

Carroll Creek Montessori Public Charter School ANNUAL REPORT 2015-16



ABOUT THIS REPORT


This report is being submitted in conjunction with the 2015-16 Annual Performance Targets to complete the Carroll Creek Montessori Public Charter School (CCMPCS) 2015-16 Annual Report to the FCPS Board of Education. In it, we address our school's vision and mission, notable accomplishments, performance achievements, and strategies for improvement that cannot be succinctly described in the Annual Performance Targets chart and which require more detailed explanation. In addition, we have provided a more detailed explanation of our Spanish program.

VISION & MISSION

At Carroll Creek Montessori Public Charter School, our vision is to instill a lifelong love of learning in our students by providing an optimum Montessori-based learning environment in which they will grow to become independent, confident, creative and caring members of our community and the larger world.

To achieve this vision, CCMPCS's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social, and intellectual parts. We implement a Montessori-based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering English and Spanish instruction to all students, we will provide a unique opportunity for students to learn a second language at an early age and develop multicultural awareness.

Principal: Marilyn Horan
Governing Council Chair: Dr. Amanda Erard
MMCI President: Melissa Najera
November 2016

A photograph of two young boys walking away from the camera in a school hallway. The boy on the left is wearing a bright yellow-green t-shirt and dark shorts, and the boy on the right is wearing an orange t-shirt and patterned shorts. They are walking towards a doorway with an 'EXIT' sign above it. The hallway has a light-colored floor and walls.

*"Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future."
- Maria Montessori*

Notable Accomplishments



Lottery Waitlist

After the 2016 lottery closed in March, we saw our largest waitlist to date with 1047 applicants. This unprecedented number speaks to the demand within the FCPS community for the unique learning environment we provide.



Model School for Baltimore Educators

In May 2015, Garrett Heights Elementary/Middle School in Baltimore sent their staff to visit and observe our school for an entire day as they look to transition to a Montessori curriculum, despite there being a public charter Montessori school in Baltimore. Beginning this year, Garrett Heights has two pilot Montessori classrooms (one Primary and one Intermediate). Strong collaboration continues between school administrators to continue Garrett Heights' transition to full Montessori implementation.

Center for Guided Montessori Studies Training Site

We became a new site for the Center for Guided Montessori Studies' (CGMS) Summer Residency training in Summer 2016: 22 educators from Maryland, Virginia, and even Alaska and South Africa attended training at our school for three weeks in August. Not only did this enhance our public presence, it brought attention to FCPS and also served as a source of revenue for our school. CGMS seeks to permanently add our school to their summer residency training locations, thereby making our school the site for the mid-Atlantic region (currently there is none in this region).



Collaboration with American Psychological Association (APA)

Coalition for Psychology in Schools and Education (CPSE)

We partnered with the CPSE to pilot a program that recognizes schools that meet the Top 20 Principles for Pre-K to 12 Education, a set of principles from psychology to enhance pre-K to 12 teaching and learning. We met with the Directors of the CPSE in April 2016 to guide the development of the assessment rubric for the "Top 20" Badges Pilot Program. CCMPCS will be an applicant in the first round of Badges Assessments in the Fall of 2016.

Staff Retention

From 2015/16 to 2016/17, we retained 86% of our staff, our highest staff retention to date: one Special Education assistant (who took another job within FCPS), and one classroom assistant who left to study abroad.

Accreditation

CCMPCS has begun the American Montessori Society Pathway to Continuous Improvement process for accreditation. The school currently stands at a 7 out of 10. This number will increase as we add our 8th grade (all levels must be multi-age) and the one remaining lead teacher starts her training (both expected by Fall 2017). This process will also include an on-site visit from a team of Montessori expert reviewers.



Annual Performance Targets



PARCC Achievement

After the series of meetings with the BOE that culminated in our probationary year benchmarks, CCMPCS worked exceptionally hard to meet these targets. We are proud to report that the dedication of our exceptional staff, and the hard work of our motivated students, resulted in our not only meeting our PARCC targets for 2016-17, but in exceeding them.

For math, our target for 2016-17 was for 42.8% of students to achieve a proficiency level between 3-5 (or an increase of 6.4%). We exceeded this goal by 5%, with 47.8% of our students achieving these results.

All sub-categories of students with sufficient numbers (n=10) to be counted for statistical validity surpassed their increase goal. Most notably, black students increased by 29.2% while Hispanic students increased by 28.5%.

For language arts, our target for 2016-17 was for 64.5% of students to achieve a proficiency level between 3-5 (or an increase of 3.9%). We exceeded this goal by 5.4%, with 69.9% of our students achieving these results.

Similar to the math scores, all sub-categories of students with sufficient numbers (n=10) showed substantial improvements from 2015-16. Black students increased by 41.7% and Hispanic students increased by 27.1%

Local Achievement

The Scantron Assessment (formerly called Global Scholar) results from 2015-16 are the most comprehensive results we have to date, as there are no comparison data yet for 2016-17 (although baseline data have been collected). Results from 2015-16, the year before individual growth target benchmarks for CCMPCS were set, show that 49% of our students reached their individual growth target in reading, whereas 36% reached their individual growth target for math. We are addressing these suboptimal rates with our Academic Interventions (see below).

We are encouraged by our baseline Scantron Assessment results from Fall 2016, which show that 84% and 88% of students achieved average scores in reading and math, respectively.

Comparative Performance

Though it is difficult to compare Scantron Assessment results from CCMPCS to other FCPS schools because of the discrepancy in the number of students tested, we can compare our results to those of Monocacy Valley Montessori (MVMPCS) Public Charter School: our results from Spring 2016 are comparable to MVM's for both reading and math. PARCC results from 2016 are more comparable across all FCPS schools, and here CCMPCS is lower than other schools in the percentage of students achieving scores of 3-5 in both reading in math. We are addressing these gaps with our Academic Interventions (detailed below).

Annual Performance Targets Continued



Montessori Training and Certification

CCMPCS is dedicated to ensuring that all lead teachers are Montessori trained and certified, as evidenced by the CGMS summer residency we held at our school in August 2016: this residency enabled many of our staff to begin their Montessori certification immediately after our targets were established.

Consequently, we have already exceeded our 2018-19 goal of having 75% of our lead teachers obtain or working toward Montessori certification: as of this report, 91% of our lead teachers have completed or are working toward Montessori certification from a MACTE accredited teacher training center or are currently in a MACTE accredited program. Moreover, 100% of classroom lead teachers have been trained in Montessori philosophy.

Attendance

CCMPCS is committed to providing high-quality education every day of the school year, and this can best be achieved with high attendance rates. We continue to stress to our community the importance of good attendance through newsletters, parent outreach, and other communications. Our final attendance rate for the 2015-16 school year was 94.9%, which exceeded our target for the year and met the target established for 2016-17. Of course, we are always striving for higher attendance rates.



Upper elementary students visited the Smithsonian National Museum of Natural History to further their study of early humans.

Academic Interventions



CCMPCS continually strives to exceed performance standards in FCPS. We recognize that we are still a growing school, and are proud of our successes and improvements over the first four years of our charter – especially those gained in the past two years under the guidance of our Principal, Marilyn Horan, a Montessori certified administrator. Although we have made significant improvements in meeting the goals set forth in our charter and by FCPS, we recognize that there are still areas for improvement.

In particular, while we have already exceeded the Annual Performance Targets in PARCC assessments for 2016-17, we recognize that we still must improve our standing in the county overall. To this end, we are implementing a multi-pronged approach to guide students who are not currently meeting these targets.

Mathematics

- In Spring 2016, we hired a part-time math interventionist to work with students in grades 2-6 who have been identified (based on assessments) as needing additional math support. This assistant is fluent in Spanish, has a teaching degree, and works part-time at the National Institute of Standards and Technology (NIST). He meets regularly with the Math Task Force and classroom teachers to analyze multiple datasets and to revise intervention strategies accordingly. The interventionist meets with small groups on a daily basis to work on isolated skills that are deficient.
- Additionally, students receive daily practice with math problems similar to those used on standardized assessments so as to familiarize them with the testing format, using resources including (but not limited to) Curriculum Now, PARCC Test Bank Sample Questions, and Scantron Assessment Test Bank Sample Questions.
- Students receiving intervention also engage in weekly tutoring sessions with staff volunteers.
- All students in grades 4-7 use IXL for practice “homework.”



Kindergarten students work on four digit addition.

Language

- CCMPCS has an A-Z reading program that includes leveled readers with a comprehension component.
- Reading groups take place weekly for those students identified as needing intervention (based on assessments) in addition to daily SRA reading assignments. Older students hold literature circles where they read and discuss novels to hone comprehension skills.
- Finally, our staff recently completed a Professional Development workshop on October 21 to learn multiple writing strategies for their students, and is already implementing some of these strategies to enhance writing across all curriculum areas.



Middle school students' journal reflections.

Spanish Program in Brief



CCMPCS's Spanish Program integrates Spanish into the Montessori curriculum at every level while simultaneously providing an understanding and appreciation of Spanish/Latin American cultures.

Appendix A details our Spanish curriculum, and the program is briefly described here.

Approach

In broad strokes, our Spanish program adheres to the Foreign Language in Elementary School (FLES) approach, which allows students to develop basic communicative skills in Spanish while reinforcing and enriching content in other disciplines. In particular, we practice Content-Enriched FLES, which is an approach with several levels that fall along a continuum: language-driven on one end, and total immersion on the other (see Figure 1). CCMPCS's Spanish program currently falls in the middle of this continuum, with the intention of continually moving leftward on the continuum so that we eventually will reach total immersion.

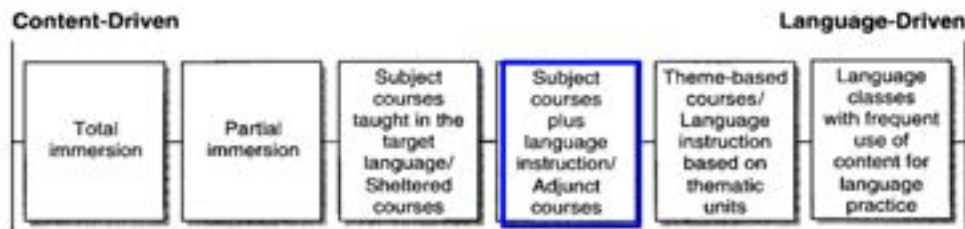


Figure 1

Content-Based Language Teaching: A Continuum of Content and Language Integration

Highlights of the Content-Enriched FLES approach include:

- Curriculum concepts are appropriate for each grade level, and may be taught through Spanish
- Concurrent teaching of academic subject matter (e.g., language, math), which at times will be in the foreign language
- Content is not solely academic; it can include any topic, theme, or issue of interest or importance to students
- Connections to real life and real world skills are emphasized (See Parent Testimonials)
- Students have more opportunities to use the content knowledge

Implementation

In Summer 2016, CCMPCS hired an exceptional licensed Spanish teacher as our Spanish curricular lead. Over the summer, she developed a schoolwide Spanish curriculum for all students (PreK-7) that both aligns with the Maryland State Curriculum for World Languages and merges with the Montessori philosophy (Appendix A). As students progress through all Montessori levels (Primary, Lower Elementary, Upper Elementary, and Middle School), they gain proficiency in each of the Five C's of the World Languages standards: Communication, Culture, Connections, Comparisons, and Communities.

PreK students receive at least 45 minutes per week of Spanish instruction, while students in K-7 receive at least 90 minutes per week. Importantly, students are grouped by ability rather than strictly by age for their lessons, which enhances their learning and comprehension. As they progress through the Montessori levels with Spanish instruction, students likewise progress through proficiencies in the Maryland World Languages standards from Beginning (Primary) to Emerging (Lower Elementary, some Upper Elementary) to Developing (some Upper Elementary and

Spanish Program in Brief



Middle School; Figure 2). Thus, students completing the full PreK-8 sequence are expected to enter high school at or above Spanish 2, and students completing shorter sequences (3-5 years) are expected to enter high school at Spanish 1 or 2.

Class Level	CCM Objectives	MD World Language Standards
Primary Age 3, PreK, Kindergarten	<ul style="list-style-type: none"> • Increase vocabulary • Use simple sentences • Start conversations • Complete Montessori works with Spanish materials 	Beginning (Novice Low – Novice Mid)
Lower Elementary 1st to 3rd Grade	<ul style="list-style-type: none"> • Develop reading skills • Write simple sentences • Improve Listening/Speaking skills 	Emerging (Novice Mid – Novice High)
Upper Elementary 4th to 6th Grade	<ul style="list-style-type: none"> • Mastery of isolated vocabulary • Development of conversational, reading, and writing skills • Simple translations 	Emerging/Developing (Novice Mid – Intermediate Low)
Middle School 7th & 8th Grade	<ul style="list-style-type: none"> • Understand and create sentences and strings of sentences • Understand, ask, and answer variety of questions 	Developing (Novice High – Intermediate Low)

Figure 2
Objectives and standards for each class level

Effectiveness

As evidenced by the results from our Spanish assessment scores, students are clearly thriving in Spanish. In just a few months, Kindergarten students showed significant improvements in Spanish reception, expression, and literacy from Winter 2015 to Spring 2016. Our first round of standardized Spanish assessments for 3rd and 6th graders (using the AVANT STAMP assessment), conducted in Fall 2016, revealed that the majority of 3rd graders scored in the Novice-Low to Novice-Mid range for writing, speaking, reading, and listening, while the majority of 6th graders scored in the Novice-Mid range or higher for these areas.

Some of the strongest measures of foreign language effectiveness come from students' abilities to transfer their skills to real-life situations. This fall, we have had a number of parents share testimonials with us specifically regarding their students' Spanish, some of which are shared below.

Parent Testimonials:

"We order (dinner) and pull up to the window to pay. My [5th grade] daughter hears the guy at the window speaking Spanish. So what does she do? Rolls down her window and starts talking to him in Spanish asking him how he is doing. You should have seen the smile on his face as they chatted for a moment. I just have to say, thank you CCM for teaching my girl how to be kind in more than one language."

"[My 2nd grade son]... met a little boy at a park who only spoke very little English. He spoke with the boy in Spanish and it made him smile!"

"[My Kindergarten son] read a book to me last night from [his] classroom-- and instead of reading the English printed noun-- he said the Spanish word. 'Mom I know this is in English but I know the Spanish words so that's what I'm going to read.' Amazing."

Appendix A: CCMPCS Spanish Program



Carroll Creek Montessori Public Charter School Spanish Curriculum

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Kindergarten students work on four digit addition.

Carroll Creek Montessori Public Charter School

Spanish Curriculum

Fall 2016

Maryland State Curriculum – World Language*

As a nation we are increasingly aware of our interdependence with diverse cultures and of our need to participate in the global community. Closer to home, the growing diversity of Maryland's population requires the preparation of a citizenry that is sensitive to other languages and cultures.

The fundamental purpose of world language instruction is to enable students to communicate in a world language in a culturally appropriate way. This curriculum integrates the five C's of the national standards at all levels: Communication, Culture, Connections, Comparisons, and Communities.

COMMUNICATION: The Communication standard is the heart of the world language classroom. Central to world language learning is using the second language to communicate, to learn and to become part of another culture, rather than talking about the second language or another culture in English. Communication comprises three modes that represent different purposes of language:

- To engage in conversation, exchange ideas, or negotiate meaning with another person (interpersonal mode).
- To understand information received through reading, listening, or viewing (interpretive mode), and
- To express ideas or deliver information through speaking, writing, or showing (presentational mode)

CULTURES: The Cultures standard stresses the awareness of differing perspectives behind the products and practices of the target culture. The goal is to consider why the similarities or differences exist and how they help students understand another culture's perspective or view of the world.

CONNECTIONS: The Connections standard links world language study with other disciplines to create interesting, meaningful and authentic contexts for communication in the classroom. As a result, the pool of potential content in a language classroom is virtually limitless, allowing students to use language as a tool for learning in a more natural context.

COMPARISONS: The Comparisons standard helps students recognize that language and culture interrelate and evolve to meet the dynamic needs of people and society. As a result, students encounter not only cultural and linguistic differences, but also similarities between the language and culture studied and their own.

COMMUNITIES: The Communities standard reminds teachers to look beyond the four walls of the classroom to ensure that students learn how to apply the skills and knowledge gained in the classroom. This may take the form of actual or virtual field trips locally and abroad, student or teacher exchanges, authentic materials used for specific purposes, or written or verbal communication with people from another culture. The teacher designs lessons that help students use

their new language in purposeful and meaningful ways to provide personal enrichment and lifelong learning.

The Spanish program is designed to enable students to speak and write their basic thoughts and questions in a second language. The curriculum utilizes a combination of speaking, writing, and activities that are often based on music, art or Total Physical Response. Students learn to express themselves in a second language environment that promotes confidence and creativity.

Primary Spanish Curriculum (Ages 3-6/PreK3, PreK4, and Kindergarten)

Young children take in a tremendous amount of information from their environment with what Maria Montessori called "the absorbent mind." Our Children's House preschool and kindergarten program provides an enriching hands-on learning experience with specially formulated Montessori materials for math, language, sensorial exploration, practical life activities, art, science and geography.

Making choices and using coordinated movements to accomplish tasks leads the child toward self-regulation and self-control. Children develop observation and problem-solving skills. By manipulating, experimenting and discovering, children begin to move from the concrete to the abstract as they prepare for the more complex studies of the elementary program.

Students are exposed to the sound and rhythm of the Spanish language, developing an awareness of the concept of language as a means of communication. The primary focus of this program is to begin building a basic word bank, which will then be reinforced and grown in the following years of the program.

Spanish ideally is spoken by at least one Spanish-speaking adult in the classroom throughout the day in a natural manner. Small group Spanish lessons are presented two days a week to three and four year old children. Kindergarten students have Spanish lessons 4 times a week. Classroom teachers provide extension lessons and materials to reinforce basic vocabulary and simple grammar.

Primary Spanish Curriculum Rubric

	Communication – To communicate effectively in more than one language	Culture – To interact with cultural competence and understanding
Speaking/Listening	<ul style="list-style-type: none"> • Tell his/her name in Spanish and use simple greetings, common courtesies and manners • Ask to use the restroom or get a drink of water in Spanish • Respond to basic commands in Spanish • Engage in simple conversation • Describe basic feelings • Count to 20 in Spanish 	<ul style="list-style-type: none"> • Sing songs and participate in storytelling in Spanish
Vocabulary/Grammar	<ul style="list-style-type: none"> • Identify different kinds of people in Spanish (man, woman, friend, etc.) • Identify common household and classroom objects • Identify colors, body parts and articles of clothing • Identify the months of the year with corresponding weather vocabulary • Identify domestic and farm animals • Identify members of their family 	<ul style="list-style-type: none"> • Participate in a vocabulary enrichment activity like studying the animals native to a Spanish-speaking country
Reading/Writing	<ul style="list-style-type: none"> • Have access to children’s literature in Spanish in classroom libraries • Pre-writing journal exercises in Spanish 	<ul style="list-style-type: none"> • Read both fiction and nonfiction texts from Spanish-speaking countries and culture
Curriculum Extensions	<ul style="list-style-type: none"> • Celebrate special events or holidays in Spanish and Hispanic Heritage (i.e. Cinco de Mayo) through creative expression in songs and stories 	<ul style="list-style-type: none"> • Learn about Spanish-speaking countries, their flags and geography with the Montessori geography materials

Lower Elementary Spanish Curriculum (Ages 6-9/Grades 1-3)

Dr. Montessori referred to the elementary stage as the Intellectual Period. The child, entering a period of uniform growth, focuses on mental explorations. Given an open and rich environment, there are no limits to what the child may learn and explore. Dr. Montessori saw this time as a critical time for expansive education, giving the children lessons and questions to guide their explorations of culture, science, mathematics, language grace and courtesy.

Our Lower Elementary program combines 1st, 2nd and 3rd grades in multi-age classrooms. This allows students to build social skills in a supportive, respectful environment and to stretch themselves academically—to their full potential. Hands-on math, science and language arts are the cornerstones of our comprehensive Lower Elementary curriculum. Spanish language and integrated cultural studies, including history and geography, promote global awareness and 21st century skills.

At this level, the children have mastered an extensive vocabulary and simple conversational skills in Spanish. Spanish lessons are presented daily and reinforced with additional extension materials and lessons by classroom teachers. In Lower Elementary, traditional reading skills are reinforced with the introduction of more Spanish written work and literature. This approach not only develops stronger conversational skills, it leads to writing simple sentences. Throughout the lower elementary years, students learn vocabulary, pronunciation, grammar, and sentence structure. Spanish lessons also help students develop listening comprehension, speaking, reading, and writing skills. Levels are not necessarily determined by grade, but rather by Spanish competency on Spanish skills.

Lower Elementary Spanish Curriculum Rubric

	Communication – To communicate effectively in more than one language	Culture – To interact with cultural competence and understanding	Connection – To connect with other disciplines and gain broader perspective
Speaking/Listening	<ul style="list-style-type: none"> • Use longer sentences and engage in dialogue using yes or no questions • Express likes or dislikes • Begin to express personal needs and feelings with “tener” and “estar” • Demonstrate comprehension of simple auditory cues such as intonation and gestures • Expand to more complex conversational skills providing descriptive and argumentative statements 	<ul style="list-style-type: none"> • Celebrate special events or holidays in Spanish and Hispanic Heritage (i.e. Cinco de Mayo) through creative expression in songs and stories 	<ul style="list-style-type: none"> • Research presentation on a current event in a Spanish-speaking country
Vocabulary/Grammar	<ul style="list-style-type: none"> • Count to 100 in Spanish • Practice basic conjugation of verbs • Introduce reflexive verbs and double verb sentences with “gustar” and “querer” • Introduce subject pronoun omission, noun/adjective agreement, and possession/interrogatives • Introduce the near future tense “ir”, expressions with “hacer” and conjugations of “pero” and “porque” • Introduce the singular personal pronoun “usted” and other plural personal pronouns 	<ul style="list-style-type: none"> • Describe the seasons and corresponding weather in greater detail and compare our weather in the Unites States to other Spanish-speaking countries • Tell time in Spanish and connect that to the exploration of different time zones in Spanish-speaking countries 	<ul style="list-style-type: none"> • Read a newspaper in Spanish

<p>Reading/Writing</p>	<ul style="list-style-type: none"> • Begin reading more complex sentences • Answer questions in written form with correct paragraph structure and spelling 	<ul style="list-style-type: none"> • Research cultural topics using Montessori materials and different forms of Spanish/Hispanic news media 	<ul style="list-style-type: none"> • Write the date using the European system (ex. el 22 de Mayo) • Journal writing in Spanish
<p>Curriculum Extensions</p>	<ul style="list-style-type: none"> • Listen to Spanish/Hispanic music and storytelling 	<ul style="list-style-type: none"> • Learn about Spanish-speaking countries, their flags and geography with the Montessori geography materials. 	<ul style="list-style-type: none"> • Learn to use the metric system for weather and measurement as used in Spanish-speaking countries

Upper Elementary Spanish Curriculum (Ages 9-12/Grades 4-6)

The Upper Elementary curriculum is a dynamic continuation of the work and studies from the previous levels. This next level of education guides the students as they move away from more concrete, fact-based learning into an age of abstraction and reason. Fueled by exceptional strong imaginations and a desire to understand how things work, the Upper Elementary students are well prepared for a curriculum that challenges them with advanced ideas in literature, history, science, mathematics and language.

As the students continue through what Dr. Montessori called the Intellectual Period, they develop intellectually, socially and morally as active participants in their classroom communities and their own learning. Hands-on learning, coupled with more abstract work, discussions, and experiential education create a balance of learning experiences for the active minds and bodies of the Upper Elementary student. Group work is highlighted throughout the curriculum to create a productive and positive outlet for their social interests. Ongoing independent work is also vital and allows students to challenge themselves, hone organizational skills and build a solid foundation of academic skills.

Spanish is taught daily at the upper elementary level. Students learn the language through direct instruction, games, songs, chants, books, conversations, and skits. At this time in their Spanish education, the child feels very comfortable. He has mastered isolated vocabulary, conversational skills, reading skills and simple writing. These students are ready for more advanced lessons, including those on grammar structure. This group is ready to complete extensive research work and write their own conclusions.

Upper Elementary Spanish Curriculum Rubric

	Communication – To communicate effectively in more than one language	Culture – To interact with cultural competence and understanding	Connection – To connect with other disciplines and gain broader perspective	Comparisons – To develop insight into the language to gain cultural competence	Communities – To participate in multi-lingual communities at home and around the world
Speaking/Listening	<ul style="list-style-type: none"> Engage in discussions with 2 or more students with a greater focus on conversation Learn to use colloquialisms Expand the ability to compare and contrast Learn to take dictation 	<ul style="list-style-type: none"> Celebrate special events or holidays in Spanish and Hispanic Heritage (i.e. Cinco de Mayo) through creative expression in songs and stories 	<ul style="list-style-type: none"> Learn the Spanish vocabulary to play games in PE—soccer, football, basketball, etc. 	<ul style="list-style-type: none"> In-depth cultural study on a Spanish-speaking country focusing on their youth and education 	<ul style="list-style-type: none"> Interview a native Spanish speaker about their move to the United States
Vocabulary/Grammar	<ul style="list-style-type: none"> Emphasis on conjugating irregular verbs Learn to use infinitives as verb complements, possessive adjectives and object pronouns Introduce articles and gender, conjugation of plural forms and indirect speech Practice reflexive forms and the polite form of “querer” 	<ul style="list-style-type: none"> In-depth study of the following vocabulary: professions, extended family, money, school and tourism 	<ul style="list-style-type: none"> Write stories, plays, comic strips based on friendship and camaraderie of youth in Spanish-speaking countries 	<ul style="list-style-type: none"> Compare and contrast schooling in the United States to that of a Spanish-speaking country 	<ul style="list-style-type: none"> Visit a local store or restaurant that sells Spanish/Hispanic products or food

	<ul style="list-style-type: none"> Learn to use idioms with “tener,” “estar” and “hacer” and relative pronouns “quien(es)” and “que” 				
Reading/Writing	<ul style="list-style-type: none"> Reading and writing without the support of visuals Comprehend the main idea in media materials Translating texts Composing lists, postcards, menus and short letters 	<ul style="list-style-type: none"> Research cultural topics using Montessori materials and different forms of Spanish/Hispanic news media 	<ul style="list-style-type: none"> Read Spanish/Hispanic literature Create a travel brochure to a popular Spanish/Hispanic tourist destination 	<ul style="list-style-type: none"> Compare and contrast aspects of our culture to that of a Spanish-speaking nation 	<ul style="list-style-type: none"> Review and reflect on current topics affecting Spanish countries and culture
Curriculum Extensions	<ul style="list-style-type: none"> Writing imaginative stories and narratives 	<ul style="list-style-type: none"> Listen to Spanish music and storytelling 	<ul style="list-style-type: none"> Watch Spanish news for current events 	<ul style="list-style-type: none"> Create a presentation on culturally relevant topics using technology 	<ul style="list-style-type: none"> Create menu in Spanish and cook a meal from a native Spanish-speaking country

Middle School Spanish Curriculum (Ages 12-13/Grades 7-8)

Our comprehensive Middle School curriculum is academically rigorous, integrated and interactive. Whenever possible, we incorporate authentic experiential learning in our studies. Seminar-style classes employ the Socratic method for in-depth exploration of literature, language, critical and creative writing, history, geography and current events. Students study algebra and geometry, working with concrete examples to understand abstract math concepts. Guided by core values, students develop a remarkable sense of self-knowledge, confidence and community.

The Spanish curriculum emphasizes language not only as a tool for communication, but also as a means of developing an awareness of and appreciation for people of other cultures and the greater world community. Middle school Spanish classes meet daily for 30 minutes. The students use textbooks that include conversation, vocabulary, grammar, and cultural information. In addition, the students memorize and perform skits, sing songs, celebrate holidays, cook popular dishes, and go out in the surrounding community visiting predominately Hispanic businesses.

Middle School Spanish Curriculum Rubric

	Communication – To communicate effectively in more than one language	Culture – To interact with cultural competence and understanding	Connection – To connect with other disciplines and gain broader perspective	Comparisons – To develop insight into the language to gain cultural competence	Communities – To participate in multi-lingual communities at home and around the world
Speaking/Listening	<ul style="list-style-type: none"> • Talk about why and when something happens including past events and future plans • Make phone calls 	<ul style="list-style-type: none"> • Talk about meal times, eating habits and food groups 	<ul style="list-style-type: none"> • Introduce friends to adults and peers 	<ul style="list-style-type: none"> • Compare the concept of friendship in the USA versus Spanish-speaking countries and share your findings with your classmates 	<ul style="list-style-type: none"> • Locate and visit a local tourist attraction in which services are offered in Spanish (ex. Tour of a local historical building in Spanish)
Vocabulary/Grammar	<ul style="list-style-type: none"> • Describe physical and personality characteristics • Expand vocabulary to include descriptive and possessive adjectives • Explore vocabulary related to leisure activities, food and drink, friendship, school, family, clothing and vacation • Conjugate “ser” versus “estar” 	<ul style="list-style-type: none"> • Identify and describe aspects of games and rituals popular in the Spanish-speaking world (bullfighting, soccer, jai-alai, etc.) • Explore Spanish and Hispanic artists in music, art and dance 	<ul style="list-style-type: none"> • Conduct a survey of classmate’s leisure activities and graph the results • Reinforce geography skills by locating cities and popular vacation areas on a map 	<ul style="list-style-type: none"> • Compare and contrast different media sources (ex. Magazines, newspapers, advertisements, etc.) in our country versus a Spanish-speaking nation 	<ul style="list-style-type: none"> • Obtain a job application from a local business and complete it in Spanish

	<ul style="list-style-type: none"> • Conjugate in the present progressive tense and the simple past tense • Use both basic reflexive verbs and possessive pronouns • Use descriptive expressions of feeling and need • Use location verbage including prepositions of location (“a la izquierda de”, “a la derecha de”, “cerca de” and “lejas de”) 	<ul style="list-style-type: none"> • Explore popular Spanish and Hispanic family traditions (ex. Quincenera) 	<ul style="list-style-type: none"> • Chart your classmates daily nutrition using the food pyramid 		
Reading/Writing	<ul style="list-style-type: none"> • Read, analyze and write increasingly complex short stories • Interpret real life content within context (movie posters, letters, menus, public information signs, etc.) 	<ul style="list-style-type: none"> • Explore both current and historical novels written in Spanish 	<ul style="list-style-type: none"> • Write a poem about yourself in Spanish 	<ul style="list-style-type: none"> • Design a family tree and write a description of each member including age, height, physical characteristics and personal interests 	<ul style="list-style-type: none"> • Review and reflect upon current events written in a local Spanish newspaper
Curriculum Extensions	<ul style="list-style-type: none"> • Create illustrations for current written works including short stories and label all relevant vocabulary 	<ul style="list-style-type: none"> • Explore dance including merengue, salsa and tango 	<ul style="list-style-type: none"> • Explore the use of currency including the Euro and Mexican Peso 	<ul style="list-style-type: none"> • Compare our US dollar to foreign currency in Spanish-speaking countries 	<ul style="list-style-type: none"> • Locate community services where Spanish is used and discuss the importance of being bilingual in today’s world