:**

*Childhood to Adolescence* by Maria Montessori

*The Advanced Montessori Method II* by Maria Montessori

**Montessori Philosophy Curriculum**

**Elementary Level II (6.3.5.10)**

**during Mathematics Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The

student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

### **Outline of content and learning experiences:**

#### **Session 1:**

Chapter 1 *Montessori Today*, “The Origin and Theory of Montessori Education”  
pages 3 – 23

Part IV *The Advanced Montessori Method II* pages 205 - 210

#### **Session 2:**

Chapter 2 *Montessori Today*, “Overview of the Primary Years”  
pages 24 - 43

Part IV *The Advanced Montessori Method II* pages 210 – 216

#### **Session 3:**

Chapter 3 *Montessori Today*, *Changes at the Second Plane*  
p. 44 - 53

Part IV *The Advanced Montessori Method II* pages 217 – 222

#### **Session 4:**

Chapter 4 *Montessori Today*,

*The Great Lessons and Key Lessons* pages 54 – 76

Part IV *The Advanced Montessori Method II* pages 223 - 224

**Session 5:**

Chapter 5 *Montessori Today*, “The Classroom Environment”

pages 77 – 86

*Child Development Piaget’s Cognitive* – “Developmental Theory”

**Session 6:**

Chapter 6 *Montessori Today*, “The Elementary Teacher”

pages 87 – 97

**Session 7:**

Part IV *The Advanced Montessori Method II* pages 225 – 240.

**Session 8:**

Chapter 7 *Montessori Today, Freedom and Responsibility*

pages 98 - 114

**Session 9:**

Chapter 8 *Montessori Today*, “Scenes from an Elementary Classroom” pages 115 – 151

**Session 10:**

Part IV *The Advanced Montessori Method* pages 237 - 240

*Child Development Piaget’s Cognitive* – Developmental Theory

**Session 11: (during Fractions)**

Chapter 9 *Montessori Today*, “The Planes of Adulthood”

pages 152 – 176

Chapter 10 *Montessori Today*, “Montessori: Present and Future”

pages 177 - 186

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*Montessori Today* by Paula Polk Lillard

*The Advanced Montessori Method II* by Maria Montessori

**Montessori Philosophy Curriculum  
Elementary Level II (6.3.5.10)  
during Physical Science Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori's view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual. In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum and peace education with children six to nine years old. (a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*From Childhood to Adolescence* by Maria Montessori

Appendices pages 59 – 93

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*From Childhood to Adolescence* by Maria Montessori

**Montessori Philosophy Curriculum**

**Elementary Level II (6.3.5.10)**

**during Geography Curriculum**

**Description:**

To familiarize the student with the Montessori philosophy including Montessori’s view of child development: four planes of development, cosmic education, peace education, principles of human growth and development, characteristics of the child from six to twelve years and their implications for design of the Montessori elementary curriculum. Developmental and behavioral norms and special support services.

**Instructor of Record:** Dr. Pamela Rigg

**Academic Clock hours:** 30 hours combined

**Credits:** MTEC/SFBA transcript – 2 units combined

**Objectives:** MACTE 1a, 1b, 1d

The student is introduced to the Montessori philosophy, cosmic curriculum, and peace education for the elementary years through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy, cosmic curriculum, and peace education through the writing of the philosophy manual, In the practicum the student demonstrates the ability to implement the Montessori philosophy, cosmic curriculum & peace education with children six to nine years old. (1a)

The student is introduced to the major educational theorist and in the principles of human growth and development with an emphasis on the elementary years from six (6) through twelve (12) years of age. The student demonstrates comprehension through discussion and presentations to the group. The student exhibits and understanding of the stages of human growth, development and educational theories in the classroom practicum setting. (1b)

The student is provided developmental and behavioral norms and potential recommendations for special support services in order to demonstrate this knowledge and referral ability. (1d)

**Competencies:** MACTE 1a, 1b, 1d

Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years. (a)

Defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age. (b)

Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. (d)

**Outline of content and learning experiences:**

**Session 1:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 5, 6 pages 24 - 35

**Session 2:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 7 pages 36 – 57

**Session 3:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 8 pages 36 - 57

**Session 4:**

*From Childhood to Adolescence* by Maria Montessori

Chapter 9 - 10 pages 48 – 58

**Evaluation requirements and/or performance assessment:**

Participation (Competencies 1.a, 1.b, 1.d)

Philosophy Manual (Competencies 1.a, 1.b, 1.d)

**Required and recommended readings:**

*From Childhood to Adolescence* by Maria Montessori

**Choose one of the following to write your philosophy paper:**

1. Chapters 5 and 6: Discuss the role of imagination of the elementary child. Discuss the role and purpose of “going out” into the environment for the child who is developing the concept of culture. Relate to the cultural subjects using examples from the chapter on water. What concepts are important for the child to experience through experiments? Through going out? What activities would benefit the child? The paper should at least be one page long?
2. Chapters 7 and 8: Discuss some of the science experiments that would “strike the imagination” of the elementary child. How would you present these materials in the classroom? What concepts would you want the child to understand? What needs of the child are being met with these experiments? The paper should be at least one page long.
3. Chapters 9 and 10: Discuss some of the science experiments that would “strike the imagination” of the elementary child. How would you present these materials in the classroom? What concepts would you want the child to understand?
4. Appendices: Discuss how the work in the elementary classroom prepares the child for middle school, high school, and the university. Discuss the needs of these older children and how a Montessori education at these levels meets these needs. The paper should be at least one page long.

