

AT THE AQUINAS
MONTESSORI SCHOOL...

...elementary children find learning is a lifelong process, a journey of discovery, rather than a matter of completing assignments. They begin to realize that they love to learn. While the primary-aged child, from age three to six may ask the adult, "Help me do it myself" the elementary child asks, "Help me think of it myself."

...each child's individual needs are addressed. With a directress trained for children age six to twelve, children progress at their own level. Those who are academically gifted can soar while those who need more repetition have access to many avenues of mastering a skill. Children's different learning styles are nurtured. Kinesthetic, auditory and visual methods are easily integrated into the presentation of the curriculum. Abstract concepts become clearly understood with the help of ingenious pieces of manipulative equipment.

... children learn "how to learn" effectively and efficiently. These skills will be important in their futures which may include several different careers demanding adaptive learning and resourcefulness.

... we focus on the whole person. We help to foster moral development by giving children the opportunities to make good choices. Given the time and space they learn to cooperate and collaborate with peers through work. In the process they learn leadership and mentoring skills. Self confidence and healthy self-esteem are nurtured within an environment of mutual respect.

For more information, please call and speak with one of our office staff:

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The Aquinas Montessori School

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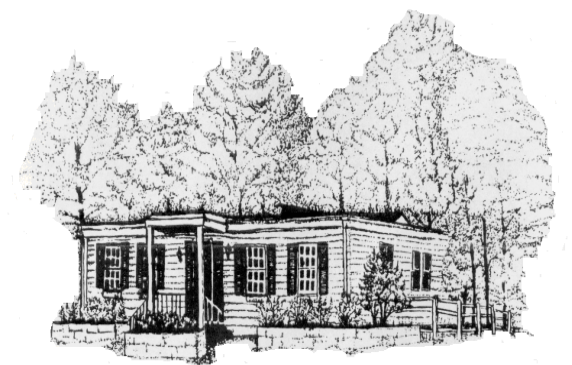
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*Why choose
The Aquinas
Montessori
School
for your
child's
elementary
experience?*



At the Aquinas school we offer a rich curriculum to all elementary students

Our job is to enthuse each child to his or her innermost core. Stories ignite the imagination, and tell simple truths about the way our world works. The children realize that astronomy, geography, history, math and biology are all connected parts of life rather than subjects to be studied.

For example: the tilt of the earth's axis accounts for our having seasons and varying lengths of days. This fact could lead to exploring how people's lives are affected depending on their location on the globe...or learning about a particular person who gazed at the stars' movements through the seasons and built a number system on it...or to examining the different flora and fauna living in various parts of the world. Montessori called this Cosmic Education.

Therefore, it is the job of the directress to let children pursue the direction of their interests during concentrated, uninterrupted work time. Our day is not broken up into short, arbitrary segments; and one's interest in a subject is not dictated by a certain time on a given day.

SCIENCE

At six years of age, children begin to explore the fundamental concepts of Science. Chemistry, Physics, Astronomy, and Geology are presented through exciting hands-on demonstrations. The children then perform their own experiments using proper scientific technique and recording their observations. The elements of the Periodic Table are studied in the upper elementary class.

NATURE

Children are drawn to zoology by a natural love for animals, and they enjoy grouping them by characteristics. These nature lovers become botanists who explore and classify all the treasures, seeds, fruits, leaves, and stems, that can be found while walking through the acres of woods that surround us.

HISTORY

Our study of history combines the great stories about the development of Earth and prehistory, with gratitude to all the inventors, named and unnamed, who have enriched our lives. They are inspired to wonder what their own contribution will be to man's stream of consciousness.

GEOGRAPHY

Our approach to geography is at first global- we offer the earth and all the ways we can describe it, both natural and political. Dr. Montessori proposed offering the universe as the subject for study for the elementary age child. She said, "The universe is an imposing reality and an answer to all questions."

MATHEMATICS

The infinite possibilities of mathematics and geometry are explored with ingenious self-correcting materials that help establish a firm grasp of many concepts. Six-year-olds begin with the decimal system through millions. The young child can easily follow the processes of multiplication and division when presented in a concrete way. As they progress through more and more abstract materials, the process becomes second nature. By the end of the sixth elementary year some processes such as extracting square and cube root as well as algebraic problems are practiced and understood. These are not usually presented until Junior or Senior High School.

LANGUAGE

We begin by looking at the human need for communication and how language was invented. Children explore how language is put together and how we can best express ourselves. Beyond reading, writing and spelling, we study grammar; how words work in a sentence, analyzing structure and parts of speech. Great emphasis is placed upon perfecting creative writing as well as expository writing. Children from six years of age on participate in a Great Books Discussion Program. They begin the study of Spanish at age five. The nine year olds add Latin to their language study. Drama and choral concerts are all part of the curriculum.

THE INTEGRATED CURRICULUM

Children make natural connections between the practical and cultural; what is academic is not separate from what is beautiful and enjoyable.