



Toddler Program

The Toddler Program at The Village School is designed for children 18 - 36 months of age.

For most children this is their first school experience away from their primary caregiver.

In classrooms specifically planned to appeal to their unlimited curiosity and interests, children are encouraged to explore the world around them in a safe and supportive environment.

Our primary goal in this program is to foster within the child a sense of independence, a joy in exploration and a love of learning.

Learning to communicate with others, establishing self-control, and developing social and self-help skills are important tasks of this young age.



Independence



Students take time for important observation.



Classroom materials and activities introduce the young child to basic concepts, encourage large and small motor abilities and nurture self-esteem.

Children freely choose activities that have been carefully selected and prepared with the developmental needs of each child in mind.



Mixed age classrooms provide opportunity for younger children to learn from their older classmates.

Daily routines provide consistency as toddlers learn coordination and organization with a growing sense of independence.

Each child is respected as a unique individual.

The Toddler classroom emphasizes the following:

Practical Life activities develop self-help and independence skills, leading to a sense of personal accomplishment and self-esteem.

Sensorial activities engage the child in naming, matching, sorting and grading tasks, providing an important foundation for learning in math, language, and science.

Language activities designed to encourage speech through imitation and modeling provide growth in vocabulary and creative expression.

Physical /Motor activities include singing and circle games, indoor and outdoor playtime and a weekly gym period, promoting coordination, spatial awareness and control of movement.

Grace and Courtesy activities help foster social awareness and positive peer interactions.

The Village School Toddler Program also offers specials in Music, Movement, and Spanish.





Left: A visit from the Fire Department brings learning outside the classroom.

Below: Student examines nature close up to compare the difference between each plant.

Primary Program

The Primary Program is designed for children 3 to 6 years of age.

Each classroom addresses the developmental needs of this age, providing a variety of choices that engage the child's natural curiosity and intellect.

Activities support the process of discovery as each child explores the work through multi-sensory materials.

A key element to the Primary program is the multi-age classroom which allows children to progress at their own rate and provides appropriate support as they attempt new challenges.

In a mixed-age group younger children have role models in the older children, and older children acquire additional confidence by being the classroom "elders."

Initiative

The classroom provides opportunities for children to teach and share with others, providing an excellent way of consolidating their own learning.

The Primary Curriculum includes the following areas:

Practical Life includes daily living activities that create a growing sense of competence, help develop concentration and promote self-esteem.

Sensorial materials encourage children to use their senses to develop organization, classification and discrimination skills.

Language is designed to give children a firm grounding in perceptual-motor, pre-reading and pre-writing skills.



Counting with the hanging bead bars.





Science and Geography create opportunities to explore and develop concrete foundations for understanding the world.

Mathematics provides a hands-on approach to number concepts, quantity and operations.

Art and Music develop the child's creativity and sense of beauty through expressive use of materials and activities

Kindergarten Program

The Village School Kindergarten program is a unique and wonderful experience for children that are 5 years old and entering the third year of the Primary Program. The Kindergarten year is a critical component of our three-year cycle. Work that students have been introduced to and practiced during the first two years in Primary is integrated academically and

conceptually into a new level of understanding. This program offers the opportunity for the sustained independent work that is the core of the Montessori Method, as well as additional academic challenges within a whole group experience.

Kindergarten aged children are in a Montessori environment for the entire day, which affords them many advantages. One half of the day is spent with their same aged peers, while the other half is spent in the multi-age (3-6 years) classroom.

In the multi-age classroom, they assume positions of responsibility and leadership while serving as mentors to their younger peers. They develop increased attention to a task as they work on activities that require multiple steps and a longer period of time to complete. Leadership skills emerge and social skills are refined as children accept more responsibilities within the mixed age group.

The kindergarten classroom serves as a bridge to the elementary years by offering in-depth exploration of academic materials. The classroom contains the traditional areas of our primary classroom (Practical Life, Sensorial, Math, Language, Geography and Science) with the addition of many advanced Montessori materials. Each child has an individual teacher created work plan that guides them through their required activities for the week in their writing books, math books and journals. Opportunities are made available for students to expand their research abilities and build their public speaking skills through group activities and reading aloud.

The Special Programs – Art, Music, Physical Education and Technology – are taught by dedicated specialists in those fields and form an important part of the Kindergarten program.





Elementary Program

The Elementary Program, designed for children 6 to 12 years old, is divided into Lower Elementary (ages 6-9) and Upper Elementary (ages 9-12).

The program focuses on critical thinking, problem solving and cooperative learning through individual and small group instruction.

Materials and presentations are designed to stimulate the imagination while developing the mastery of essential learning skills.

Mixed age groups afford students the opportunity to work at their own pace, explore new challenges and develop their role as resourceful, self-disciplined learners.

The interdisciplinary curriculum integrates all subject areas into a unified program of study:

- World History and Geography
- Natural and Physical Sciences
- Geometry
- Mathematical Studies
- Language Arts
- Foreign Language Instruction
- Music
- Visual and Dramatic Arts
- Computer Studies
- Health and Physical Education



Student learns long division by using the division test tubes.

Inspiration

Lower Elementary Program

Children in this age group explore their environment with insatiable curiosity, accompanied by growing imaginations that allow them to move from concrete experiences to a gradually more abstract perception of their world. They are searching for an understanding of who they are and where they fit into the world of their classroom, family and society at large. This is the time for asking big questions and learning about their world and the universe. The Lower Elementary Program provides an environment rich in hands-on learning experiences. Subject areas are introduced through teacher presentations, individually assigned work and peer projects.

The Lower Elementary Program is designed to address the child's complete development.

Student interest and curiosity form an important base for the guided lessons that help the child develop and practice reading, writing and mathematical skills. Learning to balance assignments with work choices helps students develop independence and personal responsibility.





The child's quest for knowledge is supported through a blend of chosen pursuits and carefully structured, guided activities. Students learn to research topics of interest to them, as well as those comprising a uniquely enriching and expansive curriculum. Children learn that mistakes are a part of learning, mastery is a process and sharing of knowledge is an essential aspect of growth in wisdom.

This is an important period where children are developing a strong sense of morality and fairness. Group meetings encourage open dialogue among members of the classroom community. Grace and courtesy lessons and role modeling are

an important part of children's experiences. Through teacher modeling and facilitation, students develop conflict resolution skills and learn to use active listening and "I" statements to come to mutually respectful and acceptable agreements with peers.

Upper Elementary Program

The Upper Elementary Program reflects the student's gradual developmental shift to abstract thinking, utilizing a specific curriculum and set of materials that support this passage. This rich learning environment is responsive to a wide variety of individual needs and learning styles. The classroom provides an inquisitive, cooperative, and respectful space with academic opportunities and challenges that enable students to grow intellectually.

Individual, partner and small group projects are integral parts of the learning process, helping students develop time management, organization and cooperative social skills. Each subject area begins with a broad overview in which specific details are researched and added to students' knowledge base creating greater depth and understanding. This approach facilitates critical thinking and open-mindedness in learning. It enables students to connect and relate content information more effectively within and across disciplines.

The research approach to learning that has its foundations in the Lower Elementary years is further developed through greater use of resources and more in-depth topics.

In Upper Elementary, students begin to take a more active role in the school-based community service activities, beginning to see themselves within the context of a larger social scheme. Public speaking develops on a small scale through participation in class group presentations and progresses to oral presentations before an entire school community assembly.



*State of the art
technology program.*



Middle School Program

The Middle School Program provides a challenging and supportive environment in which the adolescent may explore, question and formulate principles related to academic, personal and social growth. Critical thinking, decision making, and personal involvement are essential elements of learning in this academically stimulating environment.

The Middle School curriculum includes:

- American History
- Life and Physical Sciences
- Geography
- Mathematics
- Pre-Algebra
- Algebra
- Geometry
- Language Arts
- Writing
- Foreign Languages
- Health and Physical Education
- Music



Project-based learning.

Integrity



Preparing students for powerful participation in higher education

A strong focus is placed on developing appropriate study skills such as effective note taking, active listening, reading for meaning, time management, and learning to organize information.

Language Arts

The Middle School Language Arts curriculum includes the areas of Grammar, Literature, Vocabulary and Writing. Through these subjects, students are exposed to and practice the concepts in a variety of approaches, including small and large group discussions, note taking through lectures, hands-on, experiential projects (independent and cooperative), presentations, and writing pieces.

History

The Middle School History curriculum is a two-year study of American History, which involves the presentation of background information on given topics, followed by class discussions and individual or partnered research projects. Students explore topics in depth by using multiple resources including Primary Documents. Students have the freedom

to present their research in a variety of creative formats: PowerPoint presentations, poster displays, three-dimensional representations, re-enacted interviews with historical personages, letters and journal writings, skits, and many others. In-class research presentations provide students opportunities to teach and learn from their peers as they develop their presentation skills.

Science

Our Science curriculum follows a two-year cycle, with Physical Science as the focus during one year and Life Science the following year. Students work on individual and cooperative laboratory activities that provide opportunities to internalize new concepts, expand upon them through research, and creatively design and present them to their classmates. The importance of the scientific method as a systematic process in scientific inquiry is learned through practice, as are other manners of observing and making connections in science.

Mathematics

The Middle School Math curriculum includes Pre-algebra, Algebra, and Geometry. In all courses, students problem solve by investigating and exploring mathematical ideas and developing strategies for analyzing complex situations. In order to solidify their understanding, students analyze situations verbally, numerically, graphically, and symbolically. Students work independently and in cooperative groups. They apply mathematical skills across content areas and make connections to real life experiences.

Montessori Model United Nations

This is a wonderful elective program that provides interested students with the opportunity to serve as “delegates” of a given country. They learn about the workings of the United Nations, research their assigned country, write position papers for specific UN committee topics, and debate resolutions designed to solve global problems. A year of research, writing and preparation culminates in a four-day conference that involves collaboration with Montessori students from across the nation and around the world to address world challenges and propose solutions. Conferencing and caucusing conclude at the United Nations, where students vote on the resolutions drafted by their fellow “delegates” during the conference.

Field Trips

More than any other developmental period, adolescents need to make relevant connections between their school experience and the world outside. Topics of study in the classroom must be periodically experienced beyond the academic and abstract scope of study that takes place in school. Field trips provide experiences that connect, solidify and expand new and prior knowledge. They place students in a broader context of learning, cooperation and respectful interactions with people in a variety of social and educational settings.

Community Service

Through community service projects within the school and in the outside community, students develop practical life and leadership skills while helping others. Serving others engages adolescents in relevant and purposeful work that builds a sense of belonging and value as members of their immediate classroom and school community.

Students volunteer in food banks, organize and wrap toys for children in foster care and raise funds for various national and international charities.

Visit our website for more information about all of our programs at www.thevillageschool.net



Middle School students represent The Village School at the Model U.N. conference in New York City.