



The Elementary Program **(Ages 6 - 9)**

INTRODUCTION

The Montessori Curriculum is organized as an inclined spiral plane of integrated studies. Lessons are introduced simply and concretely in the early years and are reintroduced several times over the years at increasing degrees of abstraction and complexity. Every subject is interrelated. One lesson leads to many others. Depending on the method that best suits his or her learning style, a student practices and masters goals by using a wide assortment of Montessori materials. The student moves at his or her own rate from the concrete toward abstract understanding. Educational concepts are introduced beginning with the whole and moving to a focus on the individual parts. Every three years major themes in the curriculum are studied again in greater depth and abstraction.

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PHILOSOPHY OF LANGUAGE ARTS

Montessori education utilizes a holistic approach to reading. This includes phonemic awareness, thematic units with an emphasis on cultural subjects, literature circles, the writing process and the research process. A basic component of Montessori education is that writing precedes reading. The writing process combines with the child's personal experiences and creative writing. This process also includes daily journals, expository writing, and writing prompts. It advances to a mastery of conventional written form. The majority of reading instruction takes place in small groups. Strategies for comprehension are emphasized through discussion groups, book reports, art projects, and research. Comprehension books and Test Ready books are also used to strengthen comprehension skills.

ENGLISH/LANGUAGE ARTS

Year 1

READING

Decoding/Phonemic Awareness

Uses letter/sound relationships (phonics) which include word parts and patterns.

Uses meaning, picture cues, context cues, and sentence structure.

Applies strategies to self-monitor and self-correct when reading.

Reads high frequency words and sight words.

Identifies rhyming words in a poem or story.

Generates own rhymes.

Comprehension

Makes and confirms predictions about story content based on title and illustrations.

Understands difference between fiction and non-fiction.

Understands the main idea of a story.

Retells the plot of a story using the elements of problem, characters, and solution.

Restates important facts and main idea in non-fiction and uses them to gain information.

Compares stories on similar topic and from different cultures.

Enjoyment of Books

Begins to develop a personal appreciation of books and favorite authors and illustrators.

Begins to select and read a variety of texts including fiction, non-fiction, and poetry.

WRITING

Writing Process

Writes simple sentences.

Organizes ideas before writing.

Expresses ideas in writing including journals, creative writing, and writing on a given topic.

Stays on a selected topic.

Self-selects best work and explains the reason for the choice.

Publishes, shares, and displays written work.

Writing Conventions

Applies rules for capitalization (names of people, places, beginning of a sentence and the word "I").

Uses periods and question marks appropriately.

Edits for capitalization, correct spacing, and end marks (periods, question marks).

Spelling

Uses phonic skills (letter/sound relationships) and letter patterns to write new words.

Uses classroom resources to spell words correctly (Word Wall).

Spells core words correctly in all writing.

Handwriting

Prints all upper and lower case letters using correct D'Nealian manuscript letter formation.

Consistently prints clearly and legibly using correct spacing.

Speaking

Uses agreed upon rules for informal group discussion.

Explains importance of an item or event maintaining focus on the topic.

Uses proper eye contact, expression, and intonation.

Speaks clearly using correct sentence structure and word endings (plural and past tense).

Listening

Listens to the ideas of others and gives appropriate feedback.

Uses active listening skills (eye contact, sits appropriately).

Year 2

READING

Decoding/ Vocabulary

Uses meaning, sentence structure, letter/sound relationships (phonetics), and letter patterns.

Uses syllabication skills (word parts) to read multi-syllable words.

Applies strategies to self-monitor and self-correct when reading.

Reads high frequency words and sight words.

Acquires and uses new vocabulary.

Identifies and uses multiple meaning words, synonyms, antonyms, and comparative words.

Comprehension

Identifies the characteristics of non-fiction.

Recognizes the characteristics of fiction.

Understands story elements (setting, characters, problem, resolution)

Retells and summarizes the plot of a story using the elements of problem, character, setting, and resolution.

Makes predictions and draws conclusions based on information from the text and prior knowledge/experience.

Compares and contrasts common forms of poetry.

Makes comparisons between stories read or viewed.

Learns about different cultures through literature.

Enjoyment of Books

Begins to develop a personal appreciation of books and favorite authors and illustrators.

Begins to select and read a variety of texts including fiction, non-fiction, and poetry.

WRITING

Writing Process

Selects a topic and organizes ideas before writing.

Includes appropriate facts and details to support a topic.

Writes for different audiences and purposes, such as journal writing, report writing, and friendly letter writing.

Writes a story with basic story elements (characters, setting, problem, resolution)

Edits for meaning, organization, content, mechanics, and spelling.

Self-selects best work and explains the reason for the choice.

Publishes, shares, and displays written work.

Writing Conventions

Applies rules for capitalization.

Uses periods, question marks and exclamation points appropriately.

Begins to use commas appropriately.

Writes a simple paragraph with a topic sentence and supporting details.

Edits for capitalization, correct spacing, grammar, and end marks.

Begins to revise own writing based on specific criteria.

Spelling

Spells core words correctly in all writing.

Applies spelling strategies presented in class to all writing.

Uses phonic skills (letter/sound), and letter patterns to write new words.

Uses classroom resources to spell words correctly (Word Wall, *Quick Word*, Writing Dictionary)

Handwriting

Prints using correct D'Nealian manuscript letter formation.

Begins to use correct D'Nealian cursive letter formation.

Consistently writes clearly and legibly.

Speaking

Uses proper eye contact, expression, and intonation.

Uses agreed upon rules for informal group discussion.

Makes oral presentations including reciting poems, role-playing characters from stories, and retelling stories.

Maintains focus on a topic.

Speaks clearly using correct sentence structure and word endings (plural and past tense).

Listening

Uses active listening skills (eye contact, sits appropriately).

Listens for specific information.

Year 3

READING

Decoding/ Vocabulary

Uses context, syntax, and letter patterns to decode and understand new words and construct meaning from text.

Identifies and uses prefixes, suffixes, and root words.

Uses dictionary to determine word meaning and derivation/origin of English words.

Gives examples of words derived from other languages.

Comprehension

Recognizes main idea and supporting details.

Makes inferences, predictions, and personal connections; forms opinions about characters, events, and setting based upon evidence from the text and personal experience/knowledge.

Summarizes, paraphrases, and compares/contrasts information from several sources.

Identifies and analyzes the theme, structure, and elements of poetry, fiction, and non-fiction and provides evidence from the text as support.

Recognizes the use of dialect.

Independent Reading (not assessed on Progress Reports)

Develops personal appreciation for different genres, favorite authors and illustrators, and maintains a balance between fiction and non-fiction reading.

Reads silently for sustained periods for pleasure and information.

WRITING

Topic Development

Selects a topic and organizes ideas before writing, and develops the composition with logically related ideas, a clear beginning, middle and end, and adequate supporting detail.

Revises writing to improve the level of detail and organization, add information, and clarify meaning.

Writes for different purposes (research/non-fiction reports, tall tale, poem) and for different audiences (teacher, classmates, general publication), adjusting writing appropriately.

Conventions: Sentence Structure, Mechanics, Spelling

Self and peer edits for meaning, organization, content, mechanics, sentence structure, and spelling.

Writes clearly and legibly, using D'Nealian cursive and manuscript.

Consistently spells core words correctly and uses conventional spelling in all writing.

COMMUNICATION/MEDIA

Discussions and Presentations

Uses agreed-upon rules for informal and formal discussion in small and large groups.

Gives oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed, and uses clear, audible diction.

Uses open-ended questions, different sources, and appropriate research methods to gather information.

Designs and creates an age-appropriate media production on a given topic.

PHILOSOPHY OF MONTESSORI MATH

Montessori math is very systematic, process oriented, and progresses in a logical way from one level to another of increased difficulty. In this way, students are able to accomplish more challenging activities. In order to facilitate ease of learning, teachers prepare an active learning environment with specific Montessori manipulative materials where students explore, discover, and experience. All Montessori math materials lead the child from an understanding of the concrete to abstraction, in accordance with the belief that process and understanding must come before memorization.

MATHEMATICS

Year 1

PROCEDURES

Number Sense

Reads, writes, counts, and orders whole numbers to 100.

Identifies the units and tens place value of numbers.

Identifies the ordinal position of objects to tenth.

Identifies whole and halves.

Compares numbers using the $<$, $>$, and $=$ signs.

Computation

Knows the addition facts through 10.

Performs skip counting by 2.

Knows the subtraction facts through 10.

Adds two digit numbers, no regrouping.

Uses estimation to solve and check reasonableness of sums and differences.

Algebraic Thinking: Patterns

Identifies, describes, reproduces, extends, and creates simple patterns.

Identifies patterns as odd or even numbers.

Sorts and classifies by size, shape, and color.

Geometry, Spatial Sense, and Measurement

Identifies simple plane and solid figures.

Understands spatial concepts of close to, below, above, inside, etc.

Recognizes open and closed figures.

Tells time to the hour and half hour.

Correctly uses tools to measure weight, length, and temperature.

Understands the value of U.S. coins.

Understands calendar concepts (years, months, and days).

Data Analysis, Statistics, and Probability

Reads and interprets a simple graph.

Constructs a simple pictorial and bar graph.

Collects and tallies data.

PROBLEM SOLVING

Reasoning

Identifies the question to be answered.

Uses the correct mathematical operations to solve problems.

Communication

Communicates mathematical understanding orally to describe strategies used to solve problems.

Year 2

PROCEDURES

Number Sense

Reads, writes, counts, and orders whole numbers to 1,000.

Performs skip counting by 2, 5, and 10.

Identifies the place value of numbers through hundreds.

Identifies ordinal position (first, second, third) of objects to twenty.

Compares numbers using the $<$, $>$, and $=$ signs.

Identifies odd and even numbers.

Identifies dollars and coins, their values and how they relate in trading value, i.e., five nickels equals one quarter.

Identifies whole, halves, thirds, fourths, and fifths of an object or shape.

Computation

Knows addition facts, sums through 18.

Performs two- and three-digit addition without and with regrouping.

Knows subtraction facts, minuends through 18.

Performs two- and three-digit subtraction without and with regrouping.

Knows multiplication tables from 0 – 5.

Uses estimation to solve and check reasonableness of sums and differences with two-digit numbers.

Algebraic Thinking: Patterns

Identifies, describes, extends, and creates patterns of shape, color, and numbers.

Constructs and solves open sentences that have variables, e.g., $12 - \square = 8$.

Sees the multiplication facts as a pattern of repeated addition.

Geometry and Spatial Sense

Identifies, describes, and compares two-dimensional shapes: triangle, square, rectangle, circle, pentagon, and hexagon.

Identifies, describes, draws, and compares three-dimensional shapes: sphere, cone, cylinder, pyramid, cube, rectangular prism, and triangular prism.

Knows geometric terms: line segments, perimeter, sides, corners, and faces.

Describes the features and parts of two- and three-dimensional shapes, such as the number of sides, corners, edges, and faces.

Identifies symmetry in two-dimensional shapes.

Recognizes congruent shapes

Describes the relative position of objects that have been rotated and flipped.

Measurement

Identifies parts of the calendar (day, week and month).

Tells time to 5 minute intervals, estimates time, and determines elapsed time in hours.

Measures linear whole units using inches, feet, yards, centimeters, and meters.

Measures liquids using cups, pints, quarts, gallons and liters.

Measures weight using ounces, pounds, and grams.

Reads thermometer to determine temperature in degrees Fahrenheit.

Data Analysis

Organizes, classifies, and represents data using tallies, charts, tables, bar graphs, and pictographs.

Recognizes which outcome is the most likely.

Lists and counts the number of possible pairings of objects within a set.

PROBLEM SOLVING

Reasoning

Identifies the central question to be answered.

Uses a variety of strategies to solve problems including: sorting, classifying, drawing, looking for patterns, making graphs/lists/tables, acting-it-out, guess-and-check, and working backward.

Communication

Communicates mathematical understanding orally to describe strategies used to solve problems.

Year 3

PROCEDURES

Number Sense and Concepts

Reads, writes, and counts by 1s, 2s, 5s, and 10s (forward and backward).

Identifies, names, writes, and uses the number words (ten, twenty, fifty).

Identifies the values of the digits in a number.

Reads, writes, and compares the numbers through ten thousands.

Gains an understanding of the concepts of fractions (parts to whole) and decimals through manipulatives, drawings, and the number line.

Understands the relationship between numerator and denominator and recognizes a fraction when it is equal to a whole.

Operations

Adds and subtracts correctly with two and three digit numbers.

Knows the multiplication facts through 12×12

Identifies odd and even numbers and multiples of numbers

Uses estimation to solve and check reasonableness of sums, differences, and products.

Algebraic Thinking: Patterns and Functions

Finds patterns in multiples of numbers by using the 100 chart, calendar, and calculator.

Extends a basic pattern and makes predictions about extending a pattern.

Recognizes the multiplication facts as a pattern.

Geometry and Spatial Sense

Identifies polygons that have a right angle.

Finds the perimeter of an object using a measuring device.

Finds the area of a polygon by counting square units and half units.

Finds a point in a coordinate plane.

Measurement

Tells time to the nearest minute on digital clocks and five-minute interval on an analog clock, and duration of an event in minutes, hours, and days.

Demonstrates the ability to measure with accuracy to the nearest half-inch and centimeter

Demonstrates the ability to estimate lengths of objects in inch, foot, yard; centimeter and meter.

Writes money values in decimal form and makes change for amounts up to \$100.

Data Analysis, Statistics, and Probability

Reads and constructs a tally-chart.

Reads and constructs bar, line, and picture graphs.

Recognizes and explains fair/unfair distinctions in probability.

PROBLEM SOLVING

Reasoning

Identifies the central question to be answered.

Identifies and organizes information and data to solve problems.

Explores and uses a variety of strategies to solve problems such as: working backward, estimation, predict and test, pattern recognition, making tables or charts, using manipulatives, computers and/or calculators.

Communication

Communicates mathematical understanding orally to describe strategies used to solve problems.

Communicates mathematical understanding in writing to describe strategies used to solve problems.

MONTESSORI SCIENCE AND SOCIAL STUDIES

The sciences, history, and geography are referred to as The Cultural Subjects in the Montessori classroom. Here is where we truly see the spiraling curriculum in action. Lessons and units are presented every other year using a holistic approach. Montessori sparks the imagination, leading the child to a greater understanding of the world and his or her place in it.. Due to multiage groupings, lesson presentations vary from individual and small group to whole class. Throughout the three-year period, a child has

time for an ongoing opportunity to study and select extensions of lessons previously presented. This often includes various creative research projects.

SCIENCE

Years 1, 2, 3

Skills of Scientific Inquiry

Skills of scientific inquiry are used to help students master the learning standards within the domains of science and to motivate their continued enthusiasm for learning science. Opportunities for inquiry arise within the curriculum in each domain of science and are assessed through examples drawn from the life, physical, and earth science standards. In this way students learn that in science, *what* is known does not stand separate from *how* it is known.

Inquiry

Conducts simple science investigations.

Collects scientific data.

Makes observations and labels diagrams.

Uses the scientific method to conduct investigations.

Collects and analyzes data using standard measurement.

Uses simple diagrams and written descriptions to communicate experiences in science.

Plans and conducts simple investigations using a variety of tools to collect scientific data.

Communicates observations, results and explanations through discussions, drawings, simple graphs, and writing.

Makes inferences and applications to everyday life.

Domains of Science

Earth Science: Astronomy

Identifies the sun as a star that gives us heat and light.

Recognizes that shadows and darkness occur when sunlight or artificial light is blocked.

Recognizes that the Earth is one of the planets that orbit the sun and that the moon orbits the Earth.

Demonstrates an understanding of the identifying characteristics of the sun, planets, constellations, and the moon.

Demonstrates an understanding of the Earth's rotation and revolution.

Investigates the Earth's relationship to the sun and moon.

Explores the phases of the moon.

Life Science: Plants and Animals

Recognizes the purpose of a seed.

Identifies plant features that help them thrive in their environment.

Describes uses of plants in daily life.

Describes the life cycle of one animal.

Identifies animal features that allow them to survive in their environment.

Identifies the defining characteristics of one group of animals.

Recognizes that offspring are very much, but not exactly, like their parents and one another.

Identifies the needs of animals as space, water, air, food, proper temperature, and ability to reproduce.

Describes structure, function, and needs of plants.

Describes a simple food chain/web.

Recognizes that living organisms interact with one another in a variety of ways.

Identifies plant and animal features that allow them to survive in their environment.

Uses a variety of terms to classify living organisms.

Identifies variations and adaptations of plants and animals that indicate adaptations to their environment.

Recognizes that plants and animals go through predictable life cycles.

Classifies living organisms using a variety of terms.

Investigates heredity and the environment as influences on the development of living organisms.

Geology and Dinosaurs

Identifies dinosaurs as animals that lived long ago and are extinct.

Recognizes that rocks are made of minerals and may be sorted by characteristics such as hardness, color and texture.

Develops an appreciation for rocks/fossils as clues to the past.

Weather

Understands elements of the water cycle.

Recognizes that the type of precipitation is related to change in temperature.

Life Science: Body Systems

Understands why we eat.

Uses the five senses to make observations.

Demonstrates a knowledge of the skeletal and nervous system.

Recognizes that in people individual body systems serve specific functions and that body systems work together.

Recognizes similarities between children and parents.

Recognizes that heredity and the environment influence all growth and development in all living organisms.

Recognizes the structure of the eye and the ear as components of the nervous systems.

Describes the major structures and function of the circulatory system.

Physical Science: Magnets

Recognizes that magnets attract objects that contain metal (iron).

Recognizes the poles of a magnet and their properties.

Explores the properties of magnets and their uses as tools.

Demonstrates an understanding that magnets are produced by an alignment of atoms creating a north and south pole.

Physical Science: Light

Identifies the sun as a source of heat and light to the earth.

Investigates the colors of the spectrum found in light.

Recognizes that color is an indicator of an environment.

Physical Science: Sound

Describes how sound is produced.

Recognizes that sound changes in direction, volume, and pitch.

Physical Science: Electricity

Investigates electricity as a form of energy.

Designs and constructs a simple electrical device using a variety of materials.

SOCIAL STUDIES

Years 1, 2, 3

Geography

Indicates the seven continents, four major oceans and the North and South Poles on a map or globe.

Identifies the countries of North America on a map or globe.

Describes major geographical climates of the United States.

Compares and contrasts climates of New England and other parts of the United States.

Uses geographical methods to locate and identify specific locations in the Americas.

Uses cardinal directions to express the location of places.

Identifies features of a river, peninsula, hill, and pond.

Identifies features of rainforests, rivers, mountains, temperate forests, swamps, and deserts.

Identifies the location of major Native American regional groups.

Demonstrates knowledge of geographical places and terms.

Recognizes influences of geography on a people.

History/ Civics

Describes the Pilgrim's settlement in America.

Describes the interaction between the Native Americans and the Pilgrims.

Investigates the importance of George Washington, Abraham Lincoln, Martin Luther King, and Christopher Columbus.

Explains the components of the American flag.

Explorations

Describes the motivations and effects of the major explorers on the New World.

Investigates early Viking contacts with North America.

Recognizes the significance of Christopher Columbus's voyages.

Introduces students to the motivations and effects of the French, Spanish, and English explorations.

History

Early Colonies

Gives reasons for establishment of colonies of Jamestown and Plymouth and describes voyages to the colonies.

Identifies customs, lifestyles, important people, and experiences of the colonists.

Identifies principal colonies in North America

Colonial America

Describes various aspects of community and family life within the colonies.

Identifies the causes of the American Revolution and major people, places, and events of the Revolution

Western Expansion

Describes the reasons for westward expansion.

Describes events and factors that contributed to America's settlement of the West.

Culture/Economics

Understands the similarities and differences among families.

Understands the characteristics of one's family, school, and town community.

Explores the needs of the community for goods and services, and identifies who meets these needs.

Explains the role of money in making purchases.

Explores the origin and travel of early peoples to the Americas.

Describes the cultural characteristics of Native American societies.

Describes North American tribes' shelters, tools, foods, and crafts.

Recognizes how the surrounding geography and climate affected the cultures of early American societies.

Investigates the early presence of Native American activities within the New England woodlands.

Identifies major people and events in African-American history.

Investigates historical and cultural context of national holidays.

ART

Years 1, 2, 3

Skills/ Literacy

Demonstrates, with increasing levels of competence, the safe and proper use of basic art tools and materials.

Explores and creates artwork using various art media and methods.

Uses vocabulary that reflects knowledge and understanding of art materials and concepts.

Develops increased competency in recognizing visual qualities and in using art elements, including color, line, space, shape, texture, and pattern.

Explores, identifies, and produces artwork in two and three dimensions.

Recognizes similarities and differences in works of art.

Investigates how artists create works of art and explores, through discussions, the uses and meanings of art in children's lives.

Explores general categories of art, such as painting, printmaking, sculpture, and collage.

Explores composition through the use of a center of interest, foreground, background, and balance.

Participates in classroom discussions about art.

Expression

Produces original art that expresses personal ideas and feelings.

Uses creative thinking skills to initiate and produce art products and to generate original ideas

for artwork.

Presents responses to artwork produced by others.

Expresses ideas artistically.

Communicates ideas through art.

MUSIC

Years 1, 2, 3

Literacy

Recognizes symbols for quarter and eighth notes and quarter rests.

Performs notated rhythms which use quarter and double eighth notes and quarter rests.

Listens attentively to determine adult and child voices, alone or in a group.

Recognizes unison and harmony, simple form, dynamics of loud and soft

Performance

Memorizes and sings American folk songs and songs from various cultures, using proper pitch, rhythm, diction, and dynamics.

Identifies instruments by their sound and perceives the connection between size and sound.

Performs songs and dances from American Heritage.

Improvises and answers to rhythmic and melodic phrases.

HEALTH EDUCATION

Years 1, 2, 3

Physical Health

Names the basic body parts, describes the respiratory system, and tells how we care for them.

Recognizes the Food Guide Pyramid.

Names examples from the fruit group. Identifies the vegetable group and the dairy group in the Food Guide Pyramid.

Can explain the basic principles of hygiene regarding teeth and hands.

Begins to identify body systems including nervous, circulatory, and skin.

Begins to understand how we care for body systems.

Explains the function of optical and skeletal systems.

Social and Emotional

Identifies a variety of feelings in a constructive manner in order to promote well-being.

Identifies positive and negative attitudes.

Safety and Prevention

Describes personal responsibility for reducing hazards and avoiding accidents.

Describes the purpose of medicines (prescription and over-the-counter), and how they can be used or misused in the treatment of common medical problems.

Names persons and community helpers (DARE police officer and firefighters) who can be contacted to help with health, safety, and injury prevention, and describes the appropriate procedures for contacting healthcare personnel in an emergency.

Recognizes the rules of water safety and the need for skin protection.

Begins to learn how bodies fight germs and disease naturally, with medicine, and by immunization.

Begins to apply skills to prevent and control the spread of disease, including skills that promote cleanliness.

Lists rules for fire and bus safety, and explains why rules are important.

Describes how tobacco and prolonged exposure to cigarette smoke affects the body.

Personal and Community Health

Identifies people in the community who support health in schools (such as school nurses, guidance counselors, dentists, Food Service Director, police, EMTs, firefighters, etc.)

Health Self-Management and Promotion

Applies health education knowledge to school setting.

Responds to health concerns or emergencies.

PHYSICAL EDUCATION

Years 1, 2, 3

Motor Skills/Fitness

Applies movement concepts in personal space and general space.

Develops manipulation skills by using balls, bean bags, and bats.

Learns basic gymnastic skills.

Participates in activities which develop fitness as well as learn how to perform fitness building exercises.

Applies movement concepts including direction, balance, level (high, low), and pathways (straight, curve, zigzag).

Uses a variety of manipulative (throwing, catching, striking), and locomotor (walking, running, skipping, hopping, jumping) skills.

Performs rhythmic activities which develop basic locomotion skills.

Works to improve skills and fitness..

Participates in two fitness assessment tests (fall and spring).

Cooperative Interaction Skills

Learns to use social skills in activities.

Effectively participates in cooperative and competitive games

Works to personal best.

Follows rules—is cooperative.

Respects others.

Takes good care of equipment.

Concepts

Shows an understanding of rules and procedures.

Shows an understanding of fitness components.

STUDY SKILLS

Integrated Throughout the Three-Year Program

Procedures

Develops understanding of active listening skills.

Develops the ability to read and interpret directions before beginning a task.

Skills

Explores uses of research tools, including dictionary, thesaurus, atlas, almanac, encyclopedia, Internet, CD-ROM, and the Athena Library System.

Explores note-taking and outlining strategies with the use of graphic organizers.

Explores options to synthesize research.

Time Management

Develops organizational skills.

Develops ways to prioritize and plan tasks.

COMPUTER

Years 1, 2, 3

Literacy and Application of Skills

Uses a variety of input (keyboard, mouse, scanner, Alpha Smarts) and output devices (printer, speakers, projectors) to produce work.

Demonstrates appropriate, responsible, and ethical behavior when using the Internet and other technologies.

Identifies and uses basic computing terminology as it relates to hardware, programs, and remote communications.

Uses technology resources to produce simple multimedia presentations (Hyper Studio, KidPix, PowerPoint), concept maps, graphic organizers (Inspiration), compositions, graphs and publishing products.

Identifies particular programs and devices for particular projects and purposes.

FOREIGN LANGUAGE

Years 1, 2, 3

Spanish: Stage 1 Proficiency

Is able to obtain information and knowledge and follow directions through listening to Spanish.

Demonstrates ability to respond to oral prompts in Spanish using selected words, phrases, and expressions regarding a limited number of themes and topics.

Demonstrates limited knowledge of cultures in which Spanish is spoken.

Uses selected words, phrases and expressions to orally communicate knowledge, opinions and emotions concerning a variety of topics.

Is able to obtain information and knowledge through reading in Spanish.

Is able to communicate basic information through written Spanish.

Demonstrates knowledge of the target cultures in which Spanish is spoken.

Is able to compare and contrast aspects of the target language and cultures to our own.