



Charter Application
to Silver Falls School District



learn, grow, lead.



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1. The identification of the applicant.

The applicant is the Community Roots School, an Oregon public benefit non-profit corporation which is pursuing federal tax-exempt [501(c)(3)] status. The corporation's board includes local community members and parents who are committed to establishing and sustaining the Community Roots School.

Founders of the Community Roots School include:

Sarah Miller – Sarah holds a Bachelor of Biology & Chemistry and a Master of Public Health degree. She is currently the Division Administrator for Policy & Planning at the Oregon Economic & Community Development Department. Sarah and her husband, Matt, have one son. Sarah currently serves as the Project Manager for the Community Roots School.

Jennifer de Jong – Jennifer holds a Bachelor of Science degree in psychology. She is an Operations and Policy Analyst with the Department of Human Services, Seniors and People with Disabilities Division. Jennifer has participated in Eugene Field's Site Council and Parent Faculty Club Board. Jennifer and her husband, Jeff Reilly, have three daughters. Jennifer has provided the group with the foundation for the charter process and leads the School Operations Team.

Mandy Petrik - Mandy has a Master of Sociology, and is just beginning a doctoral program in Sociology. Currently, Mandy is an experienced research support programmer and project manager at Kaiser Permanente Northwest and has expert knowledge of data files and structures. Mandy and her husband, Frank, have two children. She leads the school's Student and Community Outreach Team.

Jennifer Traeger - Jennifer has a Bachelor of Arts and a Master of Arts in Teaching. She is currently the Talented and Gifted Coordinator for the five small high schools in the Woodburn School District. She has experience in helping to start a Montessori school as she is an owner of Silverton's Bluebird Montessori. Jennifer and her husband, Matt, have one daughter. She leads the School Design Team.

Miranda Traeger - Miranda has a Masters in Elementary Education, and brings educational experience to the group from both a public and private school background. She is currently co-teaching 6th grade at the St. Paul Elementary School. Miranda and her husband, Eric, have one son. She leads the School Finance Team.

Erika Lanning – Erika has a Bachelor of Science in psychology (emphasis in development), minor in music, and a Master of Arts in Marriage and Family Therapy. Her professional experience is in early childhood education in various settings, as well as numerous volunteer organizations in Eugene prior to moving to Silverton. Currently, she is an instructor in the Early Childhood Education department at Chemeketa Community College. Erika and her husband, Patrick, have three children. Erika has been part of the School Operations Team.



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Jennifer McCord - Jennifer has a Masters of Teaching degree with endorsements in Early Childhood and ESOL education. She brings career experience as a public elementary school teacher in the Silver Falls School District. Jennifer, and her husband Michael, have one son. She has been an integral part of the School Design Team.

Matt Miller - Matt has a Master of Science in Teaching and has career experience in informal science education at places like OMSI. Matt and his wife, Sarah, have one son. Matt serves on the School Design Team.

Jennifer Kimball – Jennifer has a Bachelor’s degree in English Literature and she worked as a writer and editor before becoming a stay-at-home mom. Jennifer and her husband, Jason, have two sons. She serves on the School and Community Outreach Team.

Bart Banks – Bart has a Bachelor of Arts degree in journalism/photojournalism and he is currently the owner of Bart Banks Design. Bart and his wife, Heather, have two sons. He serves on the School and Community Outreach Team.

Frank Petrik - Frank has a Master’s degree in Education, and he has been teaching music in Oregon public schools for over 11 years. Frank currently teaches at Sherwood High School. Frank and his wife, Mandy have two children. He has worked on both the School Design Team and the Student and Community Outreach Team.

Jacquie Curtis – Jacquie has a Bachelor’s degree in Nursing, and she is an owner and a classroom assistant at Bluebird Montessori Children’s House in addition to working at Silverton Hospital as a nurse. Jacquie and her husband, Ross, have two daughters. Jacquie has worked on both the School Design Team and the Student and Community Outreach Team.

2. The name of the proposed public charter school.

The name of the proposed public charter school is the Community Roots School.

3. A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy.

The Community Roots School has defined the following Mission Statement:

Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community.

This mission statement has driven the design of the Community Roots School. Grounded in the Montessori philosophy and pedagogy, the founders of the Community Roots School have adopted this proven educational approach that is widely available in the private sector and increasingly



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present around the nation as a public alternative. It is based on the idea that each student is competent, unique, and has an innate desire to learn. To implement this philosophy, the Community Roots School will do the following:

- Create a challenging interdisciplinary curriculum combining the *Oregon State Academic Content Standards (aka Oregon Standards)* with the *Montessori Curriculum*;
- Provide an abundance of learning materials specifically developed for the Montessori classroom;
- Empower the student to direct his or her own learning within the structure of the curriculum and with close guidance of the teacher;
- Facilitate inquiry, exploration, critical thinking, and creative problem solving;
- Understand and capitalize on individual learning styles;
- Educate the whole child by integrating the development of self-reliance, independence, and respectfulness with academic work.

Consistent with the Montessori method, the Community Roots School will provide integrated studies of the local region, capitalizing on its vast historical, cultural, and natural resources.

Key Goals and Expected Outcomes

- High Academic Achievement – The Community Roots School curriculum will be unique to the school. It will merge the *Oregon Standards* with the *Montessori Curriculum* and then integrate studies of our region's history, culture, and natural environment. The richness and depth of this curriculum, combined with the motivating factors of the Montessori method, will engage and challenge students so that they work at their full capacity.
- Strong Links with the Community – Local organizations and businesses will provide ongoing field study, workshops, and, eventually for middle school students, internships integrated with the curriculum and pursued over the long term.
- Social Growth and Emotional Development – Students will realize the non-academic outcomes of the Montessori philosophy, such as respect for self, others, and the environment, self-motivation, and self-reliance.
- Successful Montessori Program – Our program will satisfy the requirements of an accredited Montessori school by hiring Montessori certified teachers (or teachers who are actively pursuing Montessori certification) and implementing the Montessori curriculum. This will insure students' academic, social, and emotional needs are met.
- Active Parent Participation – Parents will feel committed to the school and their children's education and will contribute on a variety of levels.

Education Program

Montessori Method

The Community Roots School educational program will be based on the philosophy and methods developed early in this century by Dr. Maria Montessori in her work with underprivileged children. Dr. Montessori found that by providing carefully designed materials and by following the child's lead in pursuit of knowledge, she could educate children thought to be uneducable.



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Her methods were based on a fundamental trust in each child's instinctive desire to learn. They were also informed by theories of child development and learning that were rather new in her time. The basic principles of these theories are as follows:

- Cognitive development follows a predictable **progression from the concrete to the abstract**. There are specific moments when children are most ready to develop and acquire certain skills. Teachers must understand these levels and introduce material at appropriate times.
- Academic, social, and emotional development are interdependent; education must center on the **development of the whole child**.
- Every child has an **inner drive to explore** and discover the world around him or her. This innate curiosity will lead to productive learning if given the proper environment, resources, and guidance.
- Learning is most productive when **self-directed** and founded on individual interest.
- Learning is most effective when it takes place through **direct sensory experiences** and interaction with objects in their natural context.
- Information should be presented in a pattern of **whole-to-part**, and integrated through **interdisciplinary study**, so students can place it in context and understand how things are related.
- Learning must be enhanced and **applied**, especially in later years, by **going out** and doing relevant work in the community.

Implemented together as a comprehensive methodology, these principles form a foundation for motivated learning and high achievement, thus meeting our mission to produce graduates who reach their full academic potential and are self-reliant, productive citizens adept at critical thinking and creative problem solving.

School Design

Pedagogy and Teaching Materials

Pedagogy and teaching materials will be the most compelling difference between the Community Roots School and traditional public schools. Although the basic content of the curriculum will be the same, with a strong emphasis on core subjects, the following elements will distinguish the Community Roots classroom from traditional ones:

- Multi-age Classrooms – Students will be grouped in multi-age clusters spanning three years in the elementary program and two in the eventual middle school program. The three years are based on Montessori's Planes of Development which groups students according to observable developmental characteristics. Multi-age classrooms maximize the curriculum options available to students, minimize competition, encourage cooperation, and foster self-confidence in students who serve as role models. They also provide for long-term teacher/student relationships.
- Interdisciplinary Approach – Subjects are taught thematically in order to strengthen their relationship to all disciplines. Students are taught to use reading, writing, and math as tools for the pursuit of knowledge and skills. This approach will motivate students to master the basic skills and use them in understanding the region's historic, natural, and cultural resources. Montessori pedagogy concentrates first on "learning to read" then uses the



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interdisciplinary approach so that students are “reading to learn” which encourages the development of strong comprehension skills as well as higher order thinking skills.

- Montessori Materials – Scientifically designed manipulative materials are at the heart of a Montessori classroom. Each one focuses on a particular concept or skill but addresses many levels of understanding, beginning with the concrete and moving to the abstract. The materials are self-correcting and provide the student with feedback, thus reinforcing autonomy, confidence, and self-motivation. Extensive written materials in each area of the classroom support the Montessori emphasis on research from reference books and primary and secondary sources (including the Internet) rather than compilations and textbooks.
- Teacher’s Role – Teachers at the Community Roots School will rarely be the center of attention in the classroom. Instead, the teacher is one source of information among many. This departure from the traditional format frees the teacher to spend time observing, guiding students, and making notes on progress. In addition, the Community Roots School teachers will actively model appropriate, respectful behavior and positive conflict resolution. Every day there are multiple lessons that children are invited to based on their readiness for the content and/or the completion of previous assignments. Teachers also “teach” the behavior and conflict resolution skills they then model.
- Long Work Periods – Whole-class instruction time will be minimal, usually limited to the beginning and end of the day. The school day will be structured to allow students to spend long blocks of time on work that they choose. This 3-hour morning work period enables students to explore a topic or material thoroughly and to carry it through to completion. The students are choosing work to complete their assignments and to expand their learning to related topics that are of interest to them.
- Mastery Learning – Students will go beyond memorization and repetition to true understanding and application of knowledge, skills, and concepts, which represent higher order thinking skills. The individual student will progress at her own rate, either moving ahead without having to wait for the rest of the group, or taking the time she needs to internalize the material.
- Classroom Design – Classrooms in the Community Roots School will be designed to encourage exploration. Classrooms will be arranged in study centers, with clusters of student-sized tables and open areas for floor work instead of individual desks. Each study center will be surrounded by shelves of books and materials pertaining to a particular area of study: language arts, math, history, and so on. Students will be allowed to move about the classroom and choose resources as they pursue their work plan. They will have the option to work individually or in small groups. In order for children to be able to choose to work individually or in small groups, the classroom design must provide for those separate types of spaces. Such distinct learning spaces also address different learning styles.

Additionally, the Community Roots School will be consistent with all of the goals outlined in ORS 338.015:

- a. Increase student learning and achievement;
- b. Increase choices of learning opportunities for students;
- c. Better meet individual student academic needs and interests;
- d. Build stronger working relationships among educators, parents and other community members;



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- e. Encourage the use of different and innovative learning methods;
- f. Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools;
- g. Create new professional opportunities for teachers;
- h. Establish additional forms of accountability for schools; and
- i. Create innovative measurement tools.

4. A description of any distinctive learning or teaching techniques to be used.

Learning Techniques

In a Montessori classroom, the children choose their work freely from the various integrated curriculum centers and work at their own pace. The role of the teacher is to put the child in touch with the environment, through the lessons, and then to allow the child the freedom to choose how and when (s)he will accomplish the work required from that lesson. The materials are self-correcting and learning becomes the child's own reward. The teachers monitor each individual child's development and ensure that every child works in all of the many different core curriculum areas throughout the year to ensure a well-rounded education.

In each classroom, three-hour blocks of uninterrupted work time are implemented. This allows the student to fully explore and experience all aspects of his or her Community Roots School work. This time is kept free of outside distractions as much as possible to ensure that each student can remain focused on his or her areas of learning. The Montessori materials are tactile and are designed to teach from the concrete to the abstract. As the child becomes familiar with the materials, they become very comfortable with them and are able to move from grade to grade with ease and confidence.

Teaching Techniques

Through the teachers' training programs, each Montessori teacher will utilize an illustrated lesson album in each content area (Language, Mathematics, Biological Sciences, Physical Sciences, Social Sciences, Geometry, and other areas such as Music, Art, and Life Sciences). Each album covers the developmental level of learning that the teacher is certified to teach: ages 3 – 6 or ages 6 – 12. These lessons fill many volumes of binders as they are quite detailed in the passages from basic concepts to the most abstract acquisitions. By design, the Montessori lessons allow the teacher to isolate a particular skill for presentation to a child, thus placing him or her into the learning process at the point where the child is ready for this new work. Each student is tracked step by step through the process and is helped through passages that may be more difficult than others.



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5. A description of the curriculum of the public charter school.

Curriculum Design and Sources

The Community Roots School curriculum will encompass and align both Montessori curriculum and Oregon Standards. This comprehensive correlation will ensure full coverage of all the material in both curricula. The school will update and re-evaluate its curriculum yearly based on input from test results and school audits.

Elementary Curriculum

While the *Oregon Standards* are organized into learning standards within content strands, much of the the *Montessori Curriculum* is based on the *Five Great Lessons*, which present the emergence of the universe and the progression of human civilization. The Community Roots curriculum will fully cover all the *Oregon Standards* content strands, while adhering to the Montessori principle of presenting information in a whole-to-part progression. For example, the first Great Lesson introduces the beginning of the universe, the emergence of matter, and the formation of the earth. Students take in this lesson and explore details. Within this structure, the physical, earth, and space sciences sections of the Oregon *Science* curriculum are covered but students also comprehend the information within the larger context. See Appendix I: *Montessori's Five Great Lessons*.

The elementary curriculum strongly emphasizes math and language, then uses them thematically to study other subjects. Literature is an integrating link for all academic disciplines. Emphasis is on open-ended research and in-depth study using primary and secondary sources, as opposed to textbooks and other summaries.

Mathematics will initially be taught with manipulative materials that demonstrate the interrelatedness of geometry, arithmetic, and algebra. Students must understand how to work with the manipulative materials as well as how their findings translate into accurate conventional math computations. Students identify relationships, theorems, and formulae themselves. In addition, they learn about the people who first made these discoveries.

Language Arts will emphasize basic reading skills, using a combination of whole language and phonetics. Early in the elementary program, students will be introduced to the mechanics of the English language, the etymology of words, syntax, and parts of speech with the aid of the Montessori materials. See Appendix II: Basic Recommended Montessori Materials for Early Childhood/Elementary Class(es). In addition to the written word, the language arts curriculum emphasizes other forms of communication, including debate, oral delivery, and group discussion.

Social Studies and Sciences integrate anthropology, astronomy, biology, chemistry, economics, geography, geology, government, history, philosophy, physics, political science, and sociology rather than teaching them as separate subject matters. The *Five Great Lessons* set the stage so the child can see and understand the extent of human labor necessary to accomplish all that is here in the present. For example, biology instruction provides the nomenclature needed to structure and relate facts and



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processes in order to develop an ecological view of life and a feeling of responsibility for the environment.

Geography is presented to illustrate the ways in which topography and land forms have affected the histories of peoples and their civilizations. The study of human civilizations focuses on the material and spiritual “fundamental needs”: food, shelter, transportation, defense, clothing, art, religion, friendship, and character. The use of timelines, pictures, charts, and other visual aids supports the temporal sequences and the interrelationships of these disciplines.

Music, Art, Drama, Movement, Physical Education, and Foreign Language will be integral to the curriculum. These subjects will correlate with and enhance themes currently under study. For example, while studying ancient civilizations, children research the development of music in a timeline; relating instruments, composers, musical forms, and literature to the country of origin, art, architecture, and politics of the times.

Primary Curriculum

Student grouping in Montessori education follows a 3-year, multi-age pattern. While the 6 to 9-year-olds and the 9 to 12-year-olds engage in the Elementary Curriculum, 3 to 6-year-olds engage in what is called in Montessori a “Primary” or “Children’s House” curriculum. The Community Roots School plans to add kindergarten-aged students to its enrollment during its second year, if a funding option is worked out. The following is a description of the Primary Curriculum from *What is Montessori?*, a brochure published by the Association Montessori Internationale.

Children in the primary program possess what Dr. Montessori called the *absorbent mind*, the ability to absorb all aspects of one’s culture and environment without effort or fatigue. As an aid to this period for the child’s self-construction, individual work is encouraged. The following areas of activity cultivate the children’s adaptation and ability to express and think with clarity.

Practical Life exercises instill care for self, for others, and for the environment. Activities include many of the tasks children see as part of the daily routine in their home, such as preparing food and washing dishes, along with exercises of grace and courtesy. Through these tasks, children develop muscular coordination, enabling movement and the exploration of their surroundings. They learn to work at a task from beginning to end, and develop their powers of control and concentration.

Sensorial materials serve as tools for development. Children build cognitive skills and learn to order and classify impressions by touching, seeing, smelling, tasting, listening, and exploring the physical properties of their environment.

Language development is vital to human development. The Montessori environment is rich in oral language opportunities, allowing the child to experience conversations, stories, and poetry. The sandpaper letters help children link sound and symbol effortlessly, encouraging the development of written expression and reading skills. To further reading



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development, children are exposed to the study of grammar.

Geography, Biology, Botany, Zoology, Art, and Music are presented as extensions of the sensorial and language activities. Children learn about people and cultures in other countries with an attitude of respect and admiration. Through familiarity, children come to feel connected to inspire a reverence for all life. The comprehensive art and music programs give children every opportunity to enjoy a variety of creative activities, as well as gain knowledge of the great masters.

Mathematic activities help children learn and understand the concepts of math by manipulating concrete materials. This work gives children a solid understanding of basic mathematical principles, prepares them for later abstract reasoning, and helps to develop problem-solving capabilities.

6. A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools.

A cornerstone of Montessori education is keen observation of each child as he or she pursues his or her work. The teacher uses a series of internal assessments to address the individual learning styles and needs of regular education students by monitoring individual progress using “classroom based assessments,” including **daily observation**, and **progress reports**.

Many of these techniques have been used in Montessori schools for decades, not simply for monitoring, but as the mechanism for understanding where each student is in his learning in order to guide him appropriately. As each child matures, he or she plays an increasingly integral role in setting personal goals, assessing his or her own work, and tracking his or her own progress with teacher oversight and guidance. Additionally, teachers complete assessments by reviewing the work that students present as a result of working with materials after a lesson. Students need to master one level of work in order to be presented to the next.

Reporting Results

Teachers at the Community Roots School will be constantly assessing, by observation, student’s progress. Parents will be provided with detailed progress reports two times a year during parent conferences, and there will be a final progress report at the end of each year..

For a description of the use of standardized tests at the Community Roots School, see item 26. a. (7)



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7. The governance structure public charter school board membership, selection, duties and responsibilities.

School Board

The Community Roots School has received nonprofit corporation status from the State of Oregon and is pursuing federal 501(c)(3) tax-exempt status. The Community Roots School Board will govern the school pursuant to Oregon non-profit law (ORS Chapter 65), Oregon charter school law (ORS Chapter 338), all other applicable laws, and the bylaws adopted by the incorporators.

As a nonprofit corporation, the Community Roots School will have a Board of Directors (heretofore School Board). The School Board's core purpose will be to uphold the school's mission, ensure the school performs according to its charter, and complies with all applicable laws. The School Board will model an ethical, cooperative, consensus-driven, decision-making process. The School Board's major roles and responsibilities will include:

- a. Establishing and approving all major educational and operational policies;
- b. Approving all major contracts; and
- c. Approving the school's annual budget and overseeing the school's fiscal affairs.

The School Board will consist of five to eleven members, and will include parents as well as community members with educational, legal, financial, managerial, marketing, facilities, and/or public relations experience and expertise. The School Board will model the highest ethical standards and when any other member is faced with an issue that could be construed as a conflict of interest, that individual will disqualify him/her self from deliberating and voting on that issue.

The Community Roots School Board currently has five members who will serve through June of 2010. The current board members are Jennifer de Jong, Erika Lanning, Sarah Miller, Mandy Petrik and Miranda Traeger. All five board members have been actively involved in the start-up of the Community Roots School and have agreed to continue to provide leadership through the initial year. They are committed to providing quality leadership and will participate in board training in the winter of 2009. Additionally, the Community Roots Board will hold an annual retreat and participate in annual board training sessions.

The Community Roots School also proposes to invite an assigned delegate from SFSD to attend and participate in the board meetings as an ex-officio board member if the SFSD Board wishes to accept the invitation.

School Administrator

As soon as fiscally possible, the Community Roots School Board will hire a School Administrator who will oversee the operations of the school. The Community Roots School Board will work closely with the School Administrator to ensure that the school adheres to the charter mission and goals. The School Administrator, once hired, will attend all board meetings.



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Until such time as it is financially feasible to hire a School Administrator, the Community Roots School Board will use federal incentive grant dollars to pay for Administrator Consulting Services to advise the Community Roots School Board on how to handle administrative issues. When there is not a School Administrator, references to School Administrator will be replaced by the Community Roots School Board Chair or designee.

The School Administrator will also organize the parent faculty club which will include representatives from all stakeholder groups: parents, teachers, support staff, administration, and the community. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

8. The projected enrollment including the ages or grades to be served.

For the 2009-2010 school year, the Community Roots School will open with one 1st-3rd grade classroom with up to 30 students. A grade level will be added each year. The Community Roots School plans, based on feedback received from the Silverton Community, eventually to serve grades Kindergarten to Eighth Grade.

For planning purposes, the Community Roots School is projecting enrollment and configuration as follows for the initial three year term of the charter.

2009-2010 School Year: Grades 1st through 3rd, up to 30 students.

2010-2011 School Year: Grades K – 4th, up to 50 students. Kindergartners will not exceed one third of the total classroom student population.

2011-2012 School Year: Grades K– 5th, up to 60 students. Kindergartners will not exceed one third of the total classroom student population.

Although grades will be blended, consideration will be given to enable equal numbers of students in each grade when able (i.e. ten 1st graders, ten 2nd graders and ten 3rd graders for a class of 30). If the allotted number of spots for a particular grade is not utilized, the vacancies may be filled by corresponding grades (i.e. ten 2nd grade spots are available and only nine applications are received, the extra spot may be taken by a 1st or 3rd grade application).

The Community Roots School requests the ability to change the proposed configuration upon negotiation and agreement with the Silver Falls School District if demand warrants and facilities allow.

9. The target population of students the public charter school is designed to serve.



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In compliance with Oregon State Law, the Community Roots School will be open to any resident of the Silver Falls School District. If enrollment allows, students from outside districts may be accepted in coordination with the Silver Falls School District.

When recruiting students, the Community Roots School will target all segments of the SFSD community. The Community Roots School will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities; but it is the desire of the Community Roots School Board that a specific outreach effort be made to recruit low-income, and Hispanic students.

The Community Roots School provides additional detail with regards to its admission procedures in Section #11 below.

10. The legal address, facilities and physical location of the public charter school and applicable occupancy permits and health and safety approvals.

The Community Roots School proposes to occupy the original school building at Monitor School. Monitor School is located at 12465 Meridian Road NE, Mount Angel, OR 97362. The Community Roots School will work in close partnership with Silver Falls School District Facility staff to determine proposed classrooms by year, and to obtain necessary occupancy permits and health and safety approvals.

11. A description of admission policies and application procedures.

The Community Roots School shall use the following admission policies and application procedures.

- a. Student enrollment in the Community Roots School shall be voluntary. All students who reside within the SFSD are eligible for enrollment.
- b. If the number of applications from students who reside within the school district exceeds the capacity of a class or grade level, the Community Roots School will select students through an equitable lottery selection process. A separate lottery will be held for each grade as needed.
- c. The lottery will be held in February or March of each year after a well-advertised application period.
- d. Students will be randomly drawn from a container to be assigned a number. Children who have a number associated with the slots available by grade will be accepted, all other children will be put on a waiting list by their assigned number.
- e. If Community Roots receives fewer applications than the maximum number of students allowed for any grade, all applicants that meet age and grade criteria will be admitted, and the school will then set a second application deadline. The admissions process will be the same as with the first phase, but will apply only to the available spaces for each grade.
- f. After the Community Roots School has been in operation for one or more years, the



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Community Roots School may give priority for admission to students:

- A. Who were enrolled in the school in the prior year; or
- B. Who have siblings who are presently enrolled in the school and who were enrolled in the school in the prior year.
- g. If space is available the Community Roots School may admit students who do not reside in the SFSD.
- h. Children of the Community Roots School's founders and employees may be exempted from the lottery (so long as the total number of students allowed under this exemption constitutes a limited percentage of the school's total enrollment). The Community Roots School will ask Silver Falls School District to co-sign a waiver request to the State Board of Education to allow for this exemption.
- i. Eligibility criteria for kindergarten and first grade will follow SFSD policy LEBA and LEBA-AR. A student who has successfully completed kindergarten in a public school will be considered age/grade-eligible. To determine age/grade-eligibility for students who attended kindergarten in a private school or home school, Community Roots will utilize the district policy.
- j. When recruiting students, the Community Roots School will target all segments of the SFSD community. The Community Roots School will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities; but the charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs.

12. The statutes and rules that shall apply to the public charter school.

The Community Roots School is exempt from all statutes and rules except for following:

- a. Federal law
- b. Public records law (ORS 192.410 TO 192.505)
- c. Public meeting law (ORS 192.610 to 192.690)
- d. Municipal audit law (ORS 297.405 to 297.555 and 297.990)
- e. Criminal background checks (ORS 181.539, 326.603, 326.607 and 342.232)
- f. Textbook adoption procedures (ORS 337.150)
- g. Prohibition against tuition and fees (ORS 339.141, 339.147 and 339.155)
- h. Discrimination (ORS 659.150 and 659.155)
- i. Tort claims protections (ORS 30.260 to 30.300)
- j. Health and safety statutes and rules
- k. Any statute or rule listed on the charter
- l. Statewide assessment (ORS 329.485)
- m. Academic content standards (ORS 329.045)
- n. Any statute or rule that establishes requirements for school-year and school-day instructional time
- o. The provisions of ORS 338



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13. The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound.

The Community Roots School recognizes that the number one reason why charter schools fail is the lack of a sound financial plan. Conversations with SFSD identified this as a significant concern early on, so the Community Roots School Planning Team has actively engaged the assistance of several experts in the building of the financial plan.

Miranda Traeger, the Community Roots School Finance Team leader, has met regularly with Jan Hoffman, the SFSD Director of Fiscal Services to ensure that all financial requirements of the district are being met. Additionally, Miranda's father, Jerry Pickner, is a school principal in Alaska, and he has assisted with the development of the Community Roots School budget. Finally, Dave Kohler, a retired school principal from Mount Angel, has also assisted with the development of the Community Roots School budget.

The budget for the Community Roots School is attached in Appendix III. As a matter of clarification, the amounts for audit, legal, and insurance services are derived from _ the value that Bethany Charter School used in their last budget. These amounts will be refined as actual estimates for those services are obtained upon approval of the Community Roots School Charter.

Additional detail about our budget can be found in Sections 26.e.(1-6).

14. The standards for behavior and the procedures for the discipline, suspension or expulsion of students.

Standards for Behavior

A core tenet of the Montessori philosophy is to model and create a peaceful community with respect for others as individuals. Montessori schools have a strong grace and courtesy element as well as a peace curriculum. The Community Roots School will create a community of adults and children who model peace through (and) respect for self, for others and for the environment. The children will be active participants in creating the social climate for the classroom. The Community Roots School teachers will give lessons in how to be peaceful and how to respect others and the environment. The children will discuss the consequences for disrespect, lack of safety for others, and other misbehavior. It will be the expectation that children learn to work and live together respectfully.

Montessori teachers set the tone for peace and harmony within the environment. The adult is responsible for engaging the child in a productive activity. Montessori philosophy is that "no child is a misbehaving child," instead, it is the environment that must be adapted to correct the behavior, which the child will do for himself. The Community Roots School teachers will partner with parents and students to hold each child accountable for his/her behavior in a positive manner.

"Freedom within limits", or the level of freedom a child is allowed is contingent upon the level of



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responsibility (s)he exhibits, is the foundation of the philosophy regarding discipline in a Montessori environment. Preparation of the environment and carefully defined ground rules are key to successful discipline. When a child oversteps these boundaries and redirection does not work, a serious discussion of the situation occurs between the teacher and the student. At this time, age appropriate consequences directly relating to the situation are laid out. Should the child continue to disobey, the consequences will be enforced. If a child is endangering his or her safety or the safety of another person, an adult will intervene immediately and remove the child from the situation. Once the child/children are safe, the teacher can assess the situation and choose appropriate discipline measures.

If the child's body is out of control and he or she is unable to respond to redirection, discussion, or consequences, the teacher may choose to have the child sit quietly in a calm part of the classroom to regain self control. When the child is able to return to work calmly, he or she may do so with permission from the teacher.

Procedures for Discipline

On or prior to the first day of school, each parent and child will be given the Community Roots School Parent/Student Handbook which outlines behavioral expectations and consequences, students rights and responsibilities, school discipline policy, and other valuable information. Each parent and child will be asked to sign and agree to the Community Roots School's rules regarding student conduct.

While the school needs to have policies regarding discipline, it is really important for the elementary classroom to establish its own ground rules and consequences. Each student can then take ownership of his/her role in making the classroom community work.

The Community Roots School plans to adopt and utilize the District's student suspension and expulsion policies as follows:

The Community Roots School teachers may recommend to the Community Roots School Board that a student be expelled. Expulsion of a student shall not extend beyond one calendar year. No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

- a. Notice will be given to the student and the parent by personal service or by certified mail at least five days prior to the scheduled hearing. Notice will include: (1) the specific charge or charges; (2) the conduct constituting the alleged violation, including the nature of the evidence of the violation; (3) a recommendation for expulsion; (4) the student's right to a hearing; (5) when and where the hearing will take place; and (6) the right to representation.
- b. The Community Roots School Board Chairperson or designee will act as hearings officer.
- c. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator.



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- d. The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent.
- e. The student will be afforded the right to present his/her version of the charges and to introduce evidence by testimony, writings or other exhibits.
- f. The student will be permitted to be present to hear the evidence presented by the Community Roots School Board or Administrator.
- g. The hearings officer will determine the facts of each case on the evidence presented at the hearing.
- h. Evidence may include the relevant past history and student education records. Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Community Roots School Board, along with the officer's decision on disciplinary action, if any, including the duration of any expulsion. This decision will be available in identical form to the Board, the student and the student's parents at the same time.
- i. The hearings officer or the student may make a record of the hearing.
- j. The hearings officer's decision is final. However, this decision may be appealed to the Community Roots School Board. At its next regular or special meeting the Community Roots School Board will review the hearings officer's decision and will affirm, modify or reverse the decision. Parents of students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Community Roots School Board reviews the decision.
- k. Expulsion hearings will be conducted in private and Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Community Roots School Board or a private hearing by the hearings officer, the following will not be made public:
 - A. The name of the minor student;
 - B. The issues involved;
 - C. The discussion;
 - D. The vote of Board members, which may be taken in executive session.
- l. Prior to expulsion, the Community Roots School will work with the Silver Falls School District to propose alternative programs of instruction or instruction combined with counseling to a student expelled for reasons other than a weapons policy violation. The Community Roots School must document to the parent of the student that proposals of alternative programs have been made.

The Community Roots School will deny admission to non-resident students who are under expulsion from another school district for a weapons policy violation. The Community Roots School will deny admission to non-resident students who are under expulsion from another district for reasons other than a weapons policy violation.

15. The proposed school calendar, including the length of the school day and length of the school year.

The Community Roots School will closely follow the school calendar for the Silver Falls School District. All students will participate in the annual number of instructional hours required by the



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state: 810 hours for students in grades 1-3; 900 hours for students in grades 4-8 (as required by OAR 581-022-1620).

The Community Roots School will have a seven-hour school day Monday through Friday, 8:00am-3:00pm. The proposed schedule during a school day is described in Section 26. g. (9).

16. A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with TSPC.

The Community Roots School is currently recruiting for staff, pending the approval of its charter application by the Silver Falls School District. The Community Roots School will abide by Oregon law ensuring that all teaching staff are “highly qualified” and at least one-half of the full-time equivalent teaching staff of the Community Roots School shall be licensed. The Community Roots School will make the qualifications of teaching and professional staff available to SFSD upon request once those staff are hired.

17. The date upon which the public charter school would begin operating.

The Community Roots School intends to open in fall 2009. Mirroring past practice of the Silver Falls School District, the school will open on the Tuesday after Labor Day on September 8, 2009.

18. The arrangements for any necessary special education and related services for students with disabilities who qualify under IDEA and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school.

The Community Roots School Design Team has been working directly with the Silver Falls School District Director of Special Services, Dr. Linda Brown to ensure compliance with all federal and state laws, as well as district policies for students with special needs. For detailed information about this question, please see the Community Roots School answers to 26 a (13) and 26. b. (7).

19. Information on the manner in which community groups may



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be involved in the planning and development process of the public charter school.

The Community Roots School Leadership Team has done extensive outreach in the Silverton community. A public meeting was held in February to gauge interest before the grant application was submitted to the Oregon Department of Education. Based on the input from parents at that meeting, the intended school design (K-6) was modified to include grades 7 and 8 to more closely mirror the model of outlying schools in the SFSD.

Additionally, information has been available on the Community Roots School website at www.crmontessori.org as well as a web survey that was used to gather additional information from people who were unable to attend the first community meeting.

Since the planning grant to ODE was approved, the Community Roots School hosted a second community meeting with more than 35 parents attending. Community education nights are advertised in area newspapers, flyers in businesses throughout town, and through word of mouth. Evaluations are a key component of the community meetings, and information gathered from those evaluations is used to make decisions about school design and planning activities.

Finally, the Community Roots School Leadership Team has made contacts with several native Spanish speakers to help with outreach to the Hispanic community.

20. The term of the charter.

The Community Roots School proposes a charter term of three years, for the period of July 1, 2009 through June 30, 2012.

21. The plan for performance bonding or insuring the public charter school, including buildings and liabilities.

The Community Roots School will secure and maintain in good standing all types and levels of insurance as required by law. The Community Roots School will seek insurance coverage from the PACE Program offered by the Special Districts Association of Oregon. Detailed coverage information will be provided to the SFSD during charter contract negotiation.

22. A proposed plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of a charter.



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In the event that the Community Roots School loses its charter status through revocation or non-renewal, the Community Roots School Board and Administrator will work with Superintendent and School Board of SFSD to assist students in securing enrollment in a suitable public school. Every effort will be made to ensure that students experience nominal disruption in their educations.

To the extent possible, the Community Roots School will also assist teachers and other employees in identifying suitable professional education employment opportunities elsewhere.

Also in the event of closure, the Community Roots School will render all assets purchased with public funds to the State Board of Education for disbursement in accordance ORS 338.105(6).

23. The manner in which the public charter school program review and fiscal audit will be conducted.

The Community Roots School will report to the SFSD and the State Board of Education at least annually on the performance of the school and its students. The Community Roots School will disclose in its report information necessary to make a determination of compliance with the requirements in ORS chapter 338.

The Community Roots School proposes to use the format in Appendix IV for its annual program review.

The Community Roots School will have an annual audit of the financial accounts of the school prepared in accordance with ORS 297.405 to 297.555 and 297.990. The annual audit shall be forwarded to the SFSD, the State Board of Education and the Department of Education.

24. In the case of a district school's conversion to charter status, the following additional criteria must be addressed:

- **The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school.**
- **The relationship that will exist between the public charter school and its employees including terms and conditions of employment.**

The Community Roots School is a new school, not a conversion of an existing school so this question does not apply.



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25. The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045 (2)(a-x). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075.

The Community Roots School understands that the district will not complete a review of this charter application unless the required components listed in ORS 338.045 (2) (a-x) are completed. For verification, the following table cross-references the ORS statute and the corresponding number where the Community Roots School has provided information.

| ORS Statute Citation From ORS 338.045 (2) | The Community Roots School Application Question # |
|-------------------------------------------------|------------------------------------------------------------|
| (a) | 1 |
| (b) | 2 |
| (c) | 3 |
| (d) | 5 |
| (e) | 6 |
| (f) | 7 |
| (g) | 8 |
| (h) | 9 |
| (i) | 4 |
| (j) | 10 |
| (k) | 11 |
| (l) | 12 |
| (m) | 13 |
| (n) | 14 |
| (o) | 15 |
| (p) | 16 |
| (q) | 17 |
| (r) | 18 |
| (s) | 19 |
| (t) | 20 |
| (u) | 21 |
| (v) | 22 |
| (w) | 23 |
| (x) | 24 |



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26. In addition to the minimum requirements enumerated in ORS 338.045(2)(a) - (x), the district, under ORS 38.045(3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:

26.a. Curriculum, Instruction and Assessment

26. a. (1) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon’s academic content standards;

The Community Roots School’s curriculum will be constructed by effectively aligning the Oregon State Academic Content Standards with the Montessori Curriculum.

For the purposes of this application, the Community Roots School is providing the SFSD with a Montessori Curriculum Alignment for all ODE required subjects in Grade 3. This can be found in Appendix V. This document has been developed as an example for the full alignment of the Community Roots School Montessori Curriculum to the Oregon Standards.

Upon approval of this charter application, the Community Roots School will use the expertise of the educators on our planning team and expert consultant assistance to complete the full curriculum alignment for all grades served in the initial year (Grades 1-3).

Curriculum alignments for additional grades will be submitted to the Superintendent and SFSD School Board no later than 45 days before the school year in which the grade will be served.

26. a. (2) Description of instructional goals in relationship to Oregon’s academic content standards and benchmarks;

The Community Roots School intends to mirror the instructional goals of the Silver Falls School District in relationship to Oregon’s academic content standards and benchmarks. In the first year of operation, proficiency testing of third graders will provide baseline data that the Community Roots School will engage a Montessori consultant to review and help teachers modify teaching methods as needed. In the end, the goal is for all Community Roots School students to demonstrate proficient or advanced competencies in Reading, Written and Oral Communication, Mathematics, and Science as defined in the Oregon standards.



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26. a. (3) A planned course statement class taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. a. (4) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. a. (5) Explanation of grading practices for all classes and how student performance is documented;

At the Community Roots School, evaluation of student progress includes daily observations & recordings and curriculum progress tracking sheets.

Daily Observations and Recordings

A cornerstone of Montessori education is the keen teacher observations of each student as the children pursue their work. Montessori teachers receive intense training in the art and science of observation. In fact, the Montessori educational program grew out of Maria Montessori's comprehensive observation of the development of young children engaged in educational work experiences.

The Community Roots School teachers will be committed to significant observation of the students. There will be two major outcomes of this activity: 1) a record of what the teacher sees for documentation and reporting purposes and 2) an information for the teacher to plan for the next phase of individual student's academic development.

The range of methods for observation and recording will vary according to teacher and can include the use of index cards, files, notebooks, word processing, photography, and spreadsheets.

Curriculum Progress Tracking Sheets

In order to provide a consistent mechanism to track the presentation of Montessori lessons given to students, the Community Roots School will create a series curriculum progress tracking sheets, based on classroom levels (Lower Elementary, Upper Elementary, etc.) to be used by all teachers.

Every student will have a curriculum tracking sheet maintained in the classroom by the teacher. Information collected in daily observation and recording is transferred to the Curriculum Progress



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Tracking Sheets. The examples of Curriculum Progress Tracking sheets that are available from other schools use various symbols to record data including date, tally, and color coding.

Progress Reports

Each level will have its own progress report which will be issued three times per year: twice during parent conferences and once at the end of the academic year. The progress reports have areas for both academic assessment and personal developmental growth (termed “Qualities of a Montessori Learner”). The personal development section includes insight into both work/study skills as well as life skills.

The reporting language used for the Report Card reflects the work of the student and of the clinical observations made by the teacher. Academic reporting language is based on what is called in Montessori, “The Three Period Lesson.”

The Three Period Lesson is a major methodology in which lessons are presented, practiced, observed, integrated, and evaluated. Student-teacher conferences are used extensively for both formative and summative evaluations.

The First Period: The Lesson- Identification

During the First Period, specific lessons taken from the Montessori curriculum and are presented to the child by the teacher. Each lesson isolates a particular new skill or concept built upon previous skill and conceptual understanding.

The Second Period: Practice, Observation, Correction

During the Second Period, the child takes the work and material presented and undertakes extensive practice alone and with peers, conferring with the teacher. The teacher performs systematic observation, correction, modification, and re-presentation to the child as needed.

The Third Period: Integration, Assessment

During the Third Period, the child achieves conceptual and practical independence and the need for the material is replaced by abstract manipulation, acquisition of skills, and understanding. The teacher-guide undertakes formal and informal assessment at this stage. Observations & assessments are used as verification of the child’s skill and understanding.

Report cards will use the following terms to communicate student progress with parents:

Academic

- NYI - Not Yet Introduced
- Introduced
- Practicing
- Independent

Qualities of a Montessori Learner



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- NYO – Not Yet Observed
- Emerging
- Consistent

Refer to Appendix VI for copies of the planned Report Cards for the Community Roots School.

When a student's self-directed learning does not address some of the progress areas on the attached report cards in a timely enough manner to support further learning or allow for evaluation by standardized testing, the teacher has a number of options consistent with the Montessori method. The teacher may utilize student interest and individual lessons to draw students in to the subject area; eventually the options available for self-directed learning narrow to include those neglected progress areas.

26. a. (6) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);

As described above in Section 26.a.(1), the Community Roots School is submitting a fully aligned curriculum for Grade 3 between the Oregon Standards, and the Montessori Curriculum. Please see Appendix V for a sample alignment of the third grade curriculum.

The Community Roots School is committed to addressing transition plans for students who re-enter the SFSD public school system after completing the charter school's program. Extensive research has been done to understand the impacts of Montessori education. Most recently, evidence to support re-entry of Montessori students in a traditional school system includes the following study from "Montessori: The Science Behind the Genius" by Angeline Lillard (page 36):

"The group of children with whom the Montessori children were compared was a particularly challenging one with which to find a difference: fellow students at their current high schools who were matched for gender, ethnicity, and socioeconomic status. Over half of the 201 Montessori students in the study were placed in Milwaukee's top four high schools. Because many factors might operate to bring children to such high schools, this makes up a very high standard group for comparison. It would be more optimal if the comparison group at on-set of treatment, rather than at four years post treatment.

Given this comparison group, the results of this study are remarkable. Children who were in public Milwaukee Montessori schools from pre-school to fifth grade scored significantly higher on standardized tests (ACT and WKCE) than did matched controls at their same high school. Further analyses of these data are underway, but on all measures obtained to date the Montessori group's average score is either equal to or more positive than that of the non-Montessori children."



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26. a. (7) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;

Assessment of Student Progress

Assessment is done collectively and routinely by the Community Roots School teachers through individualized lessons that are interactive and most times involve hands on materials. Student work is a reflection of the learner, the teacher and the school and should be a primary source of evidence of student learning. The teacher is able to assess the success of each student at the time of the lesson. The teacher can again assess success through pre-designed criteria used to evaluate project outcomes and use of higher order thinking skills.

Montessori education focuses on a three-year cycle that allows the student rapid growth beyond chronological age as well opportunities for a slower paced curriculum to support areas where extra time or help may be needed. Each classroom is equipped with didactic materials to support all three grade levels. The didactic materials are usually moveable (hands on), multileveled and in most cases contain some type of self-correcting aspect. This type of learning material supports learning style differences, multiple intelligences, and scaffolding of learning experiences.

Student performance will be documented using the following tools:

Individual Assessment Tools:

- Daily observations and recording by teacher
- Curriculum Progress Tracking Sheets
- Progress reports, prepared in detail by the teacher twice yearly for parent conferences, and once at year end

Standardized Tests

Because test scores do not constitute outcomes in and of themselves, there are not specific goals for test results beyond what is stated in the school charter. Rather, the Community Roots School will use test results as an analytical tool to aid in setting future goals with the child as well as diagnosing program improvement needs.

Data driven instruction for the student and class is the goal of examining the item analysis available on these tests. The results are also monitored over time to measure progress and to determine appropriate instructional strategies that address individual students' learning needs.



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Assessment Schedule including Oregon Assessment of Knowledge and Skills (OAKS)

| Gr | Reading | Writing | Mathematics | Science | Social Science |
|-----------|-------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| 1 | Classroom Based Assessment | Classroom Based Assessment | Classroom Based Assessment | Classroom Based Assessment | Classroom Based Assessment |
| 2 | Classroom Based Assessment | Classroom Based Assessment | Classroom Based Assessment | Classroom Based Assessment | Classroom Based Assessment |
| 3 | Classroom Based Assessment OAKS | Classroom Based Assessment OAKS Work Sample as needed | Classroom Based Assessment OAKS Work Sample as needed | Classroom Based Assessment Work Sample as needed | Classroom Based Assessment Work Sample as needed |

Classroom Based Assessment – portfolios created by the students based on Montessori Curriculum and Oregon State Standards

OAKS – Oregon Assessment of Knowledge and Skills standardized test

Work Sample – Part of the student’s work portfolio in Speaking/Writing, Math, Science and Social Science

26. a. (8) Description of the plan for reporting student progress to parents, students and the community;

Reporting to Parents

The Community Roots School will comply with the SFSD policy regarding reporting to parents. Parents shall be regularly and fully informed of the student's progress in school. The school will report a student's progress to the student and to his/her parent or guardian.

The report will be clear, concise and accurate, and will provide a basis of understanding among teachers, parents and students for the benefit of the individual student. The reports will tend to be more narrative, than quantitative in nature. The Community Roots School Board will direct the Community Roots School teachers and administration to develop progress report forms or cards in accordance with this policy.

Parent-Teacher Conferences

The Community Roots School will comply with the SFSD policy regarding parent-teacher conferences. The Community Roots School Board encourages the use of parent-teacher conferences to promote communication and understanding between teachers and parents. The Community Roots School Board shall, in establishing the calendar, provide for required grading



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period conferences or parent-teacher conference days for students enrolled in the Community Roots School.

Please see Appendix VI for proposed the Community Roots School report cards.

26. a. (9) Description of policies and procedures regarding diplomas and graduation;

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. a. (10) Description of policies and practices for meeting the needs of students who are not successful in the regular program;

While the nature of Montessori curriculum allows for individualized instruction tailored to the individual student's learning needs, the Community Roots School has budgeted for expert Montessori consultant services to assist teachers with the development of research-based interventions as need for the specific student situation. Those interventions might include peer-to-peer mentoring or one-on-one teacher time among others.

26. a. (11) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;

Scientifically designed manipulative materials are at the heart of a Montessori classroom. Each one focuses on a particular concept or skill but addresses many levels of understanding, beginning with the concrete and moving to the abstract. Thus students will revisit the materials, each time adding and applying new concepts to their understanding. The materials are self-correcting and provide the student with feedback, thus reinforcing autonomy, confidence, and self-motivation. See Appendix II, "Basic Recommended Montessori Materials for an Early Childhood Class {preschool –Kindergarten}" and "Basic Recommended Montessori Materials for an Elementary Class" (Grades 1 – 6) for examples.

26. a. (12) Identification of major supplementary material in core academic content areas and the criteria for use with students;

Extensive written materials in each area of the classroom support the Montessori emphasis on research from reference books and primary and secondary sources (including the Internet) rather than compilations and textbooks. Beyond these, the acquisition of and access to further materials are based upon individual need and teacher discretion. When a teacher observes an area of deficiency in a child's studies, they will choose materials to address those specific needs. If a student demonstrates a particular interest, the teacher will help him or her access materials for enrichment in the area of their particular interest.



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26. a. (13) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to talented and gifted students;

Please see Section 26.1. (14) for a combined answer to this question and the next question.

26. a. (14) Description of how the public charter school staff will identify and address students' rates and levels of learning;

Special Education

The Community Roots School will fully comply with state and federal regulations and requirements governing special education as well as comply with all district policies and regulations concerning the education of children with disabilities under the Individuals with Disabilities Education Act (IDEA).

Details of Community Roots School's integration into the state and district system for providing services to IEP eligible, TAG and Section 504 eligible students are contained in the answers to 26. b. questions (4) to (11), and the references Appendix VII: "Charter School Flow Chart of Activities for Students Who qualify for IEP Activities"

Below are detailed the opportunities the Montessori method presents for delivering services to special needs students as part of their IEP, addressing the individual needs of TAG students and the unique learning style and rates of all students.

Identifying Learning Levels

Using the Montessori materials as diagnostic tools as well as the Montessori standard of teacher observation, provide the teacher with the ability to assess students to identify individual learning levels. Then self-pacing methods, such as the Montessori Method, use flexible grouping practices to allow children to advance at their own pace. Self-pacing can be beneficial for all children and is not targeted specifically at those identified as gifted or talented, but it can allow children to learn at a highly accelerated rate.

Directed Studies are usually based on the student's self pacing. Children are free to learn at their own rate and level of achievement. The child chooses the activities in which he/she participates to fulfill assignments and works at his/her own pace. Through observation and student-teacher conferences, the teacher determines when a child has perfected an exercise and is ready to move to a higher level or more difficult exercise. The teacher provides additional help and instruction if a child performs a task incorrectly.

Students will go beyond memorization and repetition to true understanding and application of knowledge, skills, and concepts. The individual student will progress at her own rate, either moving ahead without having to wait for the rest of the group, or taking the time she needs to internalize the material



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Special Needs Students

Montessori classrooms help children with disabilities make choices and become independent learners in many ways. In a Montessori classroom, children may choose any material for which they have had a lesson given by the teacher. The children's activities, therefore, are not predetermined by a teacher's lesson plans.

Children with disabilities are afforded the same opportunities to choose materials each day as their typically developing peers. They make truly meaningful choices many times each day. This also fosters independence, because as early as a child's second day, she is encouraged to choose from any of the materials presented the day before. With her first choice, she is taking a step toward becoming an independent learner.

Independence is also facilitated by offering children a long uninterrupted block of work time daily, freeing them to truly experience this independent learning style. Work in a Montessori classroom is introduced to children based on individual readiness rather than the average chronological age of classmates. When a child with a disability works on an individual need or skill that is very different from the needs of his peers, he or she is not set apart as different or viewed as an extra responsibility. Children with disabilities can work with their friends, or alone, as the skill being learned demands.

The sequence of a child's lessons may also vary without interrupting the flow of classroom work. Children with disabilities may, when necessary, pass through a skill sequence in a different order or at a different rate than a typical developing peer.

Talented and Gifted

The Community Roots School will provide appropriate educational services to students identified as "Talented and Gifted" (as defined in ORS 343.391) such that instruction shall address the student's assessed levels of learning and accelerated rates of learning. The SFSD will assist The Community Roots School in the identification process of TAG students and The Community Roots School shall provide the services consistent with state law and district policy. The Community Roots School will follow district procedure for the screening and identification of students eligible for Talented and Gifted services.

26. a. (15) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;

Culture

The Montessori environment is a balance of two interdependent elements: students' freedom to explore and think for themselves and their responsibility to work and learn within the community. With the autonomy to manage time and make choices, students acquire a sense of ownership for their own growth and development. They accept responsibility for setting goals and completing assignments, as well as for being contributing members of the group. The teacher provides whatever support and guidance is necessary, for as long as is necessary, to get students to this point of



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independence.

There will be three overriding expectations for students' behavior while at school:

- Purposeful activity – Students will be engaged in their studies. Positive attitudes toward work develop as part of the classroom culture and are inculcated from the first day.
- Responsibility – Students will take an active role in their own education. They will help create their individual learning contracts and weekly work plans. They will learn to contribute to the maintenance and management of their own communities. They will be expected to contribute to the larger community through service and, in the later years, internships.
- Respect – Students will be respectful of themselves, others, each other's work, their classrooms and materials, and the environment.

The classroom is calm and orderly and the teacher spends little time with discipline problems precisely because (s)he is not trying to get everyone to do the same thing at the same time. Finally, the long work period, self-pacing, and choice of activities support children's learning, sense of accomplishment, and confidence.

Discipline

The structure of the Montessori classroom eliminates many of the discipline issues found in other classroom environments. In the first days of every school year, the students and teacher together develop basic class rules. If additional issues arise, the class as a community establishes ground rules so that they will be able to learn from the situation. The consequences for not following the ground rules and not accepting responsibility will depend upon the severity of the issue and will follow a hierarchy of consequences laid out in the code of conduct, including parent intervention and removal from the classroom or the school.

26. a. (16) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable;

The Community Roots School does not operate any other private alternative school.

26. a. (17) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;

The Community Roots School teachers will continually assess the students in their classes. A significant part of Montessori teacher training is based on the art of careful student and classroom observation. This skill combined with copious documentation and record-keeping allows the teacher an ability to determine the students skill and knowledge level and provide appropriate lessons for the student based on that knowledge. Because the teacher confers with each child regularly, he or she is exceptionally aware of each child's skill and knowledge levels.

Students at the Community Roots School will create many extensive and complex work samples as a result of in depth study in a particular area. These work samples lend themselves naturally to authentic assessment and formation of portfolios that will follow the child as long as he or she is in the program. The data received from teacher observation, authentic assessment, yearly standardized



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tests, and statewide assessments will be used to guide the teacher and child in making appropriate modifications on a regular basis to ensure all content areas are being mastered.

The student will progress at his or her own rate to master the content. The data received from teacher observation, authentic assessment, and statewide assessments will be used to guide the teacher and the child in making appropriate modifications on a regular basis to ensure all subject matters are mastered and all state benchmarks are being met.

26. a. (18) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. a. (19) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;

Family participation is directly related to the success of an educational institution. The Community Roots School will embrace family involvement and utilize our parent participation rates as a major factor in our ability to provide high-quality education.

Parental involvement will be a critical component of the Community Roots School organizational viability. Family support will help us provide many school activities and programs that would not occur otherwise. Each family will be asked to perform a minimum of 16 hours of community service per year.

In order to have high rates of family participation, the Community Roots School will provide families with sufficient opportunities for engagement – through volunteerism, student events, curriculum evenings, assessment forums, parent education or other presentations. Additionally, parent surveys will be conducted at least annually to gauge parent view of the Community Roots School.

26. a. (20) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

The Community Roots School does not intend to offer any distance learning options.



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26. b. State and Federal Mandates/Special Education

26. b. (1) Description of how the public charter school will meet any and all requirements of No Child Left Behind, which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law.

Adequate Yearly Progress

The Community Roots School will make adequate yearly progress, as established by the No Child Left Behind Act of 2001, towards meeting Oregon Statewide Assessment Standards in Reading & Literature and Mathematics at grades 3, 5, and 8 by applying Montessori curriculum. See Appendix V for the curriculum alignment.

The Community Roots School will assure that students, on average, will meet or exceed established grade- and subject-appropriate performance gains by developing a vigorous curriculum and recruiting and hiring dedicated highly qualified teachers. The curriculum alignment document will demonstrate the detailed teaching objectives of the Community Roots School.

The Community Root School's average daily attendance rate and student retention rate will meet or exceed the prior school year's average daily attendance rate SFSD for the same grade level(s) represented in the Community Roots School, by offering an active and interesting curriculum with opportunity to apply and develop diverse learning styles and multiple intelligences.

Access

The Community Roots School will provide equal access to participation in its programs and activities. The Community Roots School will make Montessori education accessible to the diverse community of SFSD with active marketing to many groups in the community. The Community Roots School will work to remove barriers and ensure that all interested students can access the school's nutrition and transportation programs.

Annual Outside Audits

An impartial educational consultant will assess students' academic performance in the context of the nation's public schools. A representative from a recognized Montessori training institute will assess academic performance in the context of the American Montessori Society.

Special Needs and English as a Second Language Children

The Community Roots School will fully comply with state and federal regulations governing special education. If a new special needs student comes into The Community Roots School with an IEP, a team meeting will be held with staff and parents to determine how best to meet the child's needs in the new school setting.

With the parents' consent, certain goals and objectives may be modified to fit the Community Roots



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curriculum. Extra assistance will be provided to children on Individual Educational Plans (IEPs). There will be ongoing consultation between teachers and staff. When necessary, direct services in the form of a "pull-out" from class will occur.

Generally, students will be able to participate in the classroom activities because the Montessori educational model is well suited to children with different needs and learning styles. There is an emphasis for all children to work at their own pace, using an individualized program, and multi-sensory materials. Special Needs children who attend the Community Roots School will have their individual learning contracts modified to comply with requirements of their IEP.

Drug Free Environment

The Community Roots School will establish performance measures on the following:

- Be focused on student behavior and attitudes;
- Be derived from the needs assessment described in the state's application;
- Be developed in consultation with state and local officials; and
- That consist of performance indicators for drug-free and violence-prevention programs and activities and levels of performance for each indicator.

26. b. (2) Description of how the public charter school will collect AYP information on all subgroup populations in the school.

The Community Roots School will collect adequate yearly progress data utilizing the same methods that the SFSD uses on the following populations as applicable:

- a. All students
- b. Racial/ethnic groups
- c. Economically disadvantage children
- d. Students with disabilities
- e. Students with limited English proficiency

26. b. (3) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.)

Please see the Community Roots School's response to 26. a. (14) for a description of the application of the Montessori program for special needs students. Specific methodologies, data collection systems and service delivery models will be entirely dependent upon each student's IEP. These will be developed in cooperation with the district and parents, as described in the response to 26. b. (7) and Appendix VII: "Charter School Flow Chart of Activities for Students Who Qualify for IEP Activities".

26. b. (4) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services.

The Community Roots School will coordinate with the SFSD TAG Coordinator, Mark Recker, as



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needed to serve the needs of talented and gifted students who attend the Community Roots School. Please see the response to 26. a. (14) for additional information requested here.

A large number of the Program goals and services for a TAG program outlined in SFSD Policy Code: IGBBC-AR are attainable through the individualized education delivered by the Montessori method. The Community Roots School will ensure out-of-class district activities, such as Odyssey of the Mind are available to TAG identified students.

The Community Roots School proposes that the Silver Falls School District provide any specialized TAG services.

26. b. (5) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations.

The Community Roots School will coordinate with the SFSD ELL Coordinator, Marilyn Annen, as needed to serve the needs of English Language Learner students who attend the Community Roots School.

The Community Roots School proposes that the Silver Falls School District provide for any specialized ELL services.

26. b. (6) Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring.

The Community Roots School will work with the district during the selection of a facility in assuring that physical accommodations for accessibility are available in the event of enrollment or employment of Section 504 protected individuals. The school will use parental consultation and the process for serving IEP eligible students, outlined in Appendix VII, as a guideline in delivering services to Section 504 protected individuals, which will often take the form of plans developed and implemented by Health Services.

The Community Roots School proposes that the Silver Falls School District provide for any specialized Health Services for 504 students.

26. b. (7) Explanation of how the public charter school will work with the district to implement Child Find requirements.

The Community Roots School is coordinating with Dr. Linda Brown, Director of Special Services for SFSD to address the issues cited in questions 26. b. (7) through (11), and the answers are encompassed in this item.



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Pursuant to Oregon charter school law (ORS 338.165), SFSD will retain the responsibility for providing special education and related services to students who reside in the district, attend the Community Roots School and are eligible for special education services. A Concise summary of the process can be found in Appendix VII, “Charter School Flow Chart of Activities for Students Who Qualify for IEP Activities”, generated by SFSD Special Services. The Community Roots School will conform to this process.

The Community Roots School and SFSD Special Services have planned for close consultation from the Child Find end of the process to delivery of services. This includes:

- Identification of students from enrollment lists who qualify for IEP services or are currently in evaluation for eligibility;
- Special Services advice and direction in identifying emergent special needs in enrolled students;
- Consultation with Dr. Brown, staff, and parents of admitted students on the appropriateness of the Montessori method to the student’s IEP;
- Coordination with Resident Districts that are not SFSD (Special Services wishes to contact these districts directly upon admission of their students and expects SFSD will deliver services using the IDEA and ODE funds attached to the students and transferred from the resident district);
- And delivery of services

Dr. Brown is aware the Community Roots School’s proposed location at Monitor School and she expects services for the Community Roots School IEP Students can be seamlessly supplemented onto the services existing at the school using federal IDEA and State ODE funds attached to the students.

26. b. (8) Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, IEP and placement meetings.

This item is addressed in Appendix VII, “Charter School Flow chart of activities for students who qualify for IEP activities” and the supplementary information in the response to 26. b. (7)

26. b. (9) Explanation of how the public charter school will work with the district to implement accommodations and modifications contained in the IEP or Section 504 plan.

This item is addressed in Appendix VII, “Charter School Flow chart of activities for students who qualify for IEP activities” and the supplementary information in the response to 26. b. (7)

26. b. (10) Explanation of how the public charter school will work with the district to include parents in implementing IEPs.

This item is addressed in Appendix VII, “Charter School Flow chart of activities for students who qualify for IEP activities” and the supplementary information in the response to 26. b. (7)



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26. b. (11) Explanation of how the public charter school intends to work with the resident district of any IEP student to provide special education services.

This item is addressed in Appendix VII, “Charter School Flow chart of activities for students who qualify for IEP activities” and the supplementary information in the response to 26. b. (7)

26. c. *Teacher Certification*

26. c. (1) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and Teacher Standards and Practices Commission (TSPC) licensure;

The Community Roots School intends to hire teachers who are both Montessori trained, and state of Oregon Licensed. If such candidates are not available, the Community Roots School will proceed as described in Section #16 above.

26. c. (2) Explanation of how the public charter school will meet the federal mandate of “highly qualified” teachers contained in No Child Left Behind;

The Community Roots School intends to hire “highly qualified” teachers as defined by the Teacher Standards and Practices Commission. The Community Roots School will abide by the requirements set forth in Oregon Administrative Rule 584-100-0011 for Highly Qualified Elementary Teacher New to the Profession and 584-100-0016 for Highly Qualified Elementary Teacher Not New to the Profession.

26. c. (3) Identification of which teachers are Oregon Proficiency-based Admission Standards System (PASS) trained by content areas and year of training or retraining, if applicable;

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. c. (4) Explanation of how the public charter school will comply with TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

The Community Roots School will comply with TSPC requirements for all staff, by mirroring policies of the SFSD in areas of teacher standards and practices.



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26. d. Professional Development

26. d. (1) Provide the public charter school's plan for comprehensive professional development for all staff;

The Community Roots School recognizes the importance of extensive professional development opportunities for all staff members. Professional development will be provided to all staff members through various school-wide and individual opportunities. Staff trainings will be offered on topics such as: Montessori pedagogy, Oregon State Standards, Oregon State Assessments, Classroom Management, ELL, and Special Education topics.

The Community Roots School will seek professional development opportunities from Silver Falls School District and the Oregon Department of Education as well as continuing education from Montessori Associations such as the American Montessori Society (A.M.S.), Association Montessori Internationale (A.M.I.) and the North American Montessori Teacher Association (N.A.M.T.A.). Pedagogical support will also be provided with professional Montessori classroom observation and consultation or Montessori trainers providing in-service training to the whole staff.

Teachers and Assistants will work with a supervisor each year on a professional development plan and complete a goal setting exercise to customize and plan necessary professional development tasks for the year.

Accreditation and Affiliation:

Community Roots School will pursue affiliation with the American Montessori Society (A.M.S.). The A.M.S. is the largest professional Montessori organization in the world and certifies both public and private Montessori schools in the United States and internationally. The vast majority of public Montessori schools in the country are affiliated with the A.M.S. Additionally, the Community Roots School seeks to pursue alignment with "The Essential Elements of Successful Montessori School in the Public Sector", outlined in Appendix VIII, as our growth allows.

26. d. (2) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

Professional development will be an on-going and an integral part of the Community Roots School long term school improvement plan. The Community Roots School teachers will participate in extensive professional development to ensure that they are deeply familiar with the state standards in their content areas and familiar with how the school's curriculum aligns with the state standards across subjects.

Each licensed staff member will complete a continuing professional development plan each school year. The educator's plan is to be approved, in writing, by the assigned supervisor. In addition, staff members will be responsible for maintaining a log of all professional development activities.



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26. e. Budget

26. e. (1) Explanation of projected budget item for PERS contributions that would be required of the public charter school;

The Community Roots School will provide for the 12% Employer PERS contribution for each staff person based on their FTE status. The Community Roots School will not be able to contribute the 6% Employee PERS contribution on behalf of the staff members. The Community Roots School staff members will be allowed to make that contribution by having pay withdrawn from their paycheck for that purpose.

26. e. (2) Description of planned computer and technology support

The Community Roots School proposes that the Silver Falls School District provide for planned computer and technology support, including internet service at Monitor School.

The Community Roots School will abide by the SFSD policy with regards to technology purchases to ensure that hardware purchased can be serviced by the district.

26. e. (3) Description of planned transportation costs, if applicable;

The Community Roots School consulted with First Student Transportation and has reached agreement to have students catch the bus at the nursery on Hobart Road at 7:15 for no additional cost. Therefore, the Community Roots School is not budgeting for additional transportation dollars at this point.

26. e. (4) Explanation of projected budget items for teaching salaries and other personnel contracts;

The Community Roots School values teachers and wants to provide the most generous salary and benefits package possible. To that end, even though the Community Roots School has 80% of the ADM available to pay salaries, the Community Roots School Board has chosen to honor the SFSD teacher salary schedule at 90% with the elimination of the bottom and top three steps. The modified salary schedule for teachers will then be:



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| STEP | BA | BA30 | BA60 MA | BA90 MA24 | BA120 MA45/PHD |
|------|-------|-------|------------|--------------|-------------------|
| 0 | 32706 | 34760 | 35622 | 37083 | 37983 |
| 1 | 33733 | 35976 | 36781 | 38332 | 39232 |
| 2 | 34759 | 37163 | 37940 | 39581 | 40481 |
| 3 | 35785 | 38348 | 39100 | 40830 | 41731 |
| 4 | 36812 | 39535 | 40259 | 42080 | 42980 |
| 5 | | 40719 | 41418 | 43327 | 44228 |
| 6 | | 41907 | 42578 | 44580 | 45478 |
| 7 | | 43092 | 43736 | 45827 | 46727 |
| 8 | | 44277 | 44896 | 47079 | 47977 |
| 9 | | | 46057 | 48327 | 49227 |
| 10 | | | 47215 | 49576 | 50476 |
| 11 | | | 48373 | 50825 | 51725 |
| 12 | | | | 52074 | 52975 |

Additionally, the Community Roots School will honor the SFSD schedule at 90% for an office manager, and educational assistants.

The only variation from the salary schedule will occur in the first year of operation for the Community Roots School. A normal Montessori classroom would have one teacher and one educational assistant. In the first year of operation, the Community Roots School intends to use a two teacher model that will require the teachers to split the salary of a teacher plus an assistant in half. In year two, the teachers will be paid according to the 90% faculty schedule, because they will be using the normal Montessori classroom staffing model.

The Community Roots School Board seeks to find alternative compensation to help with the salary discrepancy. That compensation might include a signing bonus, or paid services in the Silverton community.

26. e. (5) Explanation on facilities costs, including utilities, repairs, and rent;

The Community Roots School proposes to pay SFSD rent (which will cover utilities & custodial) according to the following schedule:

2009-2010 School Year: 2 rooms = \$12,000
 2010-2011 School Year: 3 rooms = \$20,000
 2011-2012 School Year: 3 rooms = \$20,000

Based on these rental payments, the Community Roots School proposes to occupy the top two classrooms at the original Monitor School in the first year. In the second year, the Community



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Roots School proposes to occupy all three classrooms that do not have water or mold issues in the original building. Future increases in rent would require mutually agreed upon remediation of the water issues in the remaining classroom.

The Community Roots School proposes that if major modifications, such as ADA compliance issues are required to accommodate a student enrolled in the school, SFSD and the Community Roots School Board will make efforts to reach a mutually agreeable alternative location that will meet the ADA compliance needs.

Additionally, the Community Roots School has budgeted \$3,000 per year for minor maintenance on the portion of Monitor School that the Community Roots School will occupy.

26. e. (6) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

The Community Roots School operates no other public charter schools so this requirement is not applicable.

26. f. Policy

26. f. (1) Copies of any policy that the public charter school intends to adopt which address expectations of academic standards for students and transcribing of credits;

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. f. (2) Copies of any policy that the public charter school intends to adopt on student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;

The Community Roots School will abide by SFSD policies on student behavior, classroom management, suspensions and expulsions. For more detail on how the Community Roots School will handle a student expelled from another district for reasons other than a weapons violation, please see #14 above. If at any time the Community Roots School would like to modify a SFSD policy with regards to any of these areas, a meeting will be scheduled to review such requested changes with the SFSD Superintendant.

26. f. (3) Descriptions and copies of any policy that the public charter school intends to adopt regarding corporal punishment.

The Community Roots School will follow the SFSD policy regarding corporal punishment.



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26. f. (4) Copies of any policy that the public charter school intends to adopt regarding dispensing of medication to students who are in need of regular medication during school hours.

The Community Roots School will follow the SFSD policy regarding the dispensing of medication.

26. f. (5) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;

The Community Roots School will follow the SFSD policy regarding disciplinary referrals and how they will impact student promotion and advancement.

26. f. (6) Copies of any policy that the public charter school intends to adopt regarding reviewing and selecting instructional materials;

Selection of Instructional Materials

The Community Roots School shall provide instructional materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served. Implementing a Montessori Curriculum requires specific materials which will be purchased from a reputable vendor and which are described in Appendix II: Basic Recommended Montessori Materials for an Early Childhood Class & for an Elementary Class.

To educate each student to the fullest requires a wide variety of instructional materials to fill curriculum and personal needs. These instructional materials are both printed materials, which include library books, textbooks, periodicals, pamphlets and newspapers; audiovisual materials, which include films, filmstrips, slides, recordings, transcriptions, tapes, instructional equipment; computer software; and other educational media, such as Internet access.

The material selected may present opposing points of view to develop critical reading and higher order thinking skills.

Materials shall be representative of various religious, ethnic and cultural groups.

The material is meant to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

Instructional materials will be provided in sufficient quantities and varieties to implement the district's instructional program.



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26. f. (7) Copies of any policy that the public charter school intends to adopt regarding solicitation/advertising/fundraising by nonschool groups.

The Community Roots School will follow the SFSD policy regarding the public solicitation and advertising.

26. f. (8) Copies of any policy that the public charter school intends to adopt regarding field trips;

The Community Roots School will follow the SFSD policy regarding field trips with the exception of allowing for alternate methods of transportation, with appropriate parent approval, to field trip locations.

The school will periodically conduct field trips to provide cultural, scientific, social or educational experiences for the children. Notices will be sent home in advance describing the objectives of the field trip and requesting drivers, if needed. At the beginning of the school year, parents will be given a permission slip to sign that will cover all trips for the year. Parents who volunteer to chaperone for field trips are expected to adhere to the Parent Guidelines for Trips Outside the School as described in the School Handbook and complete an SFSD volunteer background check.

“Going out” is a term used in the Montessori approach to the elementary aged child. It is a mini-field trip, usually four to six students who have a particular interest in a certain area. The children plan all the details and arrange the logistics of the trip. These excursions encourage individual interests and responsibility for learning. They provide research opportunities that are an integrated extension of the curriculum

26. f. (9) Copies of any policy that the public charter school intends to adopt regarding student promotion and retention;

The Community Roots School intends to adopt a policy regarding student promotion and retention that is tailored to the unique requirements of a multi-age classroom. Upon consultation with a Montessori expert, the Community Roots School will submit this policy no later than 45 days prior to the 2009-2010 school year.

26. f. (10) Copies of any policy that the public charter school intends to adopt regarding student publications.

The Community Roots School will follow the SFSD policy regarding student publications.



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26. f. (11) Copies of any policy that the public charter school intends to adopt regarding staff/student vehicle parking and use.

The Community Roots School will follow the SFSD policy regarding staff/student vehicle parking and use.

26. f. (12) Copies of any policy that the public charter school intends to adopt regarding diplomas and graduation, and also participation in graduation exercises.

This item appears to relate to High School level, which is not included in the Community Roots application for the charter period or first renewal.

26. f. (13) Copies of any policy that the public charter school intends to adopt regarding student/parent/public complaints.

The Community Roots School will follow the SFSD policy regarding student/parent/public complaints.

26. f. (14) Copies of any policy that the public charter school intends to adopt regarding visitors;

The Community Roots School will follow SFSD Policy (*Code KK*) regarding visitors, adapted to accommodate the Montessori method of instruction:

Paragraph 1 of SFSD policy code KK will be adapted as follows:

The Community Roots School encourages parents and other citizens of the district to visit the school and classrooms to observe the work of students, teachers and other employees.

Because Maria Montessori's methods require a carefully prepared learning environment, extended work periods, and a commitment not to distract minds deeply engaged in learning, the school requests that parents contact their child's teacher before observing in class and arrange a time, and follow the teacher's guidelines for observing.

26. f. (15) Copies of any policy that the public charter school intends to adopt regarding staff discipline, suspension or dismissal.

The Community Roots School intends to follow as closely as is practical, SFSD's model in staff discipline, suspension or dismissal.

Staff evaluation. The primary purpose of evaluation shall be the improvement of instruction and the measurement of teacher effectiveness. Staff evaluations will include classroom or workplace



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observations as well as informal observations, with the result being a formal evaluation conducted by the Administrator or the Community Roots School Board.

Informal observations of staff by the Community Roots School Board Members or specialized contractors occur frequently throughout a school year, and informal observations can be used to help determine the summative evaluation.

Evaluation forms will be shared with employees, and the completed evaluation form placed in the employee's file. Based on evaluation, staff will be offered a new contract at the end of each year. When work-performance concerns occur, improvement strategies will be initiated as a part of the normal evaluation cycle.

If greater intervention is required, a Plan of Assistance will be utilized. The minimum length of a Plan of Assistance for a permanent teaching employee is 45 working days, and 30 working days for probationary teaching employees as well as support staff. Termination of an employee for job performance during the term of an employee's contract will be carried out by the board in consultation with the Administrator and Board and will respect the employee's right to due process (see Discipline below).

The Community Roots School teacher evaluation system is designed around the following domains that encompass effective instruction, planning and preparation, classroom environment, instructions and professional responsibilities. Each of the domains can further be broken down into additional research-based performance standards that define best practice in the teaching profession.

Throughout each teacher's probationary period and permanent contract employment, s/he is progressively evaluated on each of these targets. All teachers will receive a copy of the staff handbook as which will include all evaluation procedures.

Plan of Assistance. Probationary and contract employees who fail to meet the Community Roots School performance standards or Standards for Competent and Ethical Performance of Oregon Educators(OAR 584-020-000 to -0035) may be placed on a Plan of Assistance (PA). A PA is part of the evaluation and supervision process and is not considered employee discipline.

Prior to an employee being placed on a PA, the Community Roots School Board Chair or designee will give the employee a warning in writing that the employee may be placed on a PA. This warning will include the employee's area of deficiency and the school's expectations for the employee. The employee will have 20 days to improve prior to placement on the PA.

If an employee is determined by the Administrator and Board to be in need of a PA, the employee will be notified in writing of his/her deficiencies prior to developing a written PA. The employee will be afforded the opportunity to contribute to the PA.

When a PA is completed, the employee shall be notified in writing of satisfactory or unsatisfactory completion of the PA.



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Staff Discipline. Employees may be disciplined, reprimanded in writing or suspended without pay, based upon substantiated findings of the Community Roots School Board.

No employee will be disciplined without due process. Due process, for the purpose of this policy, shall be defined to mean the following:

- The employee will be given notice of the charge(s) against the employee which form the basis(es) for the disciplinary action, reprimand or dismissal.
- The employee will have the right to meet with the Community Roots School Board Chair or designee and to discuss the disciplinary action, reprimand or dismissal before a decision is finalized.
- The Community Roots School Board Chair or designee will give the teacher a written notice of the decision together with the reason(s) for such action.
- In case of hazard or threat to employees or students, a teacher may be immediately suspended with pay, pending an investigation.
- The teacher will be notified of the reason for the suspension and the date and time to meet with the Community Roots School Board Chair or designee regarding the suspension or the possible dismissal.

When meeting with the Community Roots School Board Chair or designee, the procedures above will be followed.

Non-renewals and Dismissals. Nothing in this policy shall be construed to waive the school's right to non-renew or dismiss a probationary employee for any reason the school deems in good faith sufficient. This policy does not apply to the non-renewals or dismissal of probationary teacher contract, nor to dismissals or non-extensions of contract teacher contracts; such matters and procedures are governed by the Oregon Schools for the Twenty First Century Law (ORS 342.805 to 342.934) and are not covered in this policy.

26. g. Other Information

26. g. (1) Plans and procedures for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities.

The Community Roots School proposes to work closely with Dustin Hoene, the principal at Monitor School, to ensure that shared facilities can be scheduled in a manner conducive to both schools. In general, the Community Roots School classrooms will be fairly self-contained, but specialized facility requirements may be necessary to support specialized services or curriculum additions.

26. g. (2) Plans and procedures for child nutrition program(s)

The Community Roots School will participate in the SFSD sponsored free and reduced lunch program. Students who do not qualify for free or reduced lunches may elect to participate in the school provided lunch program or may bring their own lunch from home. Sack lunches will be



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brought to the Community Roots School as is the current practice at Monitor School.

26. g. (3) Plans and procedures for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules.

Students may participate in District sports programs under the same terms and conditions, including costs, as District students. OSAA has an exclusively High School membership, which is not included in the Community Roots application for the charter period or first renewal, so does not apply.

26. g. (4) Plans and procedures for counseling services.

As needed, the Community Roots School will consult with the SFSD counseling staff to ensure appropriate alignment in plans to provide counseling services.

26. g. (5) Explanation of contingency plans for the hiring of substitute professional and classified staff.

The Administrator and Board and teaching staff recruit, prepare, and train at least 2 individuals to be possible substitutes for each class. The list will be added to throughout the year. Assistant acts as substitute, others sub as an assistant.

26. g. (6) Description of how the public charter school will address the rights and responsibilities of students.

The Community Roots School will follow the SFSD policy regarding student rights and responsibilities.

26. g. (7) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others.

The Community Roots School will follow the SFSD policy regarding student possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others.



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26. g. (8) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable.

The Community Roots School operates no other public charter schools so this requirement is not applicable.

26. g. (9) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;

The Community Roots School proposes the following school day schedule; however, conversations will need to take place with Dustin Hoene, the Monitor School Principal, to ensure that this schedule is conducive to the needs of both schools for shared facilities (e.g. playground use).

| | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 | Arrival time in classroom |
| 8:15 | 3-hour work period <ul style="list-style-type: none">• Small group presentations in all subject areas• Individual student work• Small group projects, reports, research, etc. |
| 11:15 | <ul style="list-style-type: none">• Journal check, job time• Class gathering/sharing/singing |
| 11:40 | Lunch and Recess |
| 12:25 | Silent reading |
| 12:45 | <ul style="list-style-type: none">• Work period to continue morning activities or <ul style="list-style-type: none">• Large-group activities including Great Lessons or <ul style="list-style-type: none">• Special classes (i.e. Spanish) |
| 2:45 | Clean-up |
| 3:00 | Dismissal |

26. g. (10) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to Average Daily Membership (ADM).

Student membership will be calculated based on Oregon law in ORS Chapter 327. The Community



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Roots School will provide on-site instruction following the SFSD elementary calendar as closely as possible.

26. g. (11) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program.

The Community Roots School will document attendance, student improvement, disciplinary referrals, juvenile interventions and any other disciplinary action. The Community Roots School will share these records with SFSD as required.

26. g. (12) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable.

The Community Roots School has no legal relationship with any other public charter school.

26. g. (13) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation.

The Community Roots School operates no other public charter schools so this requirement is not applicable.

26. g. (14) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

The Community Roots School proposes to co-locate at Monitor Elementary School in the Silver Falls School District.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

Sarah Miller
On behalf of the Community Roots School

Date



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Appendix I: Montessori's Five Great Lessons

Montessori uses its *Five Great Lessons* as an introduction to all topics; they provide a “Big Picture” to demonstrate how the sciences, art, history, language, geography, are interrelated. From here, students are introduced to increasing levels of detail and complexity within these broad areas.

The Story of the Formation of the Universe describes how minerals and chemicals formed the elements; how matter transforms to three states of solid, liquid, and gas; how particles joined together and formed the earth; how heavier particles sank to the earth's core and volcanoes erupted; how mountains were formed and the atmosphere condensed into rain, creating oceans, lakes, and rivers. From this story, students are introduced to lessons in physics, astronomy, geology, and chemistry. For example, they learn about light, heat, convection currents, gravity, galaxies, planetary systems, the earth's crust, volcanoes, erosion, climate and physical geography.

The Coming of Life explains how single-cell and multi-celled forms of life became embedded in the bottom of the sea and formed fossils. It traces the Paleozoic, Mesozoic, and the Cenozoic periods, beginning with the kingdom of trilobites and ending with human beings. The teacher indicates on a time line where vertebrates began, followed by fish and plants, then amphibians, reptiles, and birds and mammals. This lesson is the basis for lessons in chemistry, nutrition, categories of animals and plants, care and requirements of different animals, and their interrelationship with an ecological system. Students are introduced to formal scientific language of zoology, botany, and anthropology.

The Story of Humans introduces human beings and their unique endowments: intellect and will. The aim is for the children to imagine what life was like for early humans. This lesson is the basis for lessons in prehistory and the emergence of ancient civilizations. Students are introduced to an analytical tool to compare cultures. They learn how climate and topography influence culture and political geography.

The Story of Language describes the origin, structure, and types of writing and speaking. It begins with a discussion of the Egyptians, who had two kinds of symbols: one for ideas and one for sounds. The story goes on to describe the Phoenicians, who used the Egyptians' sound pictures but not their idea pictures. Next, it describes contributions of the Hebrews, Greeks, and Romans. From this lesson, students use grammar materials, which help them examine how language is put together, and refine capitalization and punctuation. Students are introduced to the study of the origin of English words from other languages, the meanings of prefixes and suffixes, and different forms of writing such as poetry, narrative, plays. Older children may study Egyptian hieroglyphics or American Indian picture writing.

The Story of Numbers emphasizes how human beings needed a language for their inventions to convey measurement and how things were made. The story describes how the Sumerians and Babylonians had a number system based on sixty, which is the reason for our sixty-second minute and sixty-minute hour. Greek, Roman, and Chinese numbers are introduced. The story describes how our Arabic numerals are similar to numbers found in a cave in India from two thousand years ago. These Indian numerals had something that no other number system had: the zero. This story is



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the basis for the children's learning of mathematics, which is integrated in all studies. For example, large numbers are needed in measuring time and space in astronomy; negative numbers are needed when measuring temperature changes; triangulation is needed to reestablish property boundaries after the Nile flooded ancient Egypt.



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Appendix II: Basic Recommended Montessori Materials
for an Early Childhood Class & for an Elementary Class

Basic Recommended Montessori Materials for an Early Childhood Class

Nienhuis Montessori Company item numbers

| Area | Item # | Description | Quantity |
|-----------|----------|--------------------------------------|----------|
| geography | 0.176.A0 | Stand for 8 puzzle maps | 1 |
| geography | 0.176.B0 | Puzzle map of Europe | 1 |
| geography | 0.176.C0 | Puzzle map of North America | 1 |
| geography | 0.176.E0 | Puzzle map of South America | 1 |
| geography | 0.176.F0 | Puzzle map of Africa | 1 |
| geography | 0.176.G0 | Puzzle map of Asia | 1 |
| geography | 0.176.H0 | Puzzle map of Australia | 1 |
| geography | 0.177.A0 | Circle for tracing | 1 |
| geography | 0.177.00 | Puzzle map of the World parts | 1 |
| geography | 0.179.01 | Four maps of Europe | 1 |
| geography | 0.229.A0 | Land form cards box | 1 |
| geography | 0.229.00 | Land form cards, plastic | 1 |
| geography | 0.230.00 | Globe - land and water | 1 |
| geography | 0.232.00 | Flag stand of Asia | 1 |
| geography | 0.233.A0 | Flag stand-N & S America | 1 |
| geography | 0.233.00 | Flag stand of Europe | 1 |
| geography | 0.235.01 | Cards of the world parts | 1 |
| geography | 0.236.00 | Puzzle map of USA | 1 |
| geography | 0.237.00 | Puzzle map of Canada | 1 |
| geography | 0.238.00 | Four maps of North America | 1 |
| geography | 0.239.00 | Four maps of South America | 1 |
| geography | 5.500.00 | Land and water forms, cards | 1 |
| geography | 5.501.00 | Land and water forms, descriptions | 1 |
| geography | 5.502.00 | Land and water forms, comm. cards | 1 |
| geography | 5.503.00 | Land and water forms, labels | 1 |
| geography | 5.504.00 | Land and water forms, comm. cards 2 | 1 |
| geography | 5.508.00 | World maps 11x17 - outlines only | 1 |
| geography | 5.509.00 | World maps 11x17 - political bound. | 1 |
| geography | 5.510.00 | World maps 11x17 - political w/lakes | 1 |
| geography | 5.511.00 | Hemisphere maps & labels set | 1 |
| geography | 5.512.00 | World unlabeled control map | 1 |
| geography | 5.512.10 | World labeled control map | 1 |
| geography | 5.514.00 | Africa outline | 1 |
| geography | 5.515.00 | Africa waterways | 1 |
| geography | 5.516.00 | Africa political | 1 |
| geography | 5.517.00 | Asia outline | 1 |

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| geography | 5.518.00 | Asia waterways | 1 |
| geography | 5.519.00 | Asia political | 1 |
| geography | 5.520.00 | Australia outline | 1 |
| geography | 5.521.00 | Australia waterways | 1 |
| geography | 5.522.00 | Australia political | 1 |
| geography | 5.523.00 | Europe outline | 1 |
| geography | 5.524.00 | Europe waterways | 1 |
| geography | 5.525.00 | Europe political | 1 |
| geography | 5.526.00 | North America outline | 1 |
| geography | 5.527.00 | North America waterways | 1 |
| geography | 5.528.00 | North America political | 1 |
| geography | 5.529.00 | South America outline | 1 |
| geography | 5.530.00 | South America waterways | 1 |
| geography | 5.531.00 | South America political | 1 |
| geography | 5.532.00 | U.S.A. map outline | 1 |
| geography | 5.533.00 | U.S.A. map waterways | 1 |
| geography | 5.534.00 | U.S.A. map - State boundaries | 1 |
| geography | 5.538.00 | Parts of the flag matching cards | 1 |
| geography | 5.539.00 | Flag paper | 1 |
| geography | 5.540.00 | Parts of the flag descriptions | 1 |
| geography | 5.544.00 | Africa labeled control map | 1 |
| geography | 5.545.00 | Asia labeled control map | 1 |
| geography | 5.546.00 | Australia labeled control map | 1 |
| geography | 5.547.00 | Europe labeled control map | 1 |
| geography | 5.548.00 | North America labeled control map | 1 |
| geography | 5.549.00 | South America labeled control map | 1 |
| geography | 5.550.00 | United States labeled control map | 1 |
| geography | 5.550.10 | Canada labeled control map | 1 |
| geography | 5.551.00 | Africa unlabeled control map | 1 |
| geography | 5.552.00 | Asia unlabeled control map | 1 |
| geography | 5.553.00 | Australia unlabeled control map | 1 |
| geography | 5.554.00 | Europe unlabeled control map | 1 |
| geography | 5.555.00 | North Amer. unlabeled control map | 1 |
| geography | 5.556.00 | South Amer. unlabeled control map | 1 |
| geography | 5.557.00 | United States unlabeled control map | 1 |
| geography | 5.557.10 | Canada unlabeled control map | 1 |
| geography | 5.558.00 | Continent labels | 1 |
| geography | 5.559.00 | Africa labels | 1 |
| geography | 5.560.00 | Asia labels | 1 |
| geography | 5.561.00 | Australia labels | 1 |
| geography | 5.562.00 | Europe labels | 1 |
| geography | 5.563.00 | North America labels | 1 |
| geography | 5.564.00 | South America labels | 1 |
| geography | 5.565.00 | United States labels | 1 |
| geography | 5.565.10 | Canada labels | 1 |
| geography | 5.566.00 | Africa country cards | 1 |
| geography | 5.567.00 | Asia country cards | 1 |
| geography | 5.568.00 | Australia cards | 1 |
| geography | 5.569.00 | Europe country cards | 1 |
| geography | 5.570.00 | North America country cards | 1 |
| geography | 5.571.00 | South America country cards | 1 |
| geography | 5.572.00 | United States cards | 1 |
| geography | 5.572.40 | Europe Countries/Capitals Set | 1 |

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|-----------|------------|----------------------------------------|---|
| geography | 5.572.50 | North America Countries/Capitals Set | 1 |
| geography | 5.572.70 | US States/Capitals Set | 1 |
| geography | 5.633.00 | Phonetic flash cards | 1 |
| history | 3.016.00 | Stand for clock or reading set | 1 |
| history | 3.100.00 | Clock with movable figures | 1 |
| history | 3.101.01 | Clock exercises in box | 1 |
| history | 5.541.00 | Naming days and months | 1 |
| language | 0.045.A0 | Detective adjective exercise | 1 |
| language | 0.046.00 | Metal insets | 1 |
| language | 0.047.00 | Metal insets stands (2) | 1 |
| language | 0.054.A0 | Sandpaper letters box *2 | 1 |
| language | 0.054.B4 | Sandpaper letters cursive | 1 |
| language | 0.055.50 | A Key to Writing and Reading English | 1 |
| language | 0.056.A0 | Double sandpaper letters box | 1 |
| language | 0.056.B4 | Double sandpaper letters cursive | 1 |
| language | 0.057.A0 | Sandpaper capitals box *2 | 1 |
| language | 0.057.B4 | Sandpaper capitals cursive | 1 |
| language | 0.059.A4 | Large movable alphabet cursive | 1 |
| language | 0.059.C1 | Large movable alphabet box, curs. | 1 |
| language | 0.060.C0 | Medium movable alphabet box | 2 |
| language | 0.060.P3 | Medium movable alphabet cursive red | 1 |
| language | 0.060.P5 | Medium movable alphabet cursive blue | 1 |
| language | 0.067.00 | Greenboards, lines/squares (2) | 3 |
| language | 0.068.00 | Greenboards, double lined/squares (2) | 2 |
| language | 0.108.A1 | Reading analysis first chart and box | 1 |
| language | 0.108.B1 | Reading analysis control chart | 1 |
| language | 0.111.00 | Grammar symbols paper per set | 1 |
| language | 0.112.A0 | Grammar symbol box 10 comp | 1 |
| language | 0.195.A1 | Name cards first set | 1 |
| language | 0.231.00 | Globe - world parts | 1 |
| language | 0.249.00 | The farm | 1 |
| language | 5 0.055.80 | Books for Reading Set | 1 |
| language | 5.612.00 | Detective adjective exercise labels | 1 |
| language | 5.632.00 | Alphabet cards | 1 |
| language | 5.634.00 | Phonetic pictures & labels | 1 |
| language | 5.635.00 | Phonetic reading cards | 1 |
| language | 5.636.00 | Object box labels | 1 |
| language | 5.637.00 | Phonogram booklets | 1 |
| language | 5.638.00 | Phonogram cards | 1 |
| language | 5.639.00 | Key spelling sorting cards | 1 |
| language | 5.648.00 | Puzzle words | 1 |
| language | 5.649.10 | First books | 1 |
| language | 5.650.00 | Easy reading booklets | 1 |
| language | 5.651.00 | Illustrated poems | 1 |
| language | 5.653.00 | Simple commands set 1 | 1 |
| language | 5.654.00 | Simple commands set 2 | 1 |
| language | 5.655.00 | Grammar games set 1 | 1 |
| language | 5.656.00 | Conjunction and prepositions | 1 |
| language | 5.657.00 | Noun labels for the farm | 1 |
| language | 5.658.00 | Adjective labels for the farm | 1 |
| language | 5.659.00 | Positive comparative super. | 1 |
| math | 0.034.03 | Blue plastic counters/100 | 1 |
| math | 0.036.03 | Cut out numerals & counters, USA print | 1 |

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|------|----------|----------------------------------------------------|----|
| math | 0.045.00 | Circles, squares & triangles | 1 |
| math | 0.049.F0 | Constructive blue triangles | 1 |
| math | 0.049.00 | Constructive triangles | 1 |
| math | 0.071.B0 | Wooden number cards 1-9000 small | 6 |
| math | 0.072.B0 | Wooden number cards 1-9000 large | 2 |
| math | 0.073.00 | Bank game | 1 |
| math | 0.076.G0 | 45 ten bars with box, individual beads, glass | 1 |
| math | 0.077.G0 | 100 golden beads, individual beads, glass | 2 |
| math | 0.082.00 | Stamp exercise | 1 |
| math | 0.083.G0 | Golden bead material, individual bead, glass | 1 |
| math | 0.084.GO | Golden bead square of 100, individual bead, glass | 10 |
| math | 0.085.G0 | Golden bead cube of 1000, individual bead, glass | 1 |
| math | 0.086.B0 | Printed arrows bead material w/ boxes | 1 |
| math | 0.086.M0 | Bead material, individual beads | 1 |
| math | 0.087.00 | Multiplication board set | 1 |
| math | 0.090.AM | 10 sets colored bead stair, individual beads w/box | 1 |
| math | 0.091.AM | Box w/1 black & white stair, individual beads | 1 |
| math | 0.091.M0 | Box w/5 black & white stair, individual beads | 1 |
| math | 0.092.A0 | Subtraction strip board w/strips | 1 |
| math | 0.092.00 | Addition strip board w/strips | 1 |
| math | 0.093.00 | Small bead frame | 1 |
| math | 0.095.B0 | 100 green beads, solid w/plastic box | 1 |
| math | 0.095.B2 | 100 red beads, solid w/plastic box | 1 |
| math | 0.096.A0 | Unit division board set | 1 |
| math | 0.113.A0 | Skittle stand | 1 |
| math | 0.113.00 | Large fraction skittles | 1 |
| math | 0.114.A0 | Fraction circles stands (2) | 1 |
| math | 0.114.00 | Fraction circles, metal | 1 |
| math | 0.130.00 | Power of two cube | 1 |
| math | 0.142.A0 | Addition working charts | 1 |
| math | 0.142.B0 | Subtraction working charts | 1 |
| math | 0.142.C4 | Multiplication working charts | 1 |
| math | 0.142.D1 | Division working charts | 1 |
| math | 0.143.01 | Subtraction tables | 1 |
| math | 0.144.01 | Addition tables | 1 |
| math | 0.146.00 | Addition equations and sums box | 1 |
| math | 0.147.00 | Subtraction equations & difference box | 1 |
| math | 0.148.00 | Multiplication equations & products box | 1 |
| math | 0.149.01 | Division equations & dividends box | 1 |
| math | 0.153.01 | Small bead frame notation paper per 50 | 1 |
| math | 0.155.01 | Multiplication tables 5 series | 1 |
| math | 0.157.A0 | Control chart Pythagoras board | 1 |
| math | 0.157.00 | Control chart hundred board | 1 |
| math | 0.158.01 | Division tables per 100 | 1 |
| math | 0.180.00 | Hundred board | 1 |
| math | 0.181.00 | Pythagoras board | 1 |
| math | 0.185.00 | Cut out labeled fraction circles, 5 sets | 1 |
| math | 0.186.00 | Table of Pythagoras in box | 1 |
| math | 0.190.M0 | Decanomial bead bar box, individual beads | 1 |
| math | 0.191.00 | Decanomial printed forms - per 10 | 1 |
| math | 0.193.00 | Colored counting bars | 1 |
| math | 0.250.G0 | Intro. decimal quantity, individual beads, glass | 1 |
| math | 0.252.G0 | Intro. decimal system, individual beads, glass | 1 |

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| math | 0.254.00 | Small numerical rods | 1 |
| math | 0.260.00 | Box w/ arithmetic signs | 1 |
| math | 0.27.00 | Number rods | 1 |
| math | 0.28.13 | Sandpaper numerals 0-9, USA style, print | 1 |
| math | 0.290.M0 | Addition snake game, individual beads | 1 |
| math | 0.291.M0 | Subtraction snake game, individual beads | 1 |
| math | 0.30.AM | Teen bead box, individual beads | 1 |
| math | 0.30.03 | Teen boards, USA style, print | 1 |
| math | 0.31.03 | Tens boards, USA style, print | 1 |
| math | 0.32.03 | Spindle boxes, USA style, print | 1 |
| math | 0.33.03 | Printed numerals, USA style, print | 2 |
| math | 0.34.02 | Green plastic counters/100 | 2 |
| math | 027.A3 | Numerals and signs, USA style, print | 1 |
| math | 028.A0 | Sandpaper numerals box *2 | 1 |
| math | 031.AG | Tens bead box, individual beads, glass | 1 |
| math | 032.A0 | Spindle, individual | 10 |
| math | 032.B0 | Loose spindles box | 1 |
| math | 033.A0 | Printed numerals box *2 | 2 |
| math | 1.760.00 | Wall frame for bead material | 1 |
| math | 5.580.00 | Numerals 0 to 10 | 1 |
| math | 5.581.00 | Math problem sheets | 1 |
| math | 5.583.00 | Stamp game paper 15 problems | 1 |
| math | 5.584.00 | Math function command cards | 1 |
| math | 5.585.00 | Number words and numerals 1-10 | 1 |
| math | 5.586.00 | Beginning math paper | 1 |
| math | 5.595.21 | Add. tables booklet 1, per 40 | 1 |
| math | 5.595.22 | Add. tables booklet 2, per 40 | 1 |
| math | 5.595.23 | Add. tables booklet 3, per 40 | 1 |
| math | 5.595.24 | Add. working charts problem slips | 1 |
| math | 5.595.31 | Sub. tables booklet 1, per 24 | 1 |
| math | 5.595.32 | Sub. tables booklet 2, per 24 | 1 |
| math | 5.595.33 | Sub. tables booklet 3, per 40 | 1 |
| math | 5.595.34 | Sub. working charts problem slips | 1 |
| math | 5.595.41 | Multiplication tables booklet 1, per 40 | 1 |
| math | 5.595.42 | Multiplication tables booklet 2, per 40 | 1 |
| math | 5.595.43 | Multiplication tables booklet 3, per 40 | 1 |
| math | 5.595.44 | Multiplication working charts problem slips | 1 |
| math | 5.595.50 | Division tables paper per ream | 1 |
| math | 5.595.51 | Division tables booklet, per 5 | 1 |
| math | 5.595.54 | Division working charts problem slips | 1 |
| math | 5.604.00 | 100 circle paper | 1 |
| math | 5.604.10 | Table of pythagoras paper (50) | 1 |
| math | 5.604.20 | Multiples A & B (200) | 1 |
| math | 5.604.30 | Multiple sheets (100) | 1 |
| math | 5.605.00 | Fraction labels | 1 |
| math | 5.606.00 | Fraction problems series 1 | 1 |
| math | 5.607.10 | Fraction equiv. research sheets | 1 |
| math | 5.611.00 | Geo. cabinet adv. triangle labels | 1 |
| practical life | 0.01.00 | Buttoning frame small buttons | 1 |
| practical life | 0.02.00 | Buttoning frame large buttons | 1 |
| practical life | 0.03.00 | Bow tying frame | 1 |
| practical life | 0.04.00 | Lacing frame | 1 |
| practical life | 0.05.00 | Hook and eye frame | 1 |

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| practical life | 0.06.00 | Safety pin frame | 1 |
| practical life | 0.07.00 | Snapping frame | 1 |
| practical life | 0.08.00 | Zippering frame | 1 |
| practical life | 0.09.00 | Buckling frame | 1 |
| practical life | 0.10.00 | Shoe buttoning frame | 1 |
| practical life | 0.11.00 | Shoe lacing frame | 1 |
| practical life | 0.12.00 | Velcro(tm) frame | 1 |
| practical life | 1.730.00 | Wall frame for metal inset sets | 1 |
| science | 0.041.00 | Botany cabinet with contents | 1 |
| science | 0.043.00 | Leaf cards | 1 |
| science | 0.044.00 | Leaf cards cabinet | 1 |
| science | 0.195.B0 | First set botany cards box | 1 |
| science | 0.195.00 | First set botany cards | 1 |
| science | 0.198.00 | Botany puzzles, per set | 1 |
| science | 5.620.00 | Animals and their homes | 1 |
| science | 5.621.00 | Animals and their sounds | 1 |
| science | 5.622.00 | Animals and their young | 1 |
| science | 5.623.00 | Animal names | 1 |
| science | 5.624.00 | Animals and their groups | 1 |
| science | 5.627.00 | Botany cabinet matching cards | 1 |
| science | 5.628.00 | Botany cabinet control chart | 1 |
| science | 5.629.00 | Parts of a leaf | 1 |
| science | 5.630.00 | Parts of a flower | 1 |
| sensorial | 0.045.50 | Inscribed and concentric figures | 1 |
| sensorial | 0.045.70 | Inscribed and concentric paper figures (for children's exploration) | 1 |
| sensorial | 0.051.00 | First box of color tablets | 1 |
| sensorial | 0.052.00 | Second box of color tablets | 1 |
| sensorial | 0.053.A0 | Color tablets 32 pairs | 1 |
| sensorial | 0.053.00 | Third box of color tablets | 1 |
| sensorial | 0.14.00 | Rough and smooth tablets | 1 |
| sensorial | 0.15.00 | Smelling bottles | 1 |
| sensorial | 0.15.50 | Tasting exercise | 1 |
| sensorial | 0.16.00 | Sound boxes | 1 |
| sensorial | 0.17.00 | Baric tablets | 1 |
| sensorial | 0.17.40 | Mystery bags | 1 |
| sensorial | 0.18.00 | Thermic bottles | 1 |
| sensorial | 0.19.00 | Cylinder block # 1 | 1 |
| sensorial | 0.20.00 | Cylinder block # 2 | 1 |
| sensorial | 0.21.00 | Cylinder block # 3 | 1 |
| sensorial | 0.22.00 | Cylinder block # 4 | 1 |
| sensorial | 0.23.00 | Knobless cylinders, set | 1 |
| sensorial | 0.24.00 | Pink tower | 1 |
| sensorial | 0.24.10 | Stand for Pink tower | 1 |
| sensorial | 0.25.00 | Broad stair | 1 |
| sensorial | 0.26.00 | Red rods | 1 |
| sensorial | 012.A0 | Rough & smooth boards set | 1 |
| sensorial | 017.A0 | Blindfold | 1 |
| sensorial | 018.A0 | Thermic tablets | 1 |
| sensorial/math | 0.037.00 | Geometric cabinet with contents | 1 |
| sensorial/math | 0.038.00 | Demonstration tray with contents | 1 |
| sensorial/math | 0.039.A0 | Geometric form cards for demo tray | 1 |
| sensorial/math | 0.039.00 | Geometric form cards | 1 |

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|-----------------|----------|-----------------------------------|----|
| sensorial/math | 0.040.A0 | Geometric/leaf cards box | 1 |
| sensorial/math | 0.040.00 | Geometric form card cabinet | 1 |
| sensorial/math | 0.048.A0 | Geometric plane figures w/ box | 1 |
| sensorial/math | 0.048.B0 | Geometric solids basket | 1 |
| sensorial/math | 0.048.00 | Geometric solids | 1 |
| sensorial/math | 0.131.00 | Binomial cube | 1 |
| sensorial/math | 0.132.A0 | Geometric hierarchy of number | 1 |
| sensorial/math | 0.132.B0 | Geometric hierarchy number cards | 1 |
| sensorial/math | 0.132.00 | Trinomial cube | 1 |
| sensorial/math | 5.608.00 | Geometric cabinet matching cards | 1 |
| sensorial/math | 5.609.00 | Geometric cabinet control chart | 1 |
| sensorial/math | 5.610.00 | Geometric cabinet labels | 1 |
| sensorial/math | 5.613.00 | Commands for geometric cabinet | 1 |
| sensorial/math | 5.615.00 | Commands for geometric solids | 1 |
| sensorial/math | 5.616.00 | Geometry terms illustrated | 1 |
| sensorial/music | 0.063.A0 | Bells set w/ mallet *1 | 1 |
| sensorial/music | 0.063.B0 | Bells keyboards (2) *1 | 1 |
| sensorial/music | 0.063.C0 | Bells staff board (1) | 1 |
| sensorial/music | 0.063.D0 | Bells staff boards set (2) | 1 |
| sensorial/music | 0.063.E1 | Bells music signs & notes | 1 |
| sensorial/music | 0.063.F0 | Bell mallet | 2 |
| sensorial/music | 0.063.G0 | Bell damper | 2 |
| sensorial/music | 0.064.00 | Bells music strip boards | 1 |
| supplies | 0.320.00 | First aid kit, sensorial material | 1 |
| supplies | 0.320.01 | First aid kit, math material | 1 |
| supplies | 0.321.00 | First aid kit for material | 1 |
| supplies | 7.304.00 | Holder for 3 pencils | 5 |
| supplies | 7.305.00 | Set of 11 colored pencil holders | 1 |
| | 7.405.00 | Small blackboard eraser | 10 |
| | 7.650.00 | Punch out pin | 5 |
| | 7.651.00 | Punch out pad | 5 |
| | 9.500.00 | Pink touch-up paint | 1 |
| | 9.500.10 | Pink touch-up paint, new pink | 1 |
| | 9.501.00 | Red touch-up paint | 1 |
| | 9.502.00 | Yellow touch-up paint | 1 |
| | 9.503.00 | Green touch-up paint | 1 |
| | 9.504.00 | Dark blue touch-up paint | 1 |
| | 9.505.00 | Clear touch-up varnish | 1 |
| | 9.506.00 | Thinner for repair paint | 1 |
| | 9.507.00 | Brown touch-up paint | 1 |
| | 9.508.00 | Black touch-up paint | 1 |
| | 9.509.00 | Light blue touch-up paint | 1 |
| furniture | 1.735.00 | Stand for Greenboards | 1 |

Basic Recommended Montessori Materials for an Elementary Class

Nienhuis Montessori item numbers

| Area | Item # | Description | Quantity |
|-----------|----------|--------------------------------------|----------|
| geography | 0.170.01 | Cabinet of Europe | 1 |
| geography | 0.173.01 | Cabinet of World parts | 1 |
| geography | 0.176.A0 | Stand for 8 puzzle maps | 1 |
| geography | 0.176.B0 | Puzzle map of Europe | 1 |
| geography | 0.176.C0 | Puzzle map of North America | 1 |
| geography | 0.176.E0 | Puzzle map of South America | 1 |
| geography | 0.176.F0 | Puzzle map of Africa | 1 |
| geography | 0.176.G0 | Puzzle map of Asia | 1 |
| geography | 0.176.H0 | Puzzle map of Australia | 1 |
| geography | 0.177.A0 | Circle for tracing | 1 |
| geography | 0.177.00 | Puzzle map of the World parts | 1 |
| geography | 0.179.01 | Four maps of Europe | 1 |
| geography | 0.232.00 | Flag stand of Asia | 1 |
| geography | 0.233.A0 | Flag stand-N & S America | 1 |
| geography | 0.233.00 | Flag stand of Europe | 1 |
| geography | 0.235.01 | Cards of the world parts | 1 |
| geography | 0.236.00 | Puzzle map of USA | 1 |
| geography | 0.237.00 | Puzzle map of Canada | 1 |
| geography | 0.238.00 | Four maps of North America | 1 |
| geography | 0.239.00 | Four maps of South America | 1 |
| geography | 5.500.00 | Land and water forms, cards | 1 |
| geography | 5.501.00 | Land and water forms, descriptions | 1 |
| geography | 5.502.00 | Land and water forms, comm. cards 1 | 1 |
| geography | 5.503.00 | Land and water forms, labels | 1 |
| geography | 5.504.00 | Land and water forms, comm. cards 2 | 1 |
| geography | 5.508.00 | World maps 11x17 - outlines only | 1 |
| geography | 5.509.00 | World maps 11x17 - political bound. | 1 |
| geography | 5.510.00 | World maps 11x17 - political w/lakes | 1 |
| geography | 5.511.00 | Hemisphere maps & labels set | 1 |
| geography | 5.512.00 | World unlabeled control map | 1 |
| geography | 5.512.10 | World labeled control map | 1 |
| geography | 5.514.00 | Africa outline | 1 |
| geography | 5.515.00 | Africa waterways | 1 |
| geography | 5.516.00 | Africa political | 1 |
| geography | 5.517.00 | Asia outline | 1 |
| geography | 5.518.00 | Asia waterways | 1 |
| geography | 5.519.00 | Asia political | 1 |
| geography | 5.520.00 | Australia outline | 1 |
| geography | 5.521.00 | Australia waterways | 1 |

| | | | |
|-----------|----------|--------------------------------------|---|
| geography | 5.522.00 | Australia political | 1 |
| geography | 5.523.00 | Europe outline | 1 |
| geography | 5.524.00 | Europe waterways | 1 |
| geography | 5.525.00 | Europe political | 1 |
| geography | 5.526.00 | North America outline | 1 |
| geography | 5.527.00 | North America waterways | 1 |
| geography | 5.528.00 | North America political | 1 |
| geography | 5.529.00 | South America outline | 1 |
| geography | 5.530.00 | South America waterways | 1 |
| geography | 5.531.00 | South America political | 1 |
| geography | 5.532.00 | U.S.A. map outline | 1 |
| geography | 5.533.00 | U.S.A. map waterways | 1 |
| geography | 5.534.00 | U.S.A. map - State boundaries | 1 |
| geography | 5.538.00 | Parts of the flag matching cards | 1 |
| geography | 5.539.00 | Flag paper | 1 |
| geography | 5.540.00 | Parts of the flag descriptions | 1 |
| geography | 5.544.00 | Africa labeled control map | 1 |
| geography | 5.545.00 | Asia labeled control map | 1 |
| geography | 5.546.00 | Australia labeled control map | 1 |
| geography | 5.547.00 | Europe labeled control map | 1 |
| geography | 5.548.00 | North America labeled control map | 1 |
| geography | 5.549.00 | South America labeled control map | 1 |
| geography | 5.550.00 | United States labeled control map | 1 |
| geography | 5.550.10 | Canada labeled control map | 1 |
| geography | 5.551.00 | Africa unlabeled control map | 1 |
| geography | 5.552.00 | Asia unlabeled control map | 1 |
| geography | 5.553.00 | Australia unlabeled control map | 1 |
| geography | 5.554.00 | Europe unlabeled control map | 1 |
| geography | 5.555.00 | North Amer. unlabeled control map | 1 |
| geography | 5.556.00 | South Amer. unlabeled control map | 1 |
| geography | 5.557.00 | United States unlabeled control map | 1 |
| geography | 5.557.10 | Canada unlabeled control map | 1 |
| geography | 5.558.00 | Continent labels | 1 |
| geography | 5.559.00 | Africa labels | 1 |
| geography | 5.560.00 | Asia labels | 1 |
| geography | 5.561.00 | Australia labels | 1 |
| geography | 5.562.00 | Europe labels | 1 |
| geography | 5.563.00 | North America labels | 1 |
| geography | 5.564.00 | South America labels | 1 |
| geography | 5.565.00 | United States labels | 1 |
| geography | 5.565.10 | Canada labels | 1 |
| geography | 5.566.00 | Africa country cards | 1 |
| geography | 5.567.00 | Asia country cards | 1 |
| geography | 5.568.00 | Australia cards | 1 |
| geography | 5.569.00 | Europe country cards | 1 |
| geography | 5.570.00 | North America country cards | 1 |
| geography | 5.571.00 | South America country cards | 1 |
| geography | 5.572.00 | United States cards | 1 |
| geography | 5.572.40 | Europe Countries/Capitals Set | 1 |
| geography | 5.572.50 | North America Countries/Capitals Set | 1 |
| geography | 5.572.70 | US States/Capitals Set | 1 |
| geography | 5.633.00 | Phonetic flash cards | 1 |
| history | 0.350.00 | Roman arch | 1 |

| | | | |
|----------|----------|-----------------------------------------------|---|
| history | 3.016.00 | Stand for clock or reading set | 1 |
| history | 3.100.00 | Clock with movable figures | 1 |
| history | 3.101.01 | Clock exercises in box | 1 |
| history | 5.541.00 | Naming days and months | 1 |
| language | 0.045.A0 | Detective adjective exercise | 1 |
| language | 0.060.C0 | Medium movable alphabet box | 2 |
| language | 0.060.P3 | Medium movable alphabet cursive red | 1 |
| language | 0.060.P5 | Medium movable alphabet cursive blue | 1 |
| language | 0.102.01 | Grammar boxes | 1 |
| language | 0.103.01 | Grammar filling boxes | 1 |
| language | 0.104.01 | Grammar cards set printed | 1 |
| language | 0.105.A1 | Grammar command boxes | 1 |
| language | 0.105.C1 | Command cards, printed | 1 |
| language | 0.108.A1 | Reading analysis first chart and box | 1 |
| language | 0.108.B1 | Reading analysis control chart | 1 |
| language | 0.108.01 | Reading analysis set | 1 |
| language | 0.111.00 | Grammar symbols paper per set | 2 |
| language | 0.112.00 | Grammar symbol box 15 comp | 1 |
| language | 0.195.A1 | Name cards first set | 1 |
| language | 0.196.A1 | Name cards second set | 1 |
| language | 0.197.A1 | Name cards third set | 1 |
| language | 5.612.00 | Detective adjective exercise labels | 1 |
| language | 5.634.00 | Phonetic pictures & labels | 1 |
| language | 5.635.00 | Phonetic reading cards | 1 |
| language | 5.636.00 | Object box labels | 1 |
| language | 5.637.00 | Phonogram booklets | 1 |
| language | 5.638.00 | Phonogram cards | 1 |
| language | 5.639.00 | Key spelling sorting cards | 1 |
| language | 5.648.00 | Puzzle words | 1 |
| language | 5.649.10 | First books | 1 |
| language | 5.650.00 | Easy reading booklets | 1 |
| language | 5.651.00 | Illustrated poems | 1 |
| language | 5.653.00 | Simple commands set 1 | 1 |
| language | 5.654.00 | Simple commands set 2 | 1 |
| language | 5.655.00 | Grammar games set 1 | 1 |
| language | 5.656.00 | Conjunction and prepositions | 1 |
| language | 5.657.00 | Noun labels for the farm | 1 |
| language | 5.658.00 | Adjective labels for the farm | 1 |
| language | 5.659.00 | Positive comparative super. | 1 |
| math | 0.045.00 | Circles, squares & triangles | 1 |
| math | 0.049.F0 | Constructive blue triangles | 1 |
| math | 0.049.00 | Constructive triangles | 1 |
| math | 0.071.B0 | Wooden number cards 1-9000 small | 6 |
| math | 0.072.B0 | Wooden number cards 1-9000 large | 2 |
| math | 0.073.00 | Bank game | 1 |
| math | 0.082.00 | Stamp exercise | 2 |
| math | 0.083.G0 | Golden bead material, individual beads, glass | 1 |
| math | 0.086.B0 | Printed arrows bead material w/ boxes | 1 |
| math | 0.086.M0 | Bead material, individual beads | 1 |
| math | 0.087.00 | Multiplication board set | 1 |
| math | 0.092.A0 | Subtraction strip board w/ strips | 1 |
| math | 0.092.00 | Addition strip board w/ strips | 1 |
| math | 0.093.00 | Small bead frame | 1 |

| | | | |
|------|----------|-----------------------------------------------|---|
| math | 0.094.00 | Large bead frame | 1 |
| math | 0.095.B0 | 100 green beads,solid w/ plastic box | 1 |
| math | 0.095.B1 | 100 blue beads, solid w/ plastic box | 1 |
| math | 0.095.B2 | 100 red beads, solid w/ plastic box | 1 |
| math | 0.095.00 | Division material set | 1 |
| math | 0.096.A0 | Unit division board set | 1 |
| math | 0.097.00 | Small skittles per 100 | 1 |
| math | 0.098.00 | 27 large skittles | 1 |
| math | 0.099.00 | Flat bead frame | 1 |
| math | 0.113.A0 | Skittle stand | 1 |
| math | 0.113.00 | Large fraction skittles | 1 |
| math | 0.114.A0 | Fraction circles stands (2) | 1 |
| math | 0.114.00 | Fraction circles, metal | 1 |
| math | 0.115.00 | Squares - 9 plates, metal | 1 |
| math | 0.116.00 | Triangles - 4 plates, metal | 1 |
| math | 0.117.A0 | Trapezoid small, metal | 1 |
| math | 0.117.00 | Triangle small, metal | 1 |
| math | 0.118.00 | Inscribed & concentric figures, metal | 1 |
| math | 0.119.00 | Triangle inscribed in circle, metal | 1 |
| math | 0.122.00 | Equivalent figure material, metal | 1 |
| math | 0.123.00 | Theorem of Pythagoras, metal | 1 |
| math | 0.124.00 | Instrument measurement angles | 1 |
| math | 0.125.00 | Instrument reduction fractions | 1 |
| math | 0.127.00 | Yellow triangles for area | 1 |
| math | 0.128.00 | Metal volume containers | 1 |
| math | 0.130.00 | Power of two cube | 1 |
| math | 0.133.00 | Square root board small | 1 |
| math | 0.134.01 | Patterns for square root | 1 |
| math | 0.135.00 | Algebraic peg board | 1 |
| math | 0.136.00 | Pegs for algebraic peg board | 1 |
| math | 0.137.01 | Checker board | 1 |
| math | 0.138.B0 | Number tiles, color-coded checkerboard & flat | |
| math | 0.138.M0 | Checker board beads, individual beads | 1 |
| math | 0.138.00 | Checker board beads | 1 |
| math | 0.139.01 | Decimal fraction exercise | 1 |
| math | 0.140.01 | Decimal fraction board | 1 |
| math | 0.142.A0 | Addition working charts | 1 |
| math | 0.142.B0 | Subtraction working charts | 1 |
| math | 0.142.C4 | Multiplication working charts | 1 |
| math | 0.142.D1 | Division working charts | 1 |
| math | 0.143.01 | Subtraction tables | 1 |
| math | 0.144.01 | Addition tables | 1 |
| math | 0.146.00 | Addition equations and sums box | 1 |
| math | 0.147.00 | Subtraction equations & difference box | 1 |
| math | 0.148.00 | Multiplication equations & products box | 1 |
| math | 0.149.01 | Division equations & dividends box | 1 |
| math | 0.153.01 | Small bead frame notation paper per 50 | 1 |
| math | 0.154.01 | Large bead frame notation paper per 50 | 1 |
| math | 0.155.01 | Multiplication tables 5 series | 1 |
| math | 0.157.A0 | Control chart Pythagoras board | 1 |
| math | 0.157.00 | Control chart hundred board | 1 |
| math | 0.158.01 | Division tables per 100 | 1 |
| math | 0.181.00 | Pythagoras board | 1 |

| | | | |
|---------|----------|----------------------------------------------|---|
| math | 0.182.01 | Decimal checker board | 1 |
| math | 0.185.00 | Cut out labeled fraction circles, 5 sets | 1 |
| math | 0.186.00 | Table of Pythagoras in box | 1 |
| math | 0.188.A0 | Volume box with 250 cubes | 1 |
| math | 0.188.B0 | Five yellow prisms | 1 |
| math | 0.188.C0 | Gray rectangular prism | 1 |
| math | 0.188.D0 | Two green rhombic prisms | 1 |
| math | 0.188.E0 | Two blue hexagonal prisms | 1 |
| math | 0.188.00 | Calculation of volumes set | 1 |
| math | 0.189.00 | Cubing material in box | 1 |
| math | 0.190.M0 | Decanomial bead bar box, individual bead | 1 |
| math | 0.190.00 | Decanomial bead bar box | 1 |
| math | 0.191.00 | Decanomial printed forms - per 10 | 1 |
| math | 0.192.00 | Volume box w/1000 cubes, 1x1x1cm | 1 |
| math | 0.193.00 | Colored counting bars | 1 |
| math | 0.260.00 | Box w/ arithmetic signs | 1 |
| math | 0.291.M0 | Subtraction snake game, individual beads | 1 |
| math | 0.292.M0 | Elementary Neg. snake game, individual beads | 1 |
| math | 0.292.00 | Elementary Neg. snake game | 1 |
| math | 1.760.00 | Wall frame for bead material | 1 |
| math | 1.765.00 | Fraction cabinet | 1 |
| math | 5.581.00 | Math problem sheets | 1 |
| math | 5.583.00 | Stamp game paper 15 problems | 1 |
| math | 5.584.00 | Math function command cards | 1 |
| math | 5.595.21 | Add. tables booklet 1, per 40 | 1 |
| math | 5.595.22 | Add. tables booklet 2, per 40 | 1 |
| math | 5.595.23 | Add. tables booklet 3, per 40 | 1 |
| math | 5.595.24 | Add. working charts problem slips | 1 |
| math | 5.595.31 | Sub. tables booklet 1, per 24 | 1 |
| math | 5.595.32 | Sub. tables booklet 2, per 24 | 1 |
| math | 5.595.33 | Sub. tables booklet 3, per 40 | 1 |
| math | 5.595.34 | Sub. working charts problem slips | 1 |
| math | 5.595.41 | Multiplication tables booklet 1, per 40 | 1 |
| math | 5.595.42 | Multiplication tables booklet 2, per 40 | 1 |
| math | 5.595.43 | Multiplication tables booklet 3, per 40 | 1 |
| math | 5.595.44 | Multiplication working charts problem slips | 1 |
| math | 5.595.50 | Division tables paper per ream | 1 |
| math | 5.595.51 | Division tables booklet, per 5 | 1 |
| math | 5.595.54 | Division working charts problem slips | 1 |
| math | 5.604.00 | 100 circle paper | 1 |
| math | 5.604.10 | Table of pythagoras paper (50) | 1 |
| math | 5.604.20 | Multiples A & B (200) | 1 |
| math | 5.604.30 | Multiple sheets (100) | 1 |
| math | 5.605.00 | Fraction labels | 1 |
| math | 5.606.00 | Fraction problems series 1 | 1 |
| math | 5.607.10 | Fraction equiv. research sheets | 1 |
| math | 5.611.00 | Geo. cabinet adv. triangle labels | 1 |
| music | 0.100.A0 | Tone bars set | 1 |
| music | 0.100.A1 | Tone bar keyboards (2) | 1 |
| music | 0.100.A2 | Tone bar striker | 1 |
| science | 0.041.00 | Botany cabinet with contents | 1 |
| science | 0.043.00 | Leaf cards | 1 |
| science | 0.044.00 | Leaf cards cabinet | 1 |

| | | | |
|----------------|----------|-----------------------------------------------------------------------|----|
| science | 0.195.B0 | First set botany cards box | 1 |
| science | 0.195.00 | First set botany cards | 1 |
| science | 0.196.B0 | Second set botany cards box | 1 |
| science | 0.196.00 | Second set botany cards | 1 |
| science | 0.197.B0 | Third set botany cards box | 1 |
| science | 0.197.00 | Third set botany cards | 1 |
| science | 0.198.00 | Botany puzzles, per set | 1 |
| science | 5.620.00 | Animals and their homes | 1 |
| science | 5.621.00 | Animals and their sounds | 1 |
| science | 5.622.00 | Animals and their young | 1 |
| science | 5.623.00 | Animal names | 1 |
| science | 5.624.00 | Animals and their groups | 1 |
| science | 5.627.00 | Botany cabinet matching cards | 1 |
| science | 5.628.00 | Botany cabinet control chart | 1 |
| sensorial | 0.045.50 | Inscribed and concentric figures | 1 |
| sensorial | 0.045.70 | Inscribed and concentric paper figures (for childrens exploration) | 1 |
| sensorial | 0.053.A0 | Color tablets 32 pairs | 1 |
| sensorial | 0.23.00 | Knobless cylinders, set | 1 |
| sensorial | 0.24.00 | Pink tower | 1 |
| sensorial | 0.25.00 | Broad stair | 1 |
| sensorial/math | 0.037.00 | Geometric cabinet with contents | 1 |
| sensorial/math | 0.039.00 | Geometric form cards | 1 |
| sensorial/math | 0.040.A0 | Geometric/leaf cards box | 1 |
| sensorial/math | 0.048.A0 | Geometric plane figures w/ box | 1 |
| sensorial/math | 0.048.B0 | Geometric solids basket | 1 |
| sensorial/math | 0.048.00 | Geometric solids | 1 |
| sensorial/math | 0.131.00 | Binomial cube | 1 |
| sensorial/math | 0.132.A0 | Geometric hierarchy of number | 1 |
| sensorial/math | 0.132.B0 | Geometric hierarchy number cards | 1 |
| sensorial/math | 0.132.00 | Trinomial cube | 1 |
| sensorial/math | 0.187.00 | Arithmetic trinomial cube | 1 |
| sensorial/math | 0.194.A0 | Lg. working board geometric stick mat. | 1 |
| sensorial/math | 0.194.00 | Geometric stick material | 1 |
| sensorial/math | 5.608.00 | Geometric cabinet matching cards | 1 |
| sensorial/math | 5.609.00 | Geometric cabinet control chart | 1 |
| sensorial/math | 5.610.00 | Geometric cabinet labels | 1 |
| sensorial/math | 5.613.00 | Commands for geometric cabinet | 1 |
| sensorial/math | 5.615.00 | Commands for geometric solids | 1 |
| sensorial/math | 5.616.00 | Geometry terms illustrated | 1 |
| supplies | 7.304.00 | Holder for 3 pencils | 30 |
| supplies | 7.305.00 | Set of 11 colored pencil holders | 1 |



Final Charter Application to Silver Falls School District

Appendix III: The Community Roots School Budget

| | 2009-2010 | | 2010-2011 | | 2011-2012 | |
|---------------------------------------------|-----------|---------------------|----------------|---------------------|-----------------|---------------------|
| | Variables | Totals | Variables | | Variables | |
| Revenue | | | | | | |
| Grant Money | | \$155,000.00 | | \$150,000.00 | | |
| Fundraising | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 |
| ADM (\$4995.20) | 30 | \$149,856.00 | 45 | \$224,784.00 | 55 | \$274,736.00 |
| Total Revenue | | \$314,856.00 | | \$384,784.00 | | \$284,736.00 |
| Expenses | | | | | | |
| Personnel | | | | | | |
| Teachers | | | | | | |
| Salaries (step 6 - MA) | 2 | \$28,270.93 | 2 | \$44,280.81 | 2 | \$46,052.04 |
| Benefits (\$925/mo.) | | \$56,541.86 | | \$88,561.62 | | \$92,104.08 |
| FICA/Medicare (7.65%) | | \$22,200.00 | | \$22,200.00 | | \$22,200.00 |
| Workers' Compensation (.5%) | | \$4,325.45 | | \$6,774.96 | | \$7,045.96 |
| PERS - Employer (12%) | | \$282.71 | | \$442.81 | | \$460.52 |
| Substitutes | | \$6,785.02 | | \$10,627.39 | | \$11,052.49 |
| Total Teacher's Expenses | | \$94,135.04 | | \$132,606.79 | | \$136,863.06 |
| Assistants | | | | | | |
| Wages (181 days - Step 3) | 0 | \$10.39 | 1.375 (.875+5) | \$10.81 | 1.75 (.875 x 2) | \$11.24 |
| Benefits (\$925/mo.) | | \$0.00 | | \$21,513.95 | | \$28,476.65 |
| FICA/Medicare (7.65%) | | \$0.00 | | \$15,262.50 | | \$19,425.00 |
| Workers' Compensation (.5%) | | \$0.00 | | \$1,645.82 | | \$2,178.46 |
| PERS - Employer (12%) | | \$0.00 | | \$107.57 | | \$142.38 |
| Substitutes | | \$0.00 | | \$2,581.67 | | \$3,417.20 |
| Total Assistant's Expenses | | \$0.00 | | \$2,000.00 | | \$2,000.00 |
| Office Manager | | | | | | |
| Wages (220 days - Step 3) | 0.5 | \$18.07 | 0.25 | \$18.79 | 0.5 | \$19.54 |
| Benefits (\$925/mo.) | | \$15,901.60 | | \$8,268.83 | | \$17,199.17 |
| FICA/Medicare (7.65%) | | \$5,550.00 | | \$2,775.00 | | \$5,550.00 |
| Workers' Compensation (.5%) | | \$1,216.47 | | \$632.57 | | \$1,315.74 |
| PERS - Employer (12%) | | \$79.51 | | \$41.34 | | \$86.00 |
| Total Office Manager's Expenses | | \$24,655.77 | | \$12,710.00 | | \$26,214.80 |
| Elementary Secretary | | | | | | |
| Reimbursement to SFSD | | \$2,500.00 | | \$2,600.00 | | \$2,700.00 |
| Total Elementary Secretary's Expenses | | \$2,500.00 | | \$2,600.00 | | \$2,700.00 |
| Administration | | | | | | |
| Extra Duty Contract | | \$0.00 | | \$0.00 | (Head Teacher) | \$5,000.00 |
| Total Administration's Expenses | | \$0.00 | | \$0.00 | | \$5,000.00 |
| Montessori Consultant | | | | | | |
| Administration Consultant | | \$15,000.00 | | \$10,000.00 | | \$2,000.00 |
| Total Montessori Consultant | | \$15,000.00 | | \$10,000.00 | | \$2,000.00 |
| Subtotal Personnel | | \$151,290.82 | | \$211,028.30 | | \$230,417.55 |
| Staff Development | | | | | | |
| Staff/Curriculum Development | | \$20,000.00 | | \$20,000.00 | | \$5,000.00 |
| Subtotal Staff Development | | \$20,000.00 | | \$20,000.00 | | \$5,000.00 |
| Operation & Maintenance | | | | | | |
| Rent | | \$12,000.00 | | \$20,000.00 | | \$20,000.00 |
| Maintenance/Repair | | \$3,000.00 | | \$3,000.00 | | \$3,000.00 |
| Subtotal Operation & Maintenance | | \$15,000.00 | | \$23,000.00 | | \$23,000.00 |
| Supplies & Equipment | | | | | | |
| Supplies - Instruction | | \$57,000.00 | | \$53,000.00 | | \$3,000.00 |
| Audio-Visual Equipment | | \$5,000.00 | | \$2,000.00 | | \$200.00 |
| Assessment/Testing | | \$1,000.00 | | \$500.00 | | \$500.00 |
| Computer/Software | | \$11,500.00 | | \$10,000.00 | | \$500.00 |
| Furniture | | \$18,000.00 | | \$39,000.00 | | \$500.00 |
| Subtotal Supplies & Equipment | | \$92,500.00 | | \$104,500.00 | | \$4,700.00 |
| Administration Costs | | | | | | |
| Copier | | \$2,500.00 | | \$1,000.00 | | \$500.00 |
| Telephone/Internet | | \$1,300.00 | | \$2,200.00 | | \$2,600.00 |
| Postage/Shipping | | \$250.00 | | \$250.00 | | \$500.00 |
| Printing | | \$400.00 | | \$400.00 | | \$500.00 |
| Marketing/Recruitment | | \$10,000.00 | | \$5,000.00 | | \$500.00 |
| Dues/Membership | | \$1,000.00 | | \$1,000.00 | | \$1,000.00 |
| Subtotal Administration Costs | | \$15,450.00 | | \$9,850.00 | | \$5,600.00 |
| Board of Education Services | | | | | | |
| Audit | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 |
| Legal | | \$200.00 | | \$200.00 | | \$200.00 |
| Insurance | | \$3,300.00 | | \$3,300.00 | | \$3,300.00 |
| Subtotal Board of Education | | \$6,000.00 | | \$6,000.00 | | \$6,000.00 |
| Contingency Fund | | | | | | |
| | | \$8,523.68 | | \$4,510.70 | | \$10,018.45 |
| SFSD Grant Administration Fee | | | | | | |
| | | \$6,091.50 | | \$5,895.00 | | |
| Total Expenses | | \$314,856.00 | | \$384,784.00 | | \$284,736.00 |
| Revenue less Expenses | | \$0.00 | | \$0.00 | | \$0.00 |
| Money to SFSD | | | | | | |
| SFSD Grant Administration Fee | | \$6,091.50 | | \$5,895.00 | | \$68,684.00 |
| ADM \$ (6,244) * (20% Charter) | 30 | \$37,464.00 | 45 | \$56,196.00 | 55 | \$68,684.00 |
| Money to SFSD | | \$43,555.50 | | \$62,091.00 | | \$68,684.00 |

*Numbers in bold represent expenses funded by the federal incentive grant.



Final Charter Application to Silver Falls School District

Appendix IV: 2009-2010 The Community Roots School Annual Program Audit Report

Person/Title Completing Report: _____

Date of Report: _____

Directions: Complete all sections. Submit appendices as appropriate and needed.

- I. List names, positions, contact information for the Board of Governors (Directors).
- II. Attach budget showing proposed and actual for the fiscal year.
- III. Describe annual goals and progress towards those goals to address the following:
 - Program
 - Parental/Community Involvement
 - Academic
- IV. Provide projected goals for the next two school years.
- V. Describe successes and/or challenges unique to the program. Additionally, outline what steps will be taken to address them.
- VI. Additional information
 - Audit
 - AYP/School Report Data
- V. Other



Final Charter Application to Silver Falls School District

Appendix V: The Community Roots School Grade Three Curriculum Alignment



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We believe that the study of foreign language should start at an early age rather than middle or high school. Maria Montessori made the observation early on in her work that young children are at a sensitive period for language development. The goals for the foreign language program are to develop conversational skills, expand vocabulary, and understand written information. Students will study foreign language starting in first grade and continuing with the language through eighth grade ensuring high proficiency in the high school years. Studying foreign languages is important in Montessori curriculum as “We live in one world. What we do affects others, and what others do affects us as never before. To recognize that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.”

By Edward B. Fiske, former education editor for The New York Times.

| The Montessori Foreign Languages Curriculum Grade 3 | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| <p>Interpersonal Mode: Speaking* Understand and respond to what others say/ sign.</p> <p>*Corresponds to ASL Expressive Skills</p> | <p>Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.</p> <p><u>Benchmark's 1.2.3</u> SL.PN.IS.01 Use some memorized words/signs, phrases or expressions in everyday situations. SL.NL.IS.01 Use memorized words/ signs, phrases and expressions in everyday situations. SL.NM.IS.01 Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.</p> | <p>In Montessori Curriculum, there will be an assistant or teacher that speaks in her native tongue that will introduce language to the students. Through expressive body language, games and puzzles students will develop the skills needed to be an effective communicator in the second language. Normally, the acquisition of active language first involves the child responding to oral cues.</p> | <p><i>Puzzle matching pictures with words</i></p> <p><i>Singing cultural song</i></p> <p><i>Engaging in the morning greeting.</i></p> |



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| The Montessori Foreign Languages Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| <p>Interpretive Mode: Listening* Comprehend verbal or signed language from authentic and other sources, (i.e., TV, radio, video or live presentations).</p> | <p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p> <p><u>Benchmark 1.2,3</u> SL.PN.II.01 Demonstrate minimal comprehension of general meaning. SL.NI.II.01 Demonstrate understanding of some words / signs, (phrases, everyday expressions and simple statements on a limited range of familiar topics in everyday situations). SL.NM.II.01 Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.</p> | <p>Children, because of their ability to imitate or absorb so well, are capable of developing good listening habits and correct pronunciation.</p> <p>The child's foreign language exposure helps them develop openness to other people and other ways of life.</p> | <p><i>Puppets/ Plays</i> <i>Song and Games.</i></p> |
| <p>Interpretive Mode: Reading* Comprehend print materials from a variety of authentic and other sources.</p> | <p>Demonstrate comprehension of written text on familiar topics for a variety of purposes.</p> <p><u>Benchmark 1.2,3</u> SL.PN.IR.01 Identify a limited number of common words, symbols and cognates. SL.NI.IR.01 Identify some common words, symbols, phrases and cognates. SL.NM.IR.01 Obtain information from simple text, often using contextual cues.</p> | <p>An active vocabulary is much simpler when the child is familiar with the language in an oral form. Consider how we learn our first language. The first two years are spent listening and watching people speak to us and to others. The next few years are spent building an oral active and oral passive vocabulary</p> | |



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| The Montessori Foreign Languages Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| <p>Presentational Mode: Writing Write to communicate meaning.</p> | <p>Express ideas in written form on familiar topics for a variety of purposes. <u>Benchmark 1,2,3</u> SL.PN.PW.01 Copy and write a limited number of symbols/characters. SL.NL.PW.01 Write symbols/characters, basic high frequency words and memorized phrases. SL.NM.PW.01 Write from memory some high frequency words, phrases and simple sentences.</p> | <p>beginning with short phrases and sentences. At the very end comes formal reading and writing in the fifth or sixth year. For the students who do not have an interest in becoming bilingual, we believe that they still should have as much exposure to another language as we can give them. Especially in a world that gets smaller every day. To succeed in the future, many occupations will require a working knowledge of a second or third language.</p> | <p>We believe that it is less important whether the child is first exposed to Spanish or French as a second language. What is most important is to develop the neural pathways for language acquisition that would not otherwise become connected, which is why learning a third language is</p> |



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| The Montessori Foreign Languages Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| <p>Presentational Mode: Speaking Speak to present rehearsed information.</p> | <p>Communicate ideas and information on familiar topics for a variety of purposes. <u>Benchmark 1,2,3</u> SL.PN.PS.01 Identify some common objects or people using memorized words, often relying on visual aids. SL.NL.PS.01 Identify common objects and people using memorized words, lists and phrases, often relying on visual aids. SL.NM.PS.01 Present basic material using memorized phrases and simple sentences.</p> | <p>easier than learning the second.</p> | <p><i>Puzzle matching pictures with words</i></p> |



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The Montessori Language Arts curriculum is designed to enhance the students' skills in reading, comprehension, writing and speaking; and to provide connections with history, literature, science, math, and geography. The child is transitioning from the mechanics to the intellectual development of language.

The Montessori Language Arts Curriculum Grade 3

| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
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| <p>Reading</p> <p>Analyze words, recognize words, and learn to read grade level text fluently across subject areas.</p> | <p>Decoding and Word Recognition EL.03. RE.01 - 06</p> | <ul style="list-style-type: none"> • Exercises in hearing and correct pronunciation of new words and recognition of known words (Aloud). • “Puzzle-word” memorization exercises. • Functions of words, word order. • Communicate to your students by writing frequent short commands. • Multi-syllabic words. • Understanding of irregularities in phonetic structure in English. | <p><i>-Moveable alphabet</i></p> <p><i>-Phonogram Cards</i></p> <p><i>-Junior Great Books</i></p> <p><i>-Puzzle Word Exercises</i></p> |
| <p>Listen to, read and, understand a wide variety of informational and narrative texts across the subject areas at school and on own, apply comprehension strategies as needed.</p> | <p>Listen/Read Informational & Narrative Texts EL. 03.RE.07-11</p> | <ul style="list-style-type: none"> • Reading fiction • Reading nonfiction, biography, autobiography. • Formulates questions about reading and researches those questions. • Reading a newspaper, poetry, plays. • Self correction, group discussions and formulating the essential questions. | <p><i>-History of Language</i></p> <p><i>-Facts and theory of written language.</i></p> <p><i>-The Great Lessons</i></p> |



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| The Montessori Language Arts Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| Increase word knowledge through systematic vocabulary development; determine word meaning of new words by applying knowledge of word origins, word relationships and contextual clues; verify the meaning of new words; and use those words accurately across subject areas. | Vocabulary EL.01.RE.12 - 18 | <p><u>Word Study</u></p> <ul style="list-style-type: none"> • Antonyms and Synonyms • Homophones/Homonyms/Homographs • Capital letters, Suffixes, Prefixes • Abbreviation/Contractions • Classifications/Singular/Plural/Possessive • Syllabication, Rhyming, Spelling. • Origins of words. • Compound words • Etymology of words | <p><i>-Suffix; Prefix Chart</i></p> <p><i>-Two-color moveable alphabets</i></p> <p><i>-Other word study charts, including those developed by students</i></p> <p><i>-Grammar Box commands</i></p> |
| Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. | Read to Perform a Task EL.03.RE.19 - 24 | <ul style="list-style-type: none"> • Use games to follow simple written commands. (Verbs/Action Cards) • Elementary students suggest specific challenges in every area of the curriculum. • Junior Great Books Program. | <p><i>-Verb Command Cards</i></p> <p><i>-Junior Great Books</i></p> |



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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| Demonstrate general understanding of grade-level informational text across the subject areas | Understanding Informational Text EL.03.RE.25 - 28 | <ul style="list-style-type: none"> • Taught how to gather and reference literature & research. • Organize and alphabetize information. | |
| Develop an Interpretation of grade level informational text across the subject area | Interpretation of Informational Text EL.03.RE. 29 – 32 | <p>• Read a great variety of text across curriculum. Summarize and determine main idea, problems and solutions that the text proposes.</p> <p>Montessori language arts curriculum is designed to lead into the other curricular areas of study. The students propel themselves forward by the very nature of inquiry; they look up answers for themselves. They make connections from literature and other sources to historical significances, mathematical etc...</p> | - <i>Research Materials</i> |
| Examine content and structure of grade level informational text across the subject areas. | Examine Content and Structure of Informational Text EL.03.RE.33 - 34 | Students create a project for every subject of research. This is what ends their study is designing a project that tells about what they had learned and they share this information with the class. One can integrate language arts in any area of | - <i>Research Card Materials</i> - <i>Use of Grammar Symbols and grammar exercises.</i> - <i>Sentence Analysis material.</i> |



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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| <p>Literature</p> <p>Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p> | <p>Listen/Read Literary Text</p> <p>EL.03.LI.01 – 02</p> | <ul style="list-style-type: none"> • The Great Lessons/History of Language • Students think about what they listen to/read and discuss and develop ideas pertaining to the text, respect for diversity and differing viewpoints. | <p style="text-align: center;"><i>-Communication in Signs.</i></p> |
| <p>Demonstrate general understanding of grade-level literary text.</p> | <p>Demonstrate General Literary Understanding</p> <p>EL.03.LI.03 - 06</p> | <ul style="list-style-type: none"> • Examine from what point of view the text is written • Determines major order of events, or identify one event (climax). • How students might identify with the story read. | |
| <p>Develop an interpretation of grade-level literary text.</p> | <p>Develop a Literary Interpretation</p> <p>EL.01.LI.07 – 10</p> | <ul style="list-style-type: none"> • Character development. What makes them the lead character? • Predict how the story ends • Underlying theme(s) | |



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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| Examine content and structure of grade-level literary text. | Examine Content and Structure EL.03.LI.11 – 12 | <ul style="list-style-type: none"> • Look at the same versions and see if these stories are told in other cultures. • Create alternate endings to literary text. | <p style="text-align: center;"><i>-Use of Grammar Symbols and grammar exercises.</i></p> <p style="text-align: center;"><i>-Sentence Analysis material</i></p> |
| <p style="text-align: center;">Writing</p> Pre-write, draft, revise, edit, and publish across the subject areas. | Planning, Evaluation & Revision EL.01.WR.01-07 | <ul style="list-style-type: none"> • Read and become familiar with the different types of prose and write their own. In the form of diaries, journals, letters to different people they are learning about. • Reports in all subject areas. Use the draft-edit-rewrite process. • Involve older children as well as the teacher • Show them numerous keys to writing book reports and delivering them orally. | |
| Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning. | Writing EL.01.WR.08 – 12 | <ul style="list-style-type: none"> • How to make an outline of information that is essential in a written report. • Formation of a topic sentence • Organize thoughts; use colorful ways in describing metaphorically, elaborate descriptions by employing newly learned adjectives and verbs. • Oral reports. Take class | |



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| The Montessori Language Arts Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| <p>Spelling/Conventions Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p> | <p>Spelling, Grammar, Punctuation, Capitalization, and Handwriting EL.03.WR.13 – 23</p> | <p>feedback; answer questions from students and teacher.</p> <ul style="list-style-type: none"> • Crossword Puzzles • Composition/Creative writing • Etymology • Weekly spelling lists, including words from current topics of inquiry and words commonly being misspelled by individual student. • Classification and explanation of the parts of speech. • Verbs-Past and Present Tense, Future, Indicative, Subjunctive, Present Perfect, Imperative, Endings. • Gender • Weak/Strong Verbs • Proper/Common Nouns. • Punctuation/Capitalization. • Noun Plural endings. • Handwritten Reports/Cursive, Manuscript | <p><i>-Grammar Boxes</i> Geometric Symbols set by different words in order to describe their use in a sentence. <i>-Sand Paper letters</i> <i>-Everything Has a Name. - Noun/Pronoun/Verb/Article/Adjective/Adverb</i> <i>-Classification Boxes</i> <i>-Command Cards</i> <i>-Movable Alphabet</i> <i>-Gender Black Box</i> <i>-Singular and Plural Cards</i> <i>-Verb Conjugation Box</i></p> |



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| The Montessori Language Arts Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. | Narrative Writing EL.01.WR.24 Expository Writing EL.01.WR.25 - 28 | <ul style="list-style-type: none"> _ In the Elementary classroom, writing fills every aspect of their curriculum. _ Expository and Narrative and Creative writing is used to create better understanding in all areas of study, Biology, Research, History, Geography, and Mathematics. _ Strunk and White's <i>Elements of Style</i> | |
| Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. <i>(See Writing Applications-Expository Writing: Research Reports)</i> | Research Report Writing EL.01.WR.29 | Children explore topics that excite their imagination. Largely based on library research, with children gathering information, assembling reports, and teaching what they have learned to the other students. They also assemble portfolios and home made books of their own. | <p style="text-align: center;"><i>-Time Lines</i></p> <p style="text-align: center;"><i>-Three period lesson on research preparation</i></p> |



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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| <p>Speaking and Listening Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas Continued....and elements; use language appropriate to topic, context, audience, and purpose; & demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.* *Suggested speech length: Third Grade, 1 minute.</p> | <p>Speaking EL.03.SL.01 - 06</p> | <p>Through integrated curriculum, children are excited to share their findings and knowledge learned in a specific subject area. These are in the form of group conversations, oral reports given to the class or discussions with the teacher. They are taught to organize their information in a way that will be clear, concise, that follows a particular sequence so that the information s portrayed with confidence and purpose.</p> | |



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| The Montessori Language Arts Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions Aids and Instruction |
| Listen critically and respond appropriately | Listening EL.03.SL.07 – 10 | Students learn through listening to stories and other students' research reports. They question what they don't understand. In Montessori curriculum students take what they hear and make the learning their own by use of concrete materials, drawing, and examples. | |
| Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. | Analysis EL.03.SL.11 | Talk about after reading different, watching or listening to different media the dimensions of the work. The author's intentions. Analysis is done across the subjects. | |



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Montessori math curriculum is based upon the European “Unified Math” model, which introduces elementary students to the study of the fundamentals of algebra, geometry, logic, statistics as well as the principles of arithmetic. Students learn from a wide range of projects, activities, and challenges...

| The Montessori Mathematics Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions |
| <p>Calculations and Estimations</p> <p>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</p> | <p>Numbers</p> <p>MA.03.CE.01 – 08</p> | <ul style="list-style-type: none"> • Compare whole numbers • Identify place values, using a large variety of materials that progress from concrete representations of the quantity (10, 100, 1000, etc.) to the symbolic representation by place value. • Identify & understand common fractions • Understand numerical order. • Counting by 2, 3, 4, 5, and 10. • Experience non-base-10 systems in order to fully understand place value • Compare different amounts of coin and dollars and how they are related. Understand why the need for money arose. | <p><i>-Story of Numbers</i></p> <p><i>-Golden Beads</i></p> <p><i>-The Bank Game</i></p> <p><i>-The Hundred Board</i></p> <p><i>-Tens Board</i></p> <p><i>-Wooden Hierarchical Material</i></p> <p><i>-The Hundred & thousand chain</i></p> <p><i>-Skip Counting/ Bead Chains</i></p> <p><i>-Bead chain squares and cubes</i></p> <p><i>-Large bead frame</i></p> <p><i>-Fraction insets and circles</i></p> |
| <p>Compute fluently and make reasonable estimates.</p> | <p>Computation and Estimation</p> <p>MA.03.CE.09 - 17</p> | <ul style="list-style-type: none"> • Multiply whole numbers • Add and subtract up to 6 digits sometimes more. • Multiplication more than 1 digit. • Identify when to use addition, subtraction, multiplication, and division. • Recognize how place value is determined in various types of | <p><i>-The Stamp Game</i></p> <p><i>-Fraction materials</i></p> <p><i>-The short multiplication and Division boards.</i></p> <p><i>-Multiplication checker board</i></p> <p><i>-Fraction insets</i></p> <p><i>-Fraction circles</i></p> <p><i>-Story of money</i></p> <p><i>-Money kit</i></p> |



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| The Montessori Mathematics Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand meanings of operations and how they relate to one another | Operations and Properties MA.03.CE.18 - 21 | <ul style="list-style-type: none"> • multiplication problems. • Compare fractions • Add and subtract fractions • Solve money problems in decimal notations using all four processes • Understand that fractions and decimals two different representations of the same concept • Division of a two-digit quotient both with and without a remainder • Solving story problems by choosing addition, subtraction, multiplication or division | <ul style="list-style-type: none"> -Large bead frame -Colored bead bars -Decimal cards -Golden bead material -White number cards -Operational sign cards -Golden Mat -Flat bead game |
| Statistics and Probability Select and use appropriate statistical methods to analyze data. | Statistics MA.03.SP.01 | <ul style="list-style-type: none"> • The language of operations • Decomposing (Multiplication to addition). • Use the commutative/distributive properties of multiplication to simplifying calculations. | <ul style="list-style-type: none"> • Determine mode and range extensions into other curriculum. (Ex. Daily temperature, computing the average, mode and range and economic comparisons). |
| | | | <ul style="list-style-type: none"> -Hands on experience in nature when possible. |



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| The Montessori Mathematics Curriculum Grade 3 | | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions | |
| Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. | Collection and Display Data MA.03.SP.02 - 03 | <ul style="list-style-type: none"> • Explanation of different types of graphs and their functions. • Define units of measurements. • Title graph • Why we use graphs • Apply these techniques to students' research in all areas | | |
| Develop and evaluate inferences and predictions that are based on data. | Data Analysis and Predictions MA.03.SP.04 | <ul style="list-style-type: none"> • In creating graphs students explain to other students how they read their graph. • Collect data from graphs | | |
| Algebraic Relationships Understand patterns, relations, and functions. | Patterns and Functions MA.03.AR.01 - 03 | <ul style="list-style-type: none"> • Why we use algebra? • Language of the equation. • Balancing, solving & checking the equation. • Word problems. • Use algebra to describe transformations in geometry. | <ul style="list-style-type: none"> -Colored bead bars -White and gray number cards -Operation signs | |



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| The Montessori Mathematics Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Represent and analyze mathematical situations and structures using algebraic symbols. | Algebraic Relationships MA.03.AR.04 - 05 | <ul style="list-style-type: none"> • Word problems/asking questions; what is known, what is a wanted/graphic organizer. • Distance, rate and time. | -Golden bead material -Skittles, chips or counters |
| Measurement Understand measurable attributes of objects and the units, systems, and processes of measurement. | Units and Tools MA.03.ME.01 - 03 | <ul style="list-style-type: none"> • “What is measurement?” • Why are different systems used? • English system • Metric units | -Decimal Board -Metric cards -Stories—The origins of different units of measurement and historic origins of algebra and geometry in practical measurement needs of early societies. |
| Measurement cont... Apply appropriate techniques, tools, and formulas to determine measurements. | Direct and Indirect Measurement MAA.03.ME.04 - 13 | <ul style="list-style-type: none"> • What else do we measure? & measuring devices. • Using and defining the appropriate units to use in the measurement of different subject/curriculum matter, (across curriculum). | -Metric cards -Area Material -Constructive Triangles |
| Geometry Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | Properties and Relationships MA.03.GM.01 - 03 | <ul style="list-style-type: none"> • “How Geometry got its name,” (etymology). • Describe & identify each structure (3dimensional). • Concrete to abstract, from surfaces, (planes), lines everywhere, points to relationships to golden beads and wooden hierarchical materials. Different dimensions. • Observations of three dimensional | -Prism, cube, pyramid -Golden beads -Hierarchical materials -Uni cubes -Yellow prisms -Gray rectangular based prism |



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| The Montessori Mathematics Curriculum Grade 3 | | | |
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| Oregon State Common Curriculum Goals | Oregon Standards | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Use visualization, spatial reasoning, and geometric modeling to solve problems | Modeling MA.03.GM.04 - 06 | <ul style="list-style-type: none"> • Building with materials in 3 dimensions. • Vocabulary. • Use geometric materials to represent word problems | <ul style="list-style-type: none"> -Hollow volume figures -Geometric solids 1st, 2nd & 3rd box. -Triceted pyramids -Small wooden cubes/ volume box |
| Specify locations and describe spatial relationships using coordinate geometry and other representational systems. | Coordinate Geometry MA.03.GM.07 | <ul style="list-style-type: none"> • Describe the steps to transpose a shape from one area on graph to another. • Graphing and connecting points on a grid in order to form geometric shapes | |
| Apply transformations and use symmetry to analyze mathematical situations. | Transformations and Symmetry MA.03.GM.08 - 09 | <ul style="list-style-type: none"> • Identify Line and rotational symmetry. | |
| Mathematical Problem Solving Select, apply, and translate among mathematical representations to solve problems. | Conceptual Understanding MA.03.PS.01 | <ul style="list-style-type: none"> • Students make decisions about how to approach problems • Develop generalizations of the results obtained and apply them in other circumstances | |



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| The Montessori Mathematics Curriculum Grade 3 | | | |
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| Apply and adapt a variety of appropriate strategies to solve problems. | Processes and Strategies MA.03.PS.02 | <ul style="list-style-type: none"> • Students use strategies, skills, and concepts in finding solutions, e.g., estimations, logical thoughts etc. | |
| Monitor and reflect on the process of mathematical problem solving. | Verification MA.03.PS.03 | <ul style="list-style-type: none"> • Check problems for correct answers or mistakes in calculations | |
| Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely. | Communication MA.03.PS.04 | <ul style="list-style-type: none"> • Use pictures, symbols, and vocabulary to identify solutions | |
| Accurately solve problems that arise in mathematics and other contexts. | Accuracy MA.03.PS.05 | <ul style="list-style-type: none"> • Accurately solve problems | <i>-Self analysis self correction</i> |



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The Montessori approach to health and fitness helps children to understand and appreciate how the body works and the care and feeding involved in producing a healthy human body. Students study diet, and nutrition, hygiene, first aid, response to illness and injury, stress management, peacefulness, and mindfulness in our daily lives. Students are lead to explore the different ways of being physical. They are encouraged to develop basic everyday skills in helping them develop a personal plan of exercise.

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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| <p>Demonstrate knowledge of a variety of motor skills.</p> | <p>Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity.</p> <p>PE.03.EE.01 Demonstrate mature form of basic loco motor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control.</p> <p>PE.03.EE.02 Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike.</p> <p>PE.03.EE.03 Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.</p> <p>PE.03.EE.04 Demonstrate three different step patterns and combinations of movements into repeatable sequences</p> | <p>Music and movement are often combined in Montessori curriculum. For example when the children learn about different rhythm they move their legs to that beat.</p> <p>Maria Montessori used different classical composers to demonstrate the different motor reactions:</p> <p>Ancora un Bacio-----Slow walk Mazurka Bastianelli</p> <p>Si j'etais rois-----Accelerated walk</p> <p>Adolphe Adam</p> <p>Eagle March-----March step</p> <p>Wagner</p> <p>Galop -----</p> | <p><i>Walking, marching, hop etc. on the tape.</i></p> <p><i>Yoga, Tia Chi, aerobic dance.</i></p> <p><i>Early Morning stretching</i></p> <p><i>Soccer</i></p> <p><i>Swimming</i></p> <p><i>Fix a bike</i></p> <p><i>Use hand tools</i></p> <p><i>Garden</i></p> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand and participate in a variety of physical and recreational activities available in the school and community. | No Standard No Benchmark | Organized sports | <i>Field trip/ biking</i> |
| Understand and apply movement concepts. | Apply movement concepts and principles to the development of motor skills. | Recess and play | <i>Walking the tape line.</i> |
| Understand and apply physical education vocabulary as it relates to movement concepts. | No Standard No Benchmark | Understand simple vocabulary explaining physical movement. | |
| Understand rules and strategies for a variety of physical activities. | Apply appropriate rules and strategies to physical activities, games and sports. | Understanding the idea of good sportsmanship. In organized team sports understanding the idea of working as a team, the rules in different games. How it feels when someone breaks the rules of play. | |



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| Demonstrate knowledge of a physically active lifestyle. | Provide evidence of engaging in a physically active lifestyle. PE.03.FL.01 Identify changes in his/her body during moderate to vigorous exercise. | During the elementary years children are being challenged not only mentally, but they enjoy the challenges physically as well. They notice the use of techniques to derive desired results. | |
| Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health related fitness assessment as one tool for measuring. | Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. | Understand how physical fitness helps our minds as well as our bodies. What happens when we exercise? | |



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| SELF-MANAGEMENT AND SOCIAL BEHAVIOR: Understand and apply appropriate social skills. | | | |
| Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity. | Demonstrate responsible behavior and respect for differences among people during physical activities. PE.03.SM.01 Identify rules, procedures, and etiquette in a specified physical activity. PE.03.SM.02 Identify positive ways to resolve conflict. | “It is at this age also that the concept of justice is born, simultaneously with the understanding of the relationship between one’s acts and the needs of others. The sense of justice, so often missing in man, is found during the development of the young child” -Maria Montessori | <i>Everyday grace’s courtesy</i> <i>Life lessons</i> <i>Learn how to resolve conflict peacefully.</i> <i>Dress appropriately for occasions</i> <i>Observe everyday rules of etiquette</i> |
| Understand and apply safety in movement activities. | No Standard No Benchmark | “It is at this age also that the concept of justice is born, simultaneously with the understanding of the relationship between one’s acts and the needs of others. The sense of justice, so often missing in man, is found during the development of the young child” -Maria Montessori Many activities are modeled by the teachers, parents and community members in Montessori education. | <i>Grace and courtesy</i> |
| Understand that history and culture influence games, sports, play, and dance. | No Standard No Benchmark | In the studying of history of man and culture this is one aspect that students report. | |



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| <p>HEALTH SKILLS</p> <p>Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.</p> | <p>ACCESSING INFORMATION</p> <p>Demonstrate ability to access valid health and safety related information.</p> <p>HE.03.HS.01 Identify and access resources for basic health and safety information.</p> <p>SELF-MANAGEMENT</p> <p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>HE.03.HS.02 Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>ANALYZING INFLUENCES</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>HE.03.HS.03 Identify influences on health related behaviors including methods of persuasion.</p> <p>INTERPERSONAL COMMUNICATION</p> <p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p>HE.03.HS.04 Demonstrate positive communication skills.</p> | <p>Education in Practical Life skills which enhances and develops a student's self-esteem and independence to make positive choices.</p> <p>Children know their full name, address, phone numbers and who to call in an emergency.</p> <p>Understand how the media advertises to small children. Learn about reading the labels of products, understanding about food additives and preservatives.</p> <p>Positive communication skills between students, teachers, state and local law makers and federal policy makers.</p> <p>The teacher and older students are of the model of positive decision making. They feel a sense of responsibility and pride given the opportunity.</p> | <p><i>Practical Life</i></p> <p><i>Field trips / Guest speakers</i></p> <p><i>Write letters to businesses, state and federal law makers.</i></p> <p><i>Modeling positive behavior and outcomes.</i></p> <p><i>Parent Education</i></p> |



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| | <p>GOAL SETTING Demonstrate ability to use goal setting skills to enhance health and safety. HE.03.HS.05 Set short-term personal goals to enhance health and safety.</p> <p>DECISION MAKING Demonstrate ability to use decision-making skills to enhance health and safety. HE.03.HS.06 Use a decision making model to make decisions that enhance health and safety.</p> <p>ADVOCACY Demonstrate the ability to advocate for personal, family and community health and safety. HE.03.HS.07 Advocate for healthy and safe behaviors at home and at school.</p> | <p>Montessori encourages and holds parent education opportunities for parents to utilize the tools the educators use in the classroom. This provides consistency and a better learning environment for the child.</p> | | |
| <p>ALCOHOL, TOBACCO, AND OTHER DRUG USE PREVENTION: Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use.</p> | | | | |
| <p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p> | <p>Explain the impact of alcohol, tobacco and other drug use on health and well-being. Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. HE.03.AT.01 Identify that alcohol and tobacco, including cigarettes, cigars, pipes,</p> | <p>What are ways of being healthy and what are ways of not being healthy? Group discussions. How to make good life choices. Understand the results of bad choices, the consequences.</p> | | <i>Project base learning</i> |



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| | <p>and smokeless tobacco, are harmful to one's health. HE.03.AT.02 Demonstrate refusal skills around the use of tobacco and alcohol products</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Demonstrate the ability to advocate for personal, family and community health and safety.</p> | <p>Relationship of science, technology, media and culture and how one may influence the other.</p> <p>Model aspects of a safe home, school and communal environment.</p> | |



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| <p>Prevention and Control of Disease: Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.</p> <p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p> | <p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p> <p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>Demonstrate the ability to advocate for personal, family and community health and safety.</p> <p>No Benchmarks</p> | <p>Disease and the relation to unhealthy habits.</p> <p>How to make healthy choices and create beneficial habits.</p> | <p><i>Project base learning</i></p> |
| <p>PROMOTION OF ENVIRONMENTAL HEALTH: Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.</p> | | | |
| <p>Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.</p> | <p>Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Demonstrate ability to use interpersonal</p> | <p>Through the integration of science students learn how to have balance in their life. They understand the cycle of life and how the environment is an important part of one's wellness, from the food we eat and water we drink to the impact global change has on the environment.</p> | |



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| PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH: Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships | | | | | |
| Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health. | <p>Explain the key components of mental, social and emotional health.</p> <p>Demonstrate ability to access valid health and safety related information.</p> <p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p>No Benchmarks</p> | <p>Montessori children learn to communicate about their feeling effectively. "Please don't touch my body." It made me sad when you stepped on my work." These are the components of stable emotional, social and emotional health.</p> | | | |
| PROMOTION OF PHYSICAL ACTIVITY: Acquire knowledge and skills to understand the role physical activity has in promoting health. | | | | | |
| Demonstrate accessing information skills while understanding the components of physical activity. | <p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p> <p>Demonstrate ability to access valid health and safety related information.</p> | <p>How it makes me feel when I exercise. What I like about exercising</p> | | <p><i>Project-based learning</i></p> <p><i>First aid certifications</i></p> | |
| PROMOTION OF SEXUAL HEALTH: Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. | | | | | |
| Demonstrate accessing information, interpersonal communication and decision-making skills while | <p>Explain the key components to sexual health and their relationship to lifetime health and wellness.</p> <p>Demonstrate ability to access valid health</p> | | | | |



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| <p>understanding the components of sexual health.</p> | <p>and safety related information. Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Demonstrate ability to use decision-making skills to enhance health and safety.</p> | | |
| <p>UNINTENTIONAL INJURY PREVENTION: Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.</p> | | | |
| <p>Demonstrate accessing information, self-management, interpersonal communication, goal-setting and decision making skills while understanding the components of injury prevention.</p> | <p>Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community. HE.03.IP.01 Identify safe behaviors when traveling to and from school and in the community. Demonstrate ability to access valid health and safety related information. Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> | <p>Understand the safety procedures in place at school are to keep everyone safe to and from school. Model and role play these favorable behaviors.</p> | |



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| <p>Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p> | <p>Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide. HE.03.VS.01 Identify that media contains violent messages.</p> <p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>HE.03.VS.02 Explain how helpful and hurtful messages in media can affect an</p> | <p>How different types of media may contribute to violence to oneself and others. Does it influence some people's behavior?</p> <p>How exercise and socialization is extremely important, everyone needs to be needed. The impact of feeling part of a whole.</p> | <p><i>Project-Based Learning</i></p> <p><i>Community based projects</i></p> <p><i>Service projects</i></p> |
| <p>VIOLENCE AND SUICIDE PREVENTION: Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.</p> | | | |



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| | individual's behavior. Demonstrate the ability to advocate for personal, family and community health and safety. | | |



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Science is an integral element of the Montessori curriculum. It represents a way of life: clear thinking approach to gathering information and problem solving. Montessori does not separate science from the big picture of the formation of the world. Students begin with the vastness of the universe and continue to add depth as they develop their understanding of the delicate balance that exists between living things and their physical environment. The great lessons integrate astronomy, earth sciences, biology with history and geography. Students are encouraged to observe, analyze, measure, classify experiment and predict. The Montessori Science curriculum is a balanced, hands-on approach.

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| Physical Science: Understand structures and properties of matter and changes that occur in the physical world. | | | |
| MATTER Understand structure and properties of matter. | Understand structure and properties of matter. SC.03.PS.01 Describe objects according to their physical properties. | <ul style="list-style-type: none"> • Demonstration of Solid, Liquid and Gas. • Story of solid, liquid and gas. | <i>-Solid, liquid, gas demonstration.</i> |
| Understand chemical and physical changes. | Describe and analyze chemical and physical changes. SC.03.PS.02 Describe changes that occur in matter | <ul style="list-style-type: none"> • Students describe what they saw in the demonstration and heard from the stories, solid, liquid and gas. | <i>-Solid, liquid, gas story & demo.</i> |
| FORCE Understand fundamental forces, their forms, and their effects on motion. | Describe fundamental forces and the motions resulting from them. SC.03.PS.03 Describe an object's position and how to affect its movement. | <ul style="list-style-type: none"> • Force of attraction demonstration. • Observations and essential questions are asked, hypothesis are formed. | <i>-Force of attraction demo.</i> |
| ENERGY Understand energy, its transformations, and interactions with matter. | Explain and analyze the interaction of energy and matter. SC.03.PS.04 Identify common types and uses of energy | <ul style="list-style-type: none"> • State of Matter at Different heats. • Discuss other types of energy besides heat. | <i>-State of matter at different heats demo.</i> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. | | | |
| <p>ORGANISMS</p> <p>Understand the characteristics, structure, and functions of organisms.</p> | <p>Describe the characteristics, structure, and functions of organisms.</p> <p>SC.03.I.S.01 Recognize characteristics that are similar and different between organisms.</p> <p>SC.03.I.S.02 Describe the basic needs of living things.</p> | <ul style="list-style-type: none"> • Understanding the basic needs of all plants. • Understanding the basic needs of all animals. • How different species meet needs in different ways. • Understanding the basic structures of plants, botany. • Classify different plants and animals into phylum, genera, and class. • How you know when something is alive. The features that tell you whether something is alive or dead. | <p><i>-Plant and Animal Story Material</i></p> <p><i>-The Basic Needs stories and materials.</i></p> <p><i>-Body Function material —matrix of vertebrate classes and methods of respiration, circulation, protection, movement, support (skeleton) reproduction.</i></p> <p><i>-Plant and animal hierarchical card sets (Chinese Boxes).</i></p> <p><i>-Three part cards (ex: Butterfly)</i></p> <p><i>-Anatomy lesson.</i></p> |
| <p>HEREDITY</p> <p>Understand the transmission of traits in living things.</p> | <p>Understand the transmission of traits in living things.</p> <p>SC.03.I.S.03 Describe how related plants and animals have similar characteristics</p> | <ul style="list-style-type: none"> • How plants and animals transmit their identities to their offspring. Why we look like our parents. | <p><i>-Puzzle diagrams of plants and animal.</i></p> |



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| <p>DIVERSITY/INTERDEPENDENCE Understand the relationships among living things and between living things and their environments.</p> | <p>Explain and analyze the interdependence of organisms in their natural environment. SC.03.I.S.04 Describe a habitat and the organisms that live there. Describe and analyze diversity of species, natural selection, and adaptations. SC.03.I.S.05 Identify how some animals gather and store food, defend themselves, and find shelter.</p> | <ul style="list-style-type: none"> • Discuss what the children ate for breakfast. "Bread." • I'm going to tell you the story of bread. Tell about the major components of how food is brought to our tables. • Discuss what interdependencies mean. • Relate this to the food chain of life. Plants provide us food, (producers) and we eat the food (consumers) to make energy. | <p><i>-Stories and discussion.</i> <i>-Understanding of Biomes</i> <i>-Time line of life</i> <i>-Survival</i> <i>-Understanding of extinction, evolution, and fossilization process.</i></p> |
| <p>THE DYNAMIC EARTH Understand the properties and limited availability of the materials which make up the Earth.</p> | <p>Identify the structure of the Earth system and the availability and use of the materials that make up that system. SC.03.E.S.01 Recognize physical differences in Earth materials.</p> | <ul style="list-style-type: none"> • Study of the Oceans and the atmosphere and evolution of life. • Discuss, draw and understand atmosphere, lithosphere, hydrosphere • Understanding of weather and seasonal changes. | <p><i>-Time line of life</i> <i>-Land and water forms</i> <i>-Geological folding of Earth's crust.</i> <i>-Study of rocks and minerals</i> <i>-Clock of eras</i> <i>-Big bang theory.</i> <i>-Rocks and volcanoes.</i> <i>-Model of the solar system</i></p> |
| <p>Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.</p> | <p>Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. SC.03.E.S.02 Identify daily and seasonal weather changes.</p> | | |



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| <p>THE EARTH IN SPACE Understand the Earth's place in the solar system and the universe.</p> | <p>Explain relationships among the Earth, sun, moon, and the solar system. SC.03.ES.03 Identify and trace the movement of objects in the sky.</p> | <ul style="list-style-type: none"> • Patterns of stars. • Lunar cycle • Telescope function and utility. • Understanding of the planets • Understanding of the seasons. | <p><i>-Model of the solar system</i> <i>-Life cycle of a star.</i></p> |
| <p>THE UNIVERSE Describe natural objects, events, and processes outside the Earth, both past and present.</p> | | <ul style="list-style-type: none"> • Geological aspects of planets, earth, fossils, land formations, | <p><i>-Life cycle of the star, process which complex elements are created by fusion in the heart of stars.</i></p> |
| <p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p> | | | |
| <p>FORMING THE QUESTION/ HYPOTHESIS Formulate and express scientific questions or hypotheses to be investigated.</p> | <p>Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations. SC.03.SI.01 Make observations. Based on these observations, ask questions or form hypotheses, which can be explored through simple investigations.</p> | <ul style="list-style-type: none"> • Differentiate evidence from opinion. • Observe, formulate questions and hypothesis. | <p><i>-Students are using the steps in the scientific method across the curriculum to examine the worlds around them.</i></p> |
| <p>DESIGNING THE INVESTIGATION Design safe and ethical scientific investigations to address questions or hypotheses.</p> | <p>Design scientific investigations to address and explain questions or hypotheses. SC.03.SI.02 Plan a simple investigation.</p> | <ul style="list-style-type: none"> • Predict an outcome of a simple investigation. | |



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| <p>COLLECTING AND PRESENTING DATA Conduct procedures to collect, organize, and display scientific data.</p> | <p>Collect, organize, and display scientific data. SC.03.SI.03 Collect data from an investigation.</p> | <ul style="list-style-type: none"> • Collect data, investigate and analyze to develop a logical consequence. | |
| <p>ANALYZING & INTERPRETING RESULTS Analyze scientific information to develop and present conclusions.</p> | <p>Analyze scientific information to develop and present conclusions. SC.03.SI.04 Use the data collected from an investigation to explain the results.</p> | <ul style="list-style-type: none"> • Use numerical data in describing and comparing • Students commonly work with powerful microscopes normally found only in secondary science labs. | |
| <p>MICROSCOPIC TECHNOLOGY</p> | | <ul style="list-style-type: none"> • Structure of atoms and molecules, differences of atoms, molecules, and elements and compounds. • Chemical and physical changes. • Introduction to periodic table. | |
| <p>CHEMISTRY</p> | | | <p><i>-Construct molecules with colored wooden spheres to represent different elements.</i> <i>-Mendeleev's Periodic Table of Elements</i> <i>-Exploring the elements with the atomic working structure with by placing the neutrons and protons in the center and the electrons in the outer shells.</i></p> |



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We study history to bring the child's attention to the value of the individual in relation to others. Montessori curriculum embraces the global perspective and the study of history and world cultures. History leads into other areas such as science as the students study the formation of the earth, emergence of oceans and atmosphere and the evolution of life. Students begin to study cultures in greater depth: customs, housing, diet, government, industry, art, history and dress.

The Montessori Social Science Curriculum Grade 3

| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIVICS & GOVERNMENT: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens. | | | |
| Civics and Government Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution. | Understand the purposes of government and the basic constitutional principles of the United States republican form of government. SS.03.CG.01 Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States. | <ul style="list-style-type: none"> • Research US governmental system and compare to other forms of government. • The “American History Timeline” which spirals through the curriculum during the first three grades, with explorations at greater depth as the child becomes older. • Conscious connections to local, national & global communities, (i.e. the individual in society). | <i>-Field Trips</i> <i>-Personal interviews with elected and appointed governmental officers, simulations in class of legislative debate and courtroom proceedings.</i> <i>-Curriculum integrates art music, dance, cooking, geography and literature.</i> <i>-Combined with language arts look at the documents important to the foundation of the United States and other countries.</i> <i>-Field trips</i> <i>-Individual investigation</i> <i>-Personal interviews with elected and appointed governmental officers, simulations in class of legislative debate and courtroom proceedings.</i> |
| Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States. | Understand the responsibilities and interrelationships of local, state, and national government in the U.S. No Benchmark | | <i>-Posters and graphic organizers and individual outlines.</i> <i>-Personal interviews with elected and</i> |
| Understand the roles of the three branches of government and explain how their powers are distributed and shared. | Understand the roles and powers of the executive, legislative, and judicial branches. | <ul style="list-style-type: none"> • Montessori material using “Flow-chart” symbols with which children are familiar, used to illustrate the various relationships between the | <i>-Personal interviews with elected and</i> |



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| The Montessori Social Science Curriculum Grade 3 | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand personal and political rights of citizens in the United States. | Understand the roles, rights, and responsibilities of citizens in the United States. SS.03.CG.02 Identify rights that people have in their communities. | <ul style="list-style-type: none"> • Role of the individual in society, and within the global community. • Time line of Human Rights | <p><i>-We are a member of a family, community and society.</i></p> <p><i>-Discussions on where we are today?</i></p> |
| Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties, interest groups, associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives). | Understand the participatory obligations of U.S. citizens. SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation. | <ul style="list-style-type: none"> • What makes a good citizen? • How can we participate in a community? • What are some of the responsibilities that a good citizen takes upon themselves? • The foundational lesson of “The Fundamental needs of Man” and its application to various and diverse human societies. • Personal interviews with elected and appointed governmental | <p><i>-Student Service Learning programs.</i></p> |
| | No Benchmark | <ul style="list-style-type: none"> branches of government. • Research and discussion of ways in which different societies organize themselves to meet fundamental needs and desires. | <p><i>appointed governmental officers, and simulations in class of legislative debate and courtroom proceedings</i></p> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations. | Understand how individuals, groups, and international organizations influence government. No Benchmark | <ul style="list-style-type: none"> • How government is influenced. • How different individuals have changed history. | . |
| Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations | Understand how the United States government relates and interacts with other nations. SS.03.CG.04 Distinguish local and world issues | <ul style="list-style-type: none"> • Identify that we live in a global society. What one country does is going to have an effect on the rest of the world and its people. • Montessori Material “Interdependencies of Man Within a Society” | - <i>Human tendencies in relation to human needs</i> |
| Analyze major political systems of the world. | Understand that there are different ways for governments to be organized and hold power. No Benchmark | <ul style="list-style-type: none"> • Definition of civilization • Different governmental organizational systems. • The foundational lesson of “The Fundamental needs of Man” and its application to various and diverse human societies. | - <i>Universe has an underlying law and order.</i> - <i>The Fundamental needs of Man Lesson</i> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Analyze the concepts of political power, authority, conflict, and conflict management. | No Standard & Benchmark | <ul style="list-style-type: none"> • Research and discussion of ways in which different societies organize themselves to meet fundamental needs and desires. • What is political power? • Human power of adaptation. • Realizing we are a part of a “greater good” that everyone is working towards the betterment of all people. • Personal interviews with elected and appointed governmental officers, and simulations in class of legislative debate and courtroom proceedings. | |
| <i>ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.</i> | | | |
| Understand that resources are limited (e.g., scarcity). | Understand the economic concept of scarcity SS.03.EC.01 Understand that limited resources make economic choice necessary | <ul style="list-style-type: none"> • Historical Time Lines, nomadic, agrarian, and urban. • The foundational lesson of “The Fundamental needs of Man” and its application to various and diverse human societies. | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand economic tradeoffs and how choices result in both costs and benefits to individuals and society. Standard: | Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits No Benchmark | <ul style="list-style-type: none"> • Personal interviews with elected and appointed governmental officers, and simulations in class of legislative debate and courtroom proceedings. • Montessori Material “Interdependencies of Man Within a Society” | <i>-Project Outlines</i> |
| Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government. | Understand the concept of supply and demand. No Benchmark | <ul style="list-style-type: none"> • Who are the beneficiaries of each context? • Understand and illustrate the act of supply and demand. • Montessori Material “Interdependencies of Man Within a Society” | <i>-Reading, creating graphs and charts that go along with their area of study.</i> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy. | Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy. No Benchmark | <ul style="list-style-type: none"> • How the system of government affects the way people live in a society. | |
| Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy. | Understand the role of government and institutions in an economy. No Benchmark | <ul style="list-style-type: none"> • History of different forms of government. • History of the first banks, labor unions. | <i>-Time lines</i> <i>-Graphic organizers</i> |
| Understand the interdependence of the global economy and the role played by the United States | Understand how the United States economy relates and interacts with other nations. No Benchmark | <ul style="list-style-type: none"> • How one economy in a global market has influence on other economies? • In global markets we are interdependent. • Personal interviews with elected and appointed governmental officers, and simulations in class of legislative debate and courtroom proceedings. | |
| | | <ul style="list-style-type: none"> • Montessori Material “Interdependencies of Man Within a Society” | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. | Understand the purpose and functions of money in the economy. No Benchmark | <ul style="list-style-type: none"> • Compare currencies; games with coins from different countries. • Define purpose and functions of monetary systems. | |
| Apply economic concepts and principles to issues of personal finance. | Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy. SS.03.EC.02 Identify ways of making money to buy a desired product and what it will cost in time and energy for each option. | <ul style="list-style-type: none"> • Student-run classroom “businesses” • The use of artwork and graphic diagrams to understand this framework. • New vocabulary- Saver and investor. • Understanding the uses of money. • How to design a budget, open a savings account. Planning. | |
| GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues. | | | |
| Understand the spatial concepts of location, distance, direction, scale, movement, and region. | Understand and use spatial concepts of geography. SS.03.GE.01 View and draw simple maps and pictures to locate, describe, and show movement among places. | <ul style="list-style-type: none"> • Work with continent map puzzles tracing and coloring and naming continents and countries. • Spatial connections of location, distance, direction, scale, movement and region | <p style="text-align: center;"><i>-Time lines</i> <i>-Puzzle maps</i> <i>-Continent globe</i></p> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective. | Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations. SS.03.GE.02 Understand the purpose of maps, globes, and other geographic tools. | <ul style="list-style-type: none"> • Drawing and communicating geographic information through the use of puzzle maps, land and water forms, passage of time, (teaching clock) and time lines. | <ul style="list-style-type: none"> -<i>Puzzle maps</i> -<i>Pin maps</i> -<i>Continent globe</i> |
| Locate major physical and human (cultural) features of the Earth. | Locate major physical and human features of the Earth. SS.03.GE.03 Identify major physical features and describe how they are represented on maps, globes, and other tools. | <ul style="list-style-type: none"> • Identify countries and cities and understand how to read the physical features of earth. • Discuss natural boundaries, isthmus, peninsula, cape, bay, strait, mountains, mountain ranges, volcanoes, archipelagos, foothills cliffs, mesa, prairies, river valleys and river deltas. | <ul style="list-style-type: none"> -<i>Land and water forms</i> |
| Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions. | Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance. SS.03.GE.04 Identify physical characteristics of places and compare them. | <ul style="list-style-type: none"> • Research and design portfolios that engage other students in learning about the physical and political values of a certain area. • Use a series of outlines to organize the information. | <ul style="list-style-type: none"> -<i>Three period lesson on research.</i> -<i>Graphic organizers</i> -<i>Outlines</i> |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand why places and regions are important to human identity and serve as symbols to unify or fragment society. | No Standard No Benchmark | <ul style="list-style-type: none"> • History of Culture • Time line of man. | <p style="text-align: center;"><i>-Time line of man</i></p> <p style="text-align: center;"><i>-History of region</i></p> |
| Analyze the causes of human migration (e.g. density, food and water supply, transportation and communication systems) and its effects (e.g. impact on physical and human systems). | Understand the distribution and movement of people, ideas, and products. No Benchmark | <ul style="list-style-type: none"> • The foundational lesson of “The Fundamental needs of Man” and its application to various and diverse human societies. • Research and discussion of ways in which different societies organize themselves to meet fundamental needs and desires. • The Migration Charts and lesson • Three phases of human history, nomadic, agrarian, and urban. • The foundational lesson of “The Fundamental needs of Man” and its application to various and diverse human societies. • Research and discussion of ways in which different societies organize themselves to meet fundamental needs and desires. • The Migration Charts and lesson | <p style="text-align: center;"><i>-Time line of man</i></p> |
| Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population. | Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors. | <ul style="list-style-type: none"> • The foundational lesson of “The Fundamental needs of Man” and its application to various and diverse human societies. • Research and discussion of ways in which different societies organize themselves to meet fundamental needs and desires. • The Migration Charts and lesson | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand how people and the environment are interrelated. | Understand how humans affect the physical environment. SS.03.GE.05 Understand how peoples' lives are affected by the physical environment. Understand how physical characteristics in the environment and changes in the environment affect human activities. No Benchmark | <ul style="list-style-type: none"> • Discuss why areas on earth are populated differently. • The foundational lesson of "The Fundamental needs of Man" and its application to various and diverse human societies. • Research and discussion of ways in which different societies organize themselves to meet fundamental needs and desires. • Understand the close dynamic relationship that man has on the environment. • Understand how humans have adapted to their environments. | |
| Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory. | No Standard No Benchmark | <ul style="list-style-type: none"> • Understand the role of natural resources in an economy and its influence on political power. | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand the geographic results of resource use and management programs and policies. | No Standard No Benchmark | <ul style="list-style-type: none"> Look at deforestation and the need for maintaining the world's oxygen producers. What are other resources? | |
| HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments. | | | |
| HISTORICAL SKILLS Interpret and reconstruct chronological relationships | Understand, represent, and interpret chronological relationships in history. SS.03.HS.01 Understand calendar time sequences and chronological sequences within narratives. | <ul style="list-style-type: none"> Through the use of concrete diagrams find the chronological relationships in history fusing art, literature, music, and math and science. | <i>-Time Lines</i> |
| Analyze cause and effect relationships, including multiple causalities. | Identify and analyze cause and effect relationships in history. No Benchmark | <ul style="list-style-type: none"> Identify cause and effect relationships in role playing, trying to think ahead to predict what the outcome will be. | <i>-Understand the relationships through history of cause and effect</i> |
| Understand, recognize, and interpret change and continuity over time. | Interpret and represent chronological relationships and patterns of change and continuity over time. No Benchmark | <ul style="list-style-type: none"> Reading of charts and graphs and finding patterns and continuity over time. | <i>-Time lines</i> |
| Identify and analyze diverse perspectives on and historical interpretation of historical issues and events. | Identify and analyze various perspectives and interpretations of historical issues and events. No Benchmark | <ul style="list-style-type: none"> Write in various monologues in the perspective of a person in a historical time period. Discuss different interpretations of the same historical event. | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand relationships among events, issues, and developments in different spheres of human activity (i.e., economic, social, political, cultural). | No Standard No Benchmark | <ul style="list-style-type: none"> Discuss how culture, economics, political and social activities effect events and issues locally and globally. | - <i>Groups discussions</i> |
| WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history. | Understand the importance and lasting influence of issues, events, people, and developments in world history. | <ul style="list-style-type: none"> Discuss how specific events in history define perspectives today. | - <i>Time lines</i> - <i>Group discussions</i> |
| U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history. | Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history. No Benchmark | <ul style="list-style-type: none"> The “American History ‘Timeline’” which spirals through the curriculum during the first three grades, with explorations at greater depth as the child becomes older. Discuss the influence individuals of American history had on events of their time that are still relevant today. | - <i>Time lines</i> |
| STATE & LOCAL HISTORY Understand and interpret the history of the state of Oregon. | Understand and interpret events, issues, and developments in Oregon history. No Benchmark | <ul style="list-style-type: none"> State of Oregon History | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Understand and interpret events, issues, and developments in the history of one's family, local community, and culture. | Understand and interpret events, issues, and developments in local history. SS.03.HS.02 Understand events from local history. | <ul style="list-style-type: none"> • Discuss one's own family history | <i>-Family time line</i> |
| SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences. | | | |
| Define and clarify an issue so that its dimensions are well understood. | Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society. SS.03.SA.01 Identify an issue or problem that can be studied. | <ul style="list-style-type: none"> • Question and derive at a way to answer questions by researching an event, issue or problem in society. • Create a portfolio to demonstrate and talk to other members of the class about. | <i>-Presentations</i> <i>-Individual and group projects.</i> |
| Acquire and organize materials from primary and secondary sources. | Gather, use, and evaluate researched information to support analysis and conclusions. SS.03.SA.02 Gather information relating to an issue or problem. | <ul style="list-style-type: none"> • Gather and evaluate the validity of the information and learn how to accurately site information. | |
| Explain various perspectives on an event or issue and the reasoning behind them. | Understand an event, issue, problem, or phenomenon from multiple perspectives. SS.03.SA.03 Identify and compare different ways of looking at an event, issue, or problem. | <ul style="list-style-type: none"> • Understand an event, issue, problem or phenomenon from more than one perspective. | |



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| Oregon State Common Curriculum Goals | Oregon Standards & Benchmarks | Montessori Curriculum | The Community Roots School Montessori Extensions |
| Identify and analyze an issue. | Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon. SS.03.SA.04 Identify how people or other living things might be affected by an event, issue, or problem. | <ul style="list-style-type: none"> • Evaluate cause and consequences of events, problems or phenomenon. | |
| Select a course of action to resolve an issue. | Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion. SS.03.SA.05 Identify possible options or responses; then make a choice or express an opinion. | <ul style="list-style-type: none"> • Identify the set of options to any given problem and evaluate possible outcomes, responses or solutions. • Identify possibilities and form an opinion based on the evidence provided. • Use of rational thought. | |



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Appendix VI: The Community Roots School Proposed Report Cards



Report Card – Year End

Kindergarten

| | | |
|--------------|--------------|--|
| Student: | | |
| | | |
| Grade: | Days Present | |
| School Year: | Days Absent | |
| Teacher: | Days Tardy | |

PATTERNS OF LEARNING

| Academic | Other Notes | Qualities of a Montessori Learner |
|--------------------------|----------------------------------|-----------------------------------|
| NYI – Not Yet Introduced | ~ Making Minimal Progress | NYO – Not Yet Observed |
| Introduced | * Demonstrates Accelerated Skill | Emerging |
| Practicing | | Consistent |
| Independent | | |



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MATHEMATICS

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Number and Operations and Algebra: | |
| Read and write whole numbers to 10 | |
| Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations | |
| Count forward by ones beginning with any number less than 30; count backward by ones beginning with any number 10 or less | |
| Recognize the number of objects in a small set (such as the arrangements of dots on a number cube) without counting | |
| Count objects in a set using one-to-one correspondence and produce sets of given sizes | |
| Compare and order sets or numerals by using both cardinal and ordinal meanings | |
| Model simple joining and separating situations and represent them with objects, pictures, and/or numerals | |
| Choose, combine, and apply effective strategies for solving joining and separating problems | |
| Identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes) | |
| Geometry: | |
| Identify, name, and describe basic two-dimensional shapes (e.g., square, circle, triangle, rectangle, regular hexagon) presented in a variety of ways (e.g., with different sizes or orientations) | |
| Identify, name, and describe basic three-dimensional shapes (e.g., sphere, cube, and cylinder) | |
| Use basic shapes and spatial reasoning to describe and model objects in their environment, and to construct more complex shapes | |
| Measurement: | |
| Identify the measurable attributes (e.g., length, weight) and non-measurable attributes (e.g., color) of an object | |
| Compare, sort, and order objects according to measurable (e.g., longest to shortest, lightest to heaviest) and non-measurable (e.g., color, texture) attributes | |
| Compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object) | |
| Identify the hour and minutes hands on a clock and tell time to the hour | |
| Identify name and value of penny, nickel, dime, and quarter | |

NOTES ON MATHEMATICS:



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LANGUAGE ARTS

| | |
|--------------------------------------------------------------------------------|--|
| Reading: | |
| Identify parts of a book | |
| Work left to right | |
| Knows all letter sounds <input type="checkbox"/> Still practicing: | |
| Able to name all lower case letters <input type="checkbox"/> Still practicing: | |
| Able to name all upper case letters <input type="checkbox"/> Still practicing: | |
| Produce rhyming words | |
| Recognize beginning and ending sounds | |
| Blend three letter words | |
| Recognize common sight words | |
| Demonstrate active listening | |
| Correctly answers comprehension questions | |
| Identify appropriate sequence of events | |

LANGUAGE ARTS

| | |
|----------------------------------------------------------------------|--|
| Writing: | |
| Form upper and lower case letters accurately | |
| Write first and last name | |
| Use correctly spelled CVC words and own spelling to express thoughts | |
| Uses correct pencil grip | |
| Speaking/Listening: | |
| Speak in appropriate voice level | |
| Speak in complete and coherent sentences | |
| Look at listeners most of the time | |
| Listens when others are speaking | |
| Understand and follow two step directions | |

NOTES ON LANGUAGE ARTS:

CULTURAL STUDIES

QUALITIES OF A MONTESSORI LEARNER

| | |
|-----------------------------------------------------|--|
| Self-directed, independent, accountable | |
| Begins work promptly | |
| Uses time constructively | |
| Accepts responsibility for accomplishing work goals | |
| Demonstrates internal motivation | |
| Applies effective conflict resolution skills | |
| Respect | |



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| | |
|--------------------------------------------|--|
| Handles classroom materials respectfully | |
| Shows respect for adults | |
| Shows respect for classmates | |
| Shows respect for school environment | |
| Allows others to work undisturbed | |
| Integrity | |
| Takes pride in quality of work | |
| Participates in lessons in a positive way | |
| Identifies and responds to needs of others | |
| Listen attentively | |
| Self-aware, reflective | |
| Accepts redirection when necessary | |
| Consistently displays appropriate behavior | |
| Evaluates own learning and behavior | |
| Accepts responsibility for actions | |
| Makes healthy choices for learning | |

NOTES:



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Report Card – Year End

Lower Elementary grades 1-2-3

| | | |
|--------------|--------------|--|
| Student: | | |
| Grade: | Days Present | |
| School Year: | Days Absent | |
| Teacher: | Days Tardy | |

PATTERNS OF LEARNING

| Academic | Other Notes | Qualities of a Montessori Learner |
|---------------------------------|----------------------------------|-----------------------------------|
| NYI – Not Yet Introduced | ~ Making Minimal Progress | NYO – Not Yet Observed |
| Introduced | * Demonstrates Accelerated Skill | Emerging |
| Practicing | | Consistent |
| Independent | | |



Final Charter Application to Silver Falls School District

MATHEMATICS

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Number Operations | |
| Compare and order quantity and symbol: <input type="checkbox"/> 1-10, <input type="checkbox"/> 1-100, <input type="checkbox"/> 1-1000 | |
| Represent on number line: <input type="checkbox"/> 1-10, <input type="checkbox"/> 1-100, <input type="checkbox"/> Fractions, <input type="checkbox"/> Negative Numbers | |
| Use number line to solve problems. <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction | |
| Identify place value in multi-digit numerals: <input type="checkbox"/> units, <input type="checkbox"/> tens, <input type="checkbox"/> hundreds, <input type="checkbox"/> thousands | |
| Count to 100 by <input type="checkbox"/> 1's, <input type="checkbox"/> 2's, <input type="checkbox"/> 3's, <input type="checkbox"/> 5's, <input type="checkbox"/> 10's | |
| Represent fractions as parts of a whole: <input type="checkbox"/> halves, <input type="checkbox"/> thirds, <input type="checkbox"/> fourths, <input type="checkbox"/> fifths, <input type="checkbox"/> tenths | |
| Use fractions to represent numbers equal to, less than or greater than one | |
| Fraction operations with common denominators <input type="checkbox"/> Add, <input type="checkbox"/> Multiply, <input type="checkbox"/> Subtract, <input type="checkbox"/> Divide | |
| Identify equivalent fractions: <input type="checkbox"/> with fraction insets, <input type="checkbox"/> with multiplication, <input type="checkbox"/> with division | |
| Number•Operations•Algebra•Data Analysis | |
| Use math terms to describe: <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction, <input type="checkbox"/> Division | |
| Memorize Facts (1-12): <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction, <input type="checkbox"/> Division | |
| Skip Count: <input type="checkbox"/> 1's, <input type="checkbox"/> 2's, <input type="checkbox"/> 3's, <input type="checkbox"/> 4's, <input type="checkbox"/> 5's, <input type="checkbox"/> 6's, <input type="checkbox"/> 7's, <input type="checkbox"/> 8's, <input type="checkbox"/> 9's, <input type="checkbox"/> 10's | |
| Solves word problems: <input type="checkbox"/> Addition, <input type="checkbox"/> Multiplication, <input type="checkbox"/> Subtraction, <input type="checkbox"/> Division | |
| Understands the inverse quality of addition and subtraction | |
| Understands the associative property of addition and multiplication ($3+4 = 4+3$) | |
| Understands the inverse quality of multiplication and division | |
| Understands multiplication as repeated addition | |
| Understands division as repeated subtraction forming equal groups | |
| Represent, analyze, and extend number patterns <input type="checkbox"/> simple <input type="checkbox"/> complex | |
| Use graphs, pictures, tables, line plots to solve problems in all 4 operational areas | |
| Critical thinking/Problem Solving | |
| Geometry•Measurement | |
| Identify and describe plane geometric figures | |
| Identify and describe solid geometric figures | |
| Recognize shapes from varied perspectives | |
| Recognize congruence and symmetry in shapes | |
| Identify parallel and perpendicular lines | |
| Measure angles less than and more than 90° to identify them as acute or obtuse | |
| Identify and compare types of triangles | |
| Classify triangles by sides and angles | |
| Use rulers to measure by inches and centimeters | |
| Tell time: <input type="checkbox"/> o'clock, <input type="checkbox"/> half past, <input type="checkbox"/> in five minute increments | |

NOTES ON MATHEMATICS:



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LANGUAGE ARTS

| | |
|----------------------------------------------------------------------------------------|--|
| Phonemic Awareness: | |
| Long/short sounds | |
| Oral blending of phonemes (sounds) into recognizable words | |
| Decoding & Word Recognition: | |
| Sounds out unknown words | |
| Correct words per minute: | |
| Read grade level text with intonation and expression | |
| Vocabulary: | |
| Understand, learn, and use new vocabulary that's introduced directly & through stories | |

LANGUAGE ARTS

| | |
|--------------------------------------------------------------------------------------------------|--|
| Use context to understand words | |
| Know and explain common antonyms and synonyms | |
| Determine meaning of words by using dictionary | |
| Categorize words by their relationships (dog/mammal) | |
| Read to Perform A Task: | |
| Alphabetize list of words by first letter | |
| Read and understand simple one-step written instructions | |
| Interpret information from diagrams, charts, and graphs | |
| Alphabetize a list of words to the second letter | |
| Literary Text - General Understanding: | |
| Retell the main events of a story describing the beginning, middle, and end | |
| Identify and describe the plot, setting, and characters in a story | |
| Summarize the major points from literary text | |
| Planning, Evaluation and Revision: | |
| With guidance, compose fairly readable first drafts using some parts of the writing process | |
| With guidance, revise original draft to improve sequence and increase detail | |
| With guidance, proofread one's own writing | |
| With some guidance, use all aspects of the writing process (prewriting, drafting, revising, etc) | |
| Writing: | |
| Write in complete sentences | |
| Develop an idea with an identifiable beginning, middle and end | |
| Develop a paragraph with an intro sentence, supporting sentences, and a concluding sentence | |
| Use vivid adjective and action verbs | |
| Conventions: | |
| Spell 3-4 letter short vowel words correctly | |
| Correct use of punctuation (periods, question and exclamation marks) | |
| Capitalize the first word of a sentence, names of people, and the pronoun I | |
| Write legibly in manuscript and cursive | |
| Spell phonetically, using both long and short vowel sounds | |
| Correct use of punctuation (apostrophes, comma, quotation marks) | |
| Writing Applications: | |
| Write brief stories that describe an experience | |
| Types of writing (Narrative and Expository) | |
| Write brief reports using observation and two or more sources | |
| Research Report Writing: | |
| With guidance, gather information and sort it into major categories | |
| Understands the structure and organization of various reference materials | |
| Speaking: | |
| Speak clearly | |



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| | |
|-------------------------------------------------------------------------------------|--|
| Look at listeners | |
| Retell stories in own words including characters, setting, and plot | |
| Provide beginning, middle, end, including concrete details that develop a main idea | |
| Listening: | |
| Listen attentively and ask questions for clarification | |
| Give and follow 3-4 step oral instructions | |
| Retell in own words what has been said by a speaker | |
| Answer questions completely and with appropriate elaboration | |

NOTES ON LANGUAGE ARTS:

CULTURAL STUDIES

QUALITIES OF A MONTESSORI LEARNER

| | |
|-----------------------------------------------------|--|
| Self-directed, independent, accountable | |
| Begins work promptly | |
| Uses time constructively | |
| Accepts responsibility for accomplishing work goals | |
| Demonstrates internal motivation | |
| Applies effective conflict resolution skills | |
| Respect | |
| Handles classroom materials respectfully | |
| Shows respect for adults | |
| Shows respect for classmates | |
| Shows respect for school environment | |
| Allows others to work undisturbed | |
| Integrity | |
| Takes pride in quality of work | |
| Participates in lessons in a positive way | |
| Identifies and responds to needs of others | |
| Listen attentively | |
| Self-aware, reflective | |
| Accepts redirection when necessary | |
| Consistently displays appropriate behavior | |
| Evaluates own learning and behavior | |
| Accepts responsibility for actions | |
| Makes healthy choices for learning | |



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NOTES:



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Report Card – Year End

Upper Elementary grades 4-5-6

| | | |
|--------------|--------------|--|
| Student: | | |
| | | |
| Grade: | Days Present | |
| School Year: | Days Absent | |
| Teacher: | Days Tardy | |

PATTERNS OF LEARNING

| Academic | Other Notes | Qualities of a Montessori Learner |
|--------------------------|----------------------------------|-----------------------------------|
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| Practicing | | Consistent |
| Independent | | |



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MATHEMATICS

| Number and Operations and Data Analysis | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Represent money amounts to \$10.00 in dollars and cents, and apply to situations involving purchasing ability and making change | |
| Use fraction materials to represent the addition and subtraction of fractions with unlike denominators | |
| Use decimal materials, place value, and number properties to add and subtract decimals (to the thousandths) | |
| Select and use appropriate strategies to estimate fraction and decimal sums and differences | |
| Develop fluency with efficient procedures for adding and subtracting fractions and decimals and justify why the procedures work | |
| Solve problems involving the addition and subtraction of fractions and decimals | |
| Use ordered pairs on coordinate graphs to specify locations and describe paths | |
| Construct and analyze double bar, line, and circle graphs to solve problems involving fractions, decimals, and measurement | |
| Select and use appropriate strategies to estimate fraction and decimal products and quotients | |
| Use and analyze a variety of strategies, including materials, for solving problems with multiplication and division of fractions | |
| Use and analyze a variety of strategies, including materials, for solving problems with multiplication and division of decimals | |
| Apply the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions and justify why they work | |
| Use appropriate strategies to analyze and solve three-step word problems | |
| Number and Operations and Algebra | |
| Apply with fluency multiplication facts to 12 times 12 and related division facts | |
| Apply understanding of materials for multiplication and properties of operations (commutative, associative, and distributive) | |
| Develop and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers | |
| Develop fluency with efficient procedures for multiplying multi-digit whole numbers and justify why the procedures work on the basis of place value and number properties | |
| Apply understanding of materials for division (e.g., distributive groups and number line) and the relationship of division to multiplication to solve problems | |
| Apply concepts of place value and the properties of operations to solve problems involving division | |
| Select and use appropriate estimation strategies for multiplication and division | |
| Develop and use accurate, efficient, and generalizable methods to find quotients for multi-digit division problems | |
| Develop fluency with efficient procedures for dividing whole numbers and justify why the procedures work on the basis of place value and number properties | |
| Determine the most appropriate form of the quotient and interpret the remainder in a problem situation | |
| Determine decimal and percent equivalents for common fractions, including approximations | |
| Understand the meaning of probability and represent probabilities as ratios, decimals, and percents | |
| Determine simple probabilities | |
| Develop the concept of π as the ratio of the circumference of a circle to its diameter | |
| Geometry, Measurement, and Algebra | |
| Solve problems involving perimeters and areas of polygons | |
| Recognizes congruency, similarity, and equivalency of polygons | |
| Identify and classify triangles by their angles (acute, right, obtuse) and sides (scalene, isosceles, equilateral) | |
| Find and justify relationships among the formulas for the areas of triangles and parallelograms | |
| Describe three-dimensional shapes (triangular and- rectangular prisms, cube, triangular- and square-based pyramids, cylinder, cone, and sphere) by the number of edges, faces, and/or vertices as well as types of faces | |
| Recognize volume as an attribute of three-dimensional space | |
| Determine volume by finding the total number of same-sized units of volume that fill a three- dimensional shape without gaps or overlaps | |
| Recognize a cube that is one unit on an edge as the standard unit for measuring volume | |
| Determine the appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume | |
| Decompose three-dimensional shapes and find surface areas and volumes of triangular and rectangular prisms | |
| Identify and measure necessary attributes of shapes to use area , surface area, and volume formulas to solve problems (e.g., to find which of two gift boxes needs the most wrapping paper or has the greater volume?) | |
| Use order of operations to simplify expressions that may include exponents and grouping | |

NOTES ON MATHEMATICS:



Final Charter Application to Silver Falls School District

LANGUAGE ARTS

| | |
|-------------------------------------------------------------------------------------|--|
| Planning, Evaluation, and Revision | |
| Strategies to prepare for writing | |
| Audience and Purpose | |
| Focus on a central idea | |
| Use of scoring guide | |
| Proof reading | |
| Writing | |
| Multi-paragraph composition | |
| Supporting details and precise language | |
| Use of transitions | |
| Appropriate sequencing | |
| Use a variety of sentence structures | |
| Effectively introduces topics | |
| Effectively concludes compositions | |
| Paragraphs contain a main idea and support | |
| Conventions | |
| Correct spelling | |
| Uses correct capitalization | |
| Uses correct grammar | |
| Uses correct punctuation | |
| Writes legibly in cursive | |
| Mode | |
| Narrative Writing | |
| Development of plot, character, and setting | |
| Uses sensory details and clear language | |
| Expository Writing | |
| Develops insightful interpretations | |
| Supports interpretations | |
| Cite references | |
| Uses multiple credible sources | |
| Uses effective note taking techniques | |
| Persuasive | |
| States a clear position | |
| Supports position with relevant evidence | |
| Addresses reader concerns | |
| Reading / Literature | |
| Correct words per minute | |
| Reading at grade level (nationally normed level range rated as at, above, or below) | |
| Experience with reading genres | |
| Poetry | |
| Fiction | |
| Historical fiction | |
| Biography | |
| Autobiography | |
| Print Media | |
| Electronic Media | |
| Reference | |
| Non-Fiction | |
| Comprehension | |
| Idioms | |
| Similes | |
| Metaphors | |
| Analogies | |
| Application of alphabetical order | |



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| | |
|--------------------------------------------|--|
| Demonstrates the ability to summarize text | |
| Makes reasonable conclusions based on text | |
| Predicts outcomes supported by the text | |
| Identifies the main idea | |

LANGUAGE ARTS

| | |
|-------------------------------------------------------------------|--|
| Demonstrates ability to follow multiple step directions | |
| Discriminates between reliable versus unreliable reliable sources | |
| Listening | |
| Maintains eye contact or demonstrates receptive body language | |
| Restates and/ or executes multi-step oral directions | |
| Uses active listening skills | |
| Speaking | |
| Demonstrates precise language | |
| Uses correct grammar consistently | |
| Formal presentation skills | |
| Has an awareness of purpose and audience | |
| Supports main idea with key concepts | |
| Supports statements using sources of evidence | |
| Uses effective rate | |
| Uses effective volume | |
| Maintains eye contact | |

NOTES ON LANGUAGE ARTS:

CULTURAL STUDIES

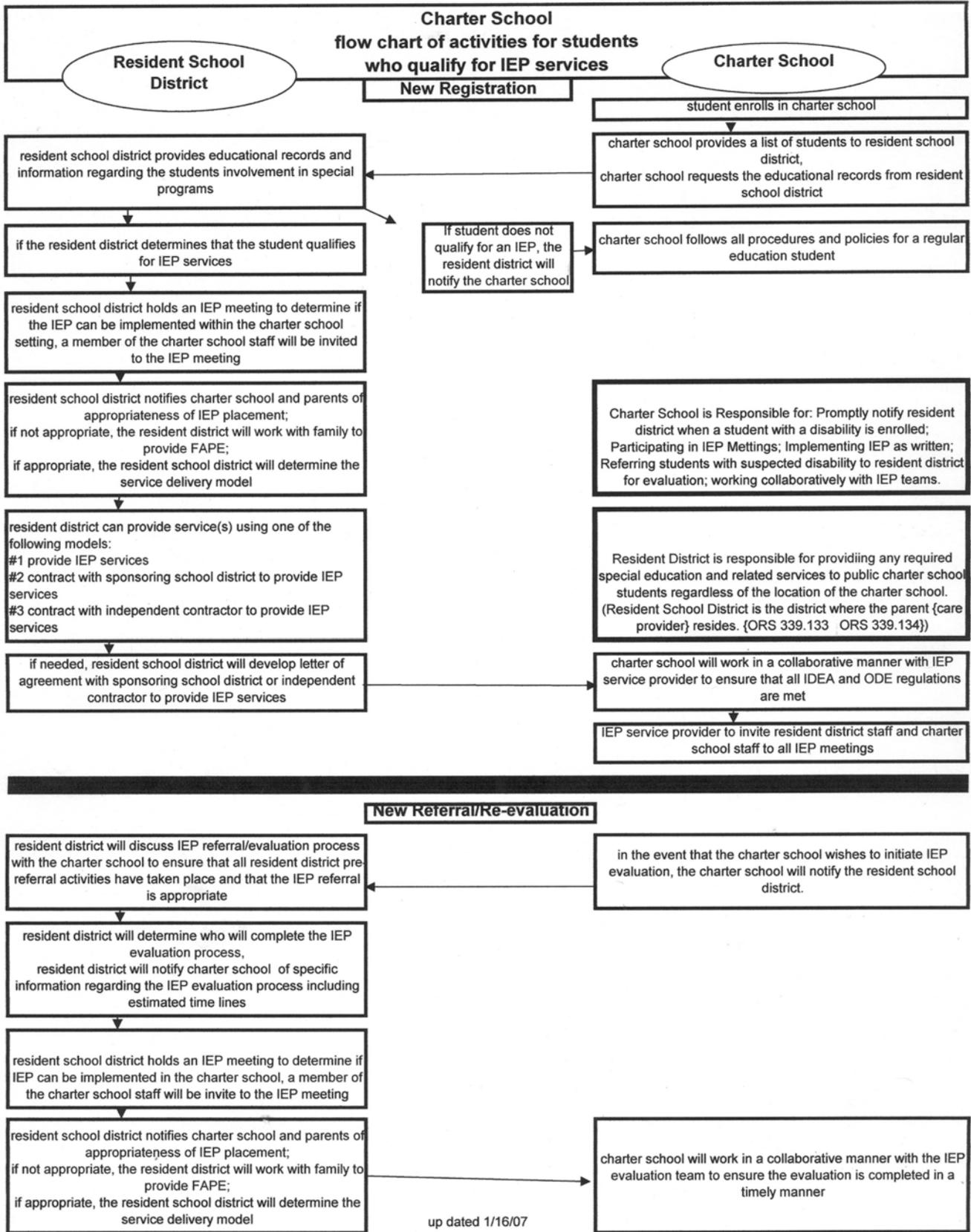
QUALITIES OF A MONTESSORI LEARNER

| | |
|-----------------------------------------------------|--|
| Self-directed, independent, accountable | |
| Begins work promptly | |
| Uses time constructively | |
| Accepts responsibility for accomplishing work goals | |
| Demonstrates internal motivation | |
| Applies effective conflict resolution skills | |
| Respect | |
| Handles classroom materials respectfully | |
| Shows respect for adults | |
| Shows respect for classmates | |



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Appendix VII: Charter School flow chart of activities for students who qualify for IEP services





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Appendix VIII: Essential Elements of Successful Montessori Schools in the Public Sector

Montessori Teachers

- Employ Montessori teachers who have Montessori credentials for the levels they teach.
- Maintain an active and open recruitment for Montessori credentialed teachers.
- Budget for future Montessori teacher education for non Montessori-credentialed teachers.
- Provide professional Montessori in-service by experienced credentialed Montessori educators.
- Contract for on-going internal and periodic external Montessori consultation and/or professional support as a follow up to Montessori teacher education.
- Employ one paraprofessional per classroom, each having received Montessori orientation for that role.

Administration

- Employ an experienced Montessori teacher to serve as curriculum coordinator.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Maintain commitment to the core Montessori curriculum and instruction even with changes in administrative staff.
- Sustain the support of the central administration through high profile communications about program development.
- Recognize that the best implementation process is to begin with the 3-6 age group and add one age at a time for a gradual progression.

Recruitment/Parent Education

- Provide Montessori parent education programs that promote understanding of Montessori principles and curriculum.
- Develop an admission process that informs parents about the nature of Montessori and seeks the necessary commitment to the program.

Curriculum/Environment

- Offer a full complement of Montessori materials (about \$25,000 per classroom) purchased from Montessori dealers.
- Develop a classroom design that is compatible with Montessori "prepared environment" principles.



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- Create uninterrupted daily work periods of 90 minutes to 3-hours, considering the 3-hour work cycle as ideal.
- Integrate specialty programs (music, art, physical education, etc.) around the uninterrupted work periods.
- Apply the appropriate multi-age groupings: 3-6, 6-9, 9-12, 12-15, necessary for the diversity, flexibility, and reduced competition integral to Montessori.

Assessment

- Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state mandated assessments in such a way that the character of the Montessori program is not compromised.

Professional Development

- Budget for continuing education through Montessori workshops and conferences.
- Maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality.

Endorsed by the following organizations:

American Montessori Society (**AMS**)
Association Montessori Internationale (**AMI**)
North American Montessori Teachers' Association (**NAMTA**)
National Center for Montessori Education (**NCME**)
Montessori Education Programs International (**MEPI**)
Southwestern Montessori Training Center