



# Carroll Creek Communicator



## Maryland Report Card—4 Stars!

December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland Department of Education, in efforts to share how schools are performing on the for which they are being held accountable, instituted a “Report Card” system of rating schools through a star system. This rating includes data collected about PARCC scores, improvement on PARCC scores, attendance and a well rounded curriculum. Next year, the report card will also include results from a survey that will be given to students and staff this coming spring. Our PARCC scores were solid with us really shining in the area of improvement of scores (our middle school earned all the possible points in that area!). On the other hand, our attendance scores were a real detriment (if our middle school would have had the same attendance rate as the elementary which could have been higher, we would have had another star). In addition to attendance being important in the report card process, we will be asking for a renewal of our charter next year and will need to show that we at least meet the district standards in all areas, including attendance. 47% of the charter schools in Maryland earned one or two stars while CCM earned four stars out of five in this initial year of the Maryland school report card. If you would like to learn more about the Report Card, you can follow this link to the DOE website: <http://reportcard.msde.maryland.gov/>

Our students have been participating in several service projects recently. Many of our middle school students worked in two homeless shelters in Washington DC in November (they routinely visit the Frederick Rescue Mission to help serve lunch). A lower elementary class will be cleaning Ballinger Creek Parkway next week. There is also a lot of service within our school including composting and recycling. Did you know that the state of Maryland requires service hours for graduation? Our students should all be in great standing for that, and more importantly they have been doing wonderful things for our community.



12-14	12:45 Early Dismissal Teacher Work Day
12-19	4:00 Spanish Task Force
12-19	7:00 GC Meeting
12-20	3:45 Garden Club
12-21	Pajama Day!
12-21	10:30 Primary Songfest
12-24 to 1-1	Winter Break
1-2	Back to School
1-9	6:00 Building Meeting
1-9	7:00 GC Meeting
1-14	4:00 Writers' Club
1-17	Vision/Hearing Screening

## Carroll Creek Montessori Public Charter School Mission

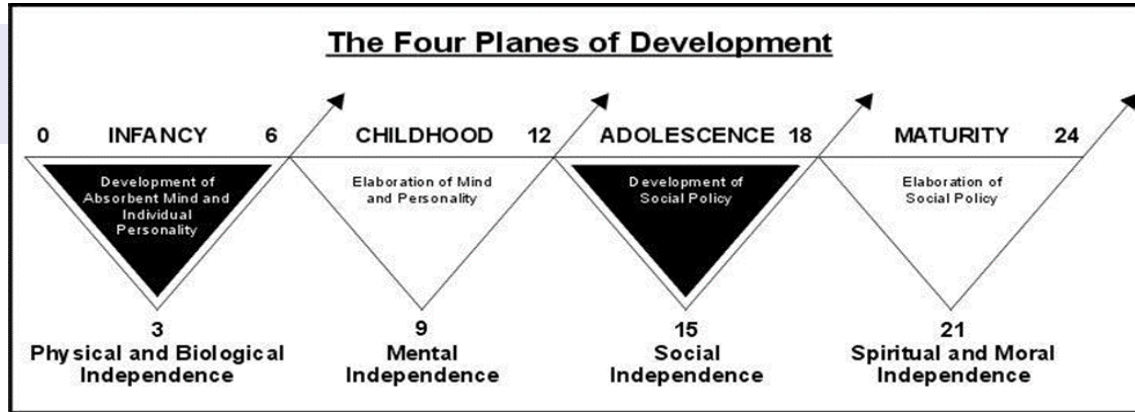
CCMPCS's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social, and intellectual parts. We will implement a Montessori based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering English with Spanish enrichment or dual-language 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.



## Montessori Moment

### Montessori's Planes of Development

Based on her scientific observations, years of work with young children, and the work of other educators of her time, Dr. Maria Montessori recognized that a child's academic, spiritual, moral, and emotional development occurs in stages. She identified four Planes of Development from birth to maturity.



*The First Plane: Birth to Age 6 (Early Childhood)*

During the first plane of development, the child is creating his self. He effortlessly absorbs knowledge, language, and culture through his senses. Dr. Montessori explained how the cognitive foundation laid during this time physically becomes part of an individual's brain and forms his personality.

*The Second Plane: Ages 6–12 (Childhood)*

The second plane child strives for intellectual independence. His thinking moves from concrete to abstract, his social awareness increases, and he develops a strong sense of right and wrong. The child takes charge of his learning, and directing his questions, explorations, and connections based on personal interests.

*The Third Plane: Ages 12–18 (Adolescence)*

The adolescent is exploring and integrating different aspects of himself. He is separating from his parents, mentally and physically, and wants to participate in and have some control over his life. The central question for the child in the third plane is, "How can I fit in?"

*The Fourth Plane: Ages 18–24 (Maturity)*

This plane is the culmination of experiences to date. The young adult is working on constructing his self-understanding. He asks, "Who am I? What do I have to give to the world?" He realizes that the deepest, most meaningful learning happens from discovery, trial and error, practice and he builds spiritual and moral independence.

*Mrs. Mosquera,  
Montessori Teacher  
Specialist*

## Counselor's Corner

**Primary:** Our most recent lesson was about saying goodbye. We read the book "The Goodbye Book" by Todd Parr. We discussed the various feelings we experience when having to say goodbye and how to handle those feelings. The students had great ideas about what to do when they are feeling sad, mad, lonely, etc. We left a visual in each classroom for the students to refer to as needed.

**Lower Elementary:** Our most recent lesson was about bullying. We read the book "Bully Beans" by Julia Cook. The students were given bullying scenarios and they created skits. They were able to identify the Bully, the bystander and the victim. They also come up with a way to solve the problem. The students did a wonderful job with this activity.

**Upper Elementary:** Our most recent lesson was also about bullying. We read the book "Juice Box Bully" by Bob Sornson and Maria Dismundy. The students then came up with a way to help stop bullying and wrote that on their own juice box handout. The students participated in a great discussion about the different types of bullying, how to stop bullying and how to not be a bystander.

**Middle School:** We were very lucky to have Danielle Moore, School Counselor for Tuscarora High School present to the students. She answered many questions and provided so much information to the students about the transition to high school.

We are wrapping up our 6 week lunch bunch groups and look forward to the next round in January. If you requested that your student be a participant, please keep any eye out for our email with permission slip attached.

The best way to reach Mrs. Kamnikar and Mrs. Adams is by email. Our information and hours are below:



Mrs. Adams  
Danielle.Adams@fcps.org  
Monday- Friday  
9:30-12:30

Mrs. Kamnikar  
Elizabeth.Kamnikar@fcps.org  
Monday-Thursday  
8:00-2:00

## From the Art Room

*Square 1 Art* orders are scheduled to arrive within the next two weeks.



**Kindergarten** students are exploring the element of shape as they develop symmetrical designs in black and white using geometric shapes. They are also exploring shape and color as they finger paint shapes and mix secondary colors from primary colors.

**Lower Elementary** students are creating Gyotaku prints of North American animals as they learn about the habitats of painted turtles, horseshoe crabs, and bull frogs.

**Upper Elementary** students are learning about one, two, and three-point perspective and implied perspective. They are designing room interiors using one-point perspective and their imaginations.

**Middle School Gallery** students are preparing an exhibition of Gyotaku prints by Lower Elementary and cast shadow pieces by Middle School.

**Middle School Drawing** students are developing self-portraits using a grid to enlarge a selfie.

**Middle School Oil Painting** students are completing their flower oil painting project.

**Middle School Cartooning** students are beginning to bind their books and develop ideas for flip books.

“All art requires courage.” — Anne Tucker



*Mrs. Reed*

## Music Notes

**Kindergarten** music classes have been working on creating a “soundscape” for the story “Fletcher and the Falling Leaves” by Julia Rawlinson. Students use various percussion instruments to represent characters as the story is read. Classes have also been celebrating the holiday season by learning the “Hanukkah is Here” song and accompanying movements, as well as singing Jingle Bells accompanied by various jingle bell instruments on the steady beat. The cold weather meant it was time to start doing the “Freeze Dance” stopping in a freeze pose when the music stops. Students are continuing Montessori Bell lessons now focusing on matching and same/different.

**Lower Elementary** classes have also been filled with seasonal sounds as students sing “Ocho Kandelikas” (the Ladino Hanukkah song), the O Hanukkah Dance, Winter Fantasy, a partner song to Jingle Bells, and Feliz Navidad. Classes have also seen video guide to the glass armonica invented by Ben Franklin as part of the North America continent study. Students have started learning the five part orchestra song, putting together verses about the violin, clarinet, and horn.

**Upper Elementary** students have been working on identifying symbols and providing vocabulary found in a typical music score such as rhythm values, ties, slurs, clefs, and repeat signs as they analyze their recorder part for Feliz Navidad. Recorder lessons have also included three part arrangements for Ode to Joy and Jingle Bells. Classes have also sung the Winter Fantasy partner song as well as Ocho Kandelikas, and have learned drumming, clave, and tambourine accompaniments.

### Middle School Music

**Independent Study:** students are playing the sounds of the season as they work on holiday songs they selected themselves.

**Music History-Rock n Roll:** Students have listened and watched performances of influential musicians of the 50s to include Elvis, Chuck Berry, Buddy Holly, and Bo Diddley, noting the similarities to historical formats such as 12 bar blues and call and response. We have moved into the early ‘60s with the rise of the “girl groups” like the Shirelles and Shangri Las, and the surfing craze style of the Beach Boys.

### Performing Ensembles:

Our **Elementary** ensemble presented a joyful and festive performance to a packed house on December 6. Well done!

The **Middle School** ensemble is preparing for their performance on Thursday January 24th. It is sure to be a crowd pleaser as well!



The Shirelles 1962

*Mrs. Reynolds*



## Physical Education

**Primary** P.E. students are beginning to master locomotor movements which include running, skipping, hopping, galloping, sliding, and walking backwards. These movements are usually how we start our class during our class warm-up. Over the past month primary students have been focusing on balance specifically standing on one foot and using different bases of support. Balance and coordi-

nation are crucial skills at the primary age because they aid fluid body movement and promote reasonable success in other physical skills. Primary students have also been practicing volleying with a balloon trying to send it upward and keep it off the ground.

**LE, UE, and middle school** students have finished the hockey unit this past month. This is one of the more

popular units that students seem to enjoy. The first thing that students learn during this unit is stick safety and how to use the stick properly. All students practice proper stick grip, how to pass and receive with a puck, how to move and control the puck, and proper shooting motion. UE and middle school had the opportunity to participate in a class game. Students play in a 3 vs. 3 tournament where they also have an opportunity to play goalie if they would like. LE students start gameplay with scooter hock-

ey which is an easier transition for the younger students and they eventually move up to using the regular sticks when I feel they are comfortable. We had many successful games this year and I saw a lot of improvement from students throughout this unit.

The next unit in P.E. is going to be volleyball. Flu season is upon us as these cold winter months approach and students are always strongly encouraged to frequently wash hands and maintain a nutritious diet to stay healthy. Please stress these healthy habits at home to ensure we can have a healthy school community!

*Mr. Hickman*

## Spanish Spoken Here

Hola familias de CCM!

December is upon us and the weather is turning colder. This is a perfect opportunity to introduce our Primary and **Lower Elementary** Spanish lessons on weather, seasons, and clothing. We will also continue using vocabulary for 2D and 3D shapes, numbers 1-30, and introduce numbers 30-50. We will continue working with **Primary** classes on Spanish vowel sounds and associated words. We have introduced A words (arroz/rice, árbol/tree, avión/plane, and more) and E words (escoba/broom, elefante/elephant, Estados Unidos/United States, and more). In the coming weeks we will continue with vowels I, O, and U. If you have a student in Lower Elementary (most likely 2nd or 3rd grade), ask them to show you the Cho-Co-La-Te hand game or check it out here so you can surprise them with it - it's all the rage in our LE classes!

In **Upper Elementary**, we will continue lessons that focus on Comprehensible Input. This teaching strategy provides students with authentic and engaging stories or videos that highlight new words and grammar structures, but in a way that is appropriate to students' Spanish abilities. Using these stories as a launching point, students acquire new vocabulary and grammar structures, build their Spanish reading comprehension skills, are asked to write/retell and make predictions in Spanish, and complete expanded vocabulary follow up work.

For **Middle School** students in Spanish 1, upcoming units will focus on telling time, describing their daily schedule and routines, prepositions of location, learning how to conjugate regular -ar verbs in the present tense, and the difference between ser and estar. In Spanish 2, students continue to work on a sports and health unit that incorporates the preterite tense for -er and -ir verbs and adverbs. They will then move onto using reflexive verbs to describe their daily routines and an introduction to the present progressive tense.

Español en La Casa – Spanish at Home: Check out this link for a great compilation of links to Spanish books online for readers at all levels of fluency. It's a real gold mine of resources!

As always, thank you for supporting the Spanish program here at Carroll Creek and please reach out to us with any questions.



Sra. Maldonado y Sra. Lopez  
CCM Spanish Team

## Tidbits from our GC

THANK YOU to the parents who volunteered to take on leadership roles on our Governing Council and the MMCI Board of Trustees for 2019: Alexandra Afari, Curt Bolton, Susan Clark, Shemica Sheppard, and Bonnie White! We are still short a "Friend of Education" for both our Governing Council and the MMCI Board of Trustees, so if anyone has suggestions about a community member not currently affiliated with either school who may be interested in serving in one of

these roles, please send me an email (gcchair@carrollcreekmontessori.org).

Our Facilities Task Force has been meeting to actively explore an expansion in our current building and to look at other available properties in Frederick. There are several other sites under serious consideration. All community members are welcome at Facilities Task Force meetings; these are your opportunity to have a voice in the decision-making process about possibly relocating our school.

Finally, please check Parents Square under "Sign Ups and



RSVPs" for information on two remaining volunteer projects -- bringing a bike rack to CCM and refreshing CCM signage. These are great opportunities to get some volunteer hours, as most of the work of these projects can be done from home.

It has been my pleasure to serve the school on the Governing Council, and as chairperson this last year. I look forward to continuing to support the school in other ways in the future.

Dr. Molly Carlson  
Governing Council Chair

## Health Room

**Hearing and Vision Screening** will take place **January 17th** for all students in pre-kindergarten, kindergarten (if not previously screened upon entry in FCPS Pre-K), 1<sup>st</sup> grade, 8<sup>th</sup> grade and any new enterers to the Maryland public school system. Maryland State Law mandates this screening. Parents/guardians who have an objection to this screening based on the tenets and/or practice of their church or religion must submit a request for their child to be exempt from screening. All written requests must be submitted to the health room by January 14th. **Please make sure if your child wears glasses or contacts that they have them on the screening days.** If you have any questions please contact the health room at 240-578-0504.



We are in desperate need of sweat pants for children size 6-12. Often children spill things and are in need of a change of clothes. While tops could be beneficial, we really need pants/sweats.

## Attendance

Our attendance continues its downward spiral. As you read on the first page, our attendance last year significantly effected our STAR rating. We have plenty of time to turn this around! Please help your child and our school by ensuring they are at school every day (please no fevers or throwing up). This will help not only our star rating, but as we move closer to our Charter renewal next year it will show the BOE that we can meet the benchmarks that we collaboratively set with them for attendance.

