



THE FIRST MONTESSORI ACCREDITED PUBLIC SCHOOL IN THE NATION
FOR AGE 3-GRADE 8 AND THE ONLY MONTESSORI ACCREDITED SCHOOL IN POLK COUNTY

Lakeland Montessori Lower Elementary (ages 6-9, grades 1-3) End of Cycle Expectations

Practical Life 8 Questions

The student understands and follows ground rules.

The student exhibits self-control in group lessons; speaking in turn, attending to the speaker, and sitting appropriately with respect for others.

The student is able to organize his belongings and supplies.

The student exhibits body awareness and control of movement.

The student takes responsibility for housekeeping chores to care for the environment.

The student exhibits independence in all aspects of the lunch procedure.

The student treats fellow students and adults with kindness and common courtesy.

The student is able to locate appropriate information sources on the Internet and in reference materials.

Social/Emotional Development and Work Habits 7 Questions

The student makes constructive independent choices during work time.

The student participates in class meetings and shares thoughts and feelings.

The student is able to use a conflict resolution process to solve problems with his/her peers and exhibits a willingness to create win-win solutions.

The student is willing to accept and complete assigned tasks.

The student knows how to ask for help when needed.

The student comes to lessons prepared.

The student can follow a work plan independently.

Reading 20 Questions

The student creates new words by adding, taking away or changing letter sounds.

The student retells the main idea and details.

The student puts important story events in order.

The student locates information through the use of directions, graphs, charts and captions.

The student determines the correct meaning of words with multiple meanings in context.

The student reads and discusses new vocabulary.

The student makes and confirms predictions about a story.

The student reads grade level text orally with accuracy, appropriate rate and expression.

The student is able to identify the author's purpose.

The student applies knowledge of spelling patterns to identify syllables.

The student decodes one syllable and multisyllabic words in isolation and in context.

The student identifies text features (titles, subheadings, captions).

The student identifies, describes and compares the elements of story structure (setting, plot, character, problem, solution).

The student uses specific information to answer questions from non-fiction text.

The student understands the difference between fiction and non-fiction.

The student determines the meanings of words using both electronic and standard dictionaries.

The student is able to think of interpretive questions about their readings.

The student expresses opinions about their readings.

The student is able to critically evaluate information and use it accurately and creatively.

The student reads a variety of self-selected or assigned literary and informational text.

Language 6 Questions

The student uses a variety of reference materials to find information (table of contents, glossary, index).

The student is able to identify the parts of speech in a phrase or sentence (common and proper nouns, article, adverb, pronoun, conjunction, interjection grammar boxes).

The student is able to identify questions and elements for the subject, predicate, direct object, indirect object, and single word adjectival and adverbial modifiers.

The student identifies antonyms, synonyms and homophones (ex. here, hear).

The student recognizes common abbreviations, compound words and contractions.

The student recognizes and correctly uses regular and irregular plurals.

Writing 12 Questions

The student uses a variety of strategies to prepare for writing.

The student develops ideas with strong organized content development (overall message is clear).

The student uses voice in writing (student speaks to audience with tone, respect and purpose).

The student demonstrates sentence fluency with sentences that are well-built, varied in structure, and rhythmic.

The student uses appropriate word choices and vocabulary that creates images, clarifies and expands ideas.

The student writes a finished poem, letter and book report using peer and teacher editing.

The student writes a basic research report of two to three pages using two to three resources.

The student writes narratives that include the main idea, characters and sequence.

The student uses writing rules and conventions of speech (common spelling patterns, punctuation marks, capital letters, parts of speech, grammar).

The student produces creative, informative and persuasive writing with connected paragraphs on a topic.

The student is able to organize details in sequence (clear beginning, middle and end).

The student demonstrates legible printing skills.

Cosmic Education (Integration of Science, Geography, History and the Arts through the study of the Five Great Lessons) 23 Questions

The student is aware of the significance of the web of life and the food chain. (SC.2.L.16.1, 17.1,2, SC.1.L.14.1, 16.1, SS.1-3.A.1.1)

The student is aware of the variety of theories of how the universe began. (SC.1.E.5.2)

The student is aware that chemicals combine to form the properties of the Earth and solar system. (SC.2.P.8.2-3, SC.1-3.N.1.1)

The student is aware that the properties of the universe affect weather patterns and land and water formations. (SC.1.E.6.1, SC.2.E.7.1-2)

The student describes and utilizes the process of scientific inquiry (develops and predicts outcomes and makes hypotheses, sets up and conducts an inquiry, analyzes observational data and/or results of an inquiry, and uses the information gained from inquiry as the basis for new questions and further research). (SC.1.N.1.1; SC.2.N.1.4-6; SC.3.L.14.2; SC.3.N.1.2, 6, 7; SC.1,3.N.1.3)

The student is aware of the natural laws of the universe. (SC.3.E.5.4)

The student has a basic knowledge of the principles, nomenclature and inter-relationship of the following scientific areas: Astronomy, Geology and Earth Sciences, Chemistry and Molecular Science, and Physical Science. (SC.1.E.5.1, SC.2.E.6.1, 7.2, SC.2.P

The student is aware that life on Earth has been and is diversified and has adapted throughout history.

The student is aware of the factors that have and do support life throughout the history of the planet.

The student has knowledge of the nomenclature and classification of Zoology. (SC.1.L.14.1, SC.2.L.17.1, SC.3.L.15.1)

The student has basic knowledge of the nomenclature and classification of Botany. (SC.1.L.14.2, 17.1, SC.3.L.15.2, 17.2)

The student is aware of the fundamental needs of humans (both material and spiritual) and how these needs have been met throughout history and across cultures.

The student has an awareness of the environmental impact of humans on Earth. (SS.1-3.A.1.1)

The student has an awareness and appreciation for the development and advancement of civilizations throughout history. (SS.1.A.2.1,2, SS.2.C.1.1)

The student has an awareness of the impact of discoveries and inventions. (SS.2.C.1.1, SS.1.A.2.1,2)

The student has an awareness of the interconnection and interdependence of humans with other humans and all life in the universe.

The student has an awareness of the various biomes and the effect of natural resources on meeting the needs of humans. (SS.3.G.4.1-4, SC.1.L.14.1, 16.1)

The student has an understanding of the significance of the development of human language on the development of civilization; specifically appreciating that humans are the only species to fully develop symbolic language.

The student has a basic understanding of how the historical development of language has influenced styles and forms of communication used today.

The student has an understanding of the impact of culture, geography, and anthropology on the development of communication.

The student has an awareness of the significance of humans in the development of numerical systems.

The student understands the influence numerical systems have had on the development of society.

The student has an awareness of how the history of numbers has provided the foundation for the mathematical and geometrical systems used today.

Mathematics-Number Sense, Concepts and Operations 5 Questions

The student demonstrates an understanding of base-ten numeration systems and place-value concepts.

The student demonstrates an understanding of addition strategies, quick recall of addition facts and fluency with multi-digit addition with and without regrouping.

The student demonstrates an understanding of subtraction strategies, quick recall of addition and related subtraction facts and fluency with multi-digit subtraction.

The student demonstrates an understanding of multiplication strategies for basic multiplication facts.

The student demonstrates an understanding of division strategies for basic division facts and related multiplication facts.

Mathematics-Measurement 3 Questions

The student demonstrates an understanding of measurement to include length, weight and capacity, and temperature.

The student develops an understanding of linear measurement and facility in measuring lengths.

The student demonstrates an ability to identify the value of money and units of time.

Mathematics--Fractions and Decimals 3 Questions

The student demonstrates an understanding of fractions and fraction equivalence.

The student demonstrates an understanding of operations involving fractions.

The student has been introduced to decimal fractions.

Art Appreciation and Application (aligned with “Sharing Art with children in the Montessori Way”) 12 Questions

The student is able to discuss the elements of art including space, form, shape, line, texture, color, and value, as well as evaluate the works of others for these elements.

The student is able to find examples of and create art utilizing positive and negative space.

The student is able to use actual and implied lines in their personal works of art.

The student is able to use geometric and organic shapes in their personal works of art.

The student is able to describe the difference between primary, secondary, and tertiary colors.

The student is able to describe the difference between warm colors and cool colors as well as identify complementary colors.

The student is able to identify and represent actual and perceived texture in their personal works of art.

The student is able to identify and demonstrate tonal values using multiple mediums.

The student is able to represent geometric, organic, and perceived form in their personal works of art.

The student is able to identify and apply formal (symmetrical) and informal (asymmetrical) balance to their personal works of art.

The student is able to compare techniques used by peers and established artists and use constructive criticism as a basis for improving one's own work.

The student is able to compare differences or similarities in artworks across time and culture.
(VA.1-3.H.2.1)

Music Appreciation and Application (aligned with “Teaching Music to Children”) 8 Questions

The student can describe listening skills and how they support appreciation of musical works.
(MU.1-3.C.1.1)

The student can identify families of orchestral and band instruments. (MU.1-3.C.1.3)

The student can identify musical characteristics and elements such as pitch, beat, rhythm, and timbre.

The student can compare indigenous instruments of specific cultures. (MU.1-3.H.1.1)

The student can identify significant information about specified composers and or one or more of their musical works. (MU.1-3.H.1.2)

The student is able to describe how tempo and dynamics can change the mood or emotion of a piece of music. (MU.1-3.O.3.1)

The student can identify patterns in songs to aid the development of sequencing and memorization skills. (MU.1-3.S.2.1)

The student can notate simple rhythmic and melodic patterns using traditional notation. (MU.1-3.S.3.5)

Physical Education 2 Questions

The student activity participates in and follows the safety rules of Physical Education.

The student demonstrates an understanding of Physical Education skills and concepts.