

CCM Communicator - October

Marilyn Horan • about 18 hours ago • Monday, Oct 31 at 4:55 PM • **Carroll Creek Montessori Public Charter School**



Mission

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.

Principals Message

The founding families of CCM took on a huge challenge to provide not only an exceptional Montessori learning environment for children, but they also had a vision to envelope them in a rich Hispanic cultural experience. Our school has moved from the vision of being a bi-lingual school to a school that has Hispanic culture at its foundational roots with exceptional experiences for students. We have had beautiful ofrendas for several years now and our Montessori Spanish Experience class visits the Mexican Cultural Institute in Washington, D.C. annually. The preliminary **STAMP assessment** scores reflect a steady growth in our program overall. We are confident we will have some students earn the Spanish portion of the Seal of Bi-Literacy before they leave CCM (the seal is based on foreign language proficiency as assessed on a national assessment plus earned credit for English 10 which they have to take in high school). I am in awe of the forthought our school founders had as they developed the vision for our school!





Did you know our school is an "8" on the **American Montessori Society** Pathway to Accreditation? Do you know what that means? A level "10" school has earned full accreditation, meeting all the standards such as fully trained (or in training) Montessori teachers, a strategic plan that includes finances and long term planning, a full array of Montessori materials and they follow the tenets of Montessori philosophy. Schools are a level "9" because they have everything to be fully accredited, but there are state regulations that keep them from earning a "10" - for instance some states don't allow multi-age classes that include kindergarten students. When you reach a level "10" a team from across the nation visits the school to verify the information that was submitted to AMS qualifying them for accreditation. I recently was part of an accreditation team that visited a school in Florida. The eight member team worked from Sunday through Wednesday reviewing all aspects of the school. The school pays all expenses of the visiting team including air fare, hotel and food. As you might imagine, this was quite an expense for the school. This expense would be more than our school could afford. Other than the expense, I feel confident that we could be a fully accredited school, so we are proud to say "we're #8!" I appreciate our school so much after being part of an accreditation team! There are a lot of fabulous things happening here!

There are a couple of important activities this month. Picture re-take day is Friday, November 11th. The Book Fair is the week of November 28th - just in time to pick up some books for winter break reading! There are also several opportunities for adults to learn more about and become involved in our school through the GC and the MMCI organizations.

CCM is a member of AMS and therefore we receive their "**Family Connection**" newsletter. This month's edition has a lot of interesting information for families that you might want to check out!

Marilyn Horan, Principal

Upcoming Events

- 11.1 Report Cards Sent Home
- 11.2 **CCM Facilities Meeting @ 6:00pm**
- 11.2 **CCM GC Meeting @ 7:00pm**
- 11.3 Mexican Cultural Institute Field Trip - MSE Class
- 11.8 Election Day - No school
- 11.11 Picture Make Up Day
- 11.14 Maryland Youth Risk Survey (6, 7 & 8 grades)
- 11.16 **CCM Facilities Meeting @ 7:00**
- 11.23-11.25 Thanksgiving - No school
- 11.28 Book Fair Begins
- 11.28 MMCI Annual Meeting @MVM @ 7:00



Counselors Corner

We continue to teach a lesson in each classroom, once a month. Our October lessons included: noticing how different emotions feel in our body and how we can manage big feelings (Primary), what it means to be a friend (Lower elementary), regulating emotions and making connections between how our thoughts impact how we feel (Upper elementary), and substance abuse prevention (Middle school). Our November lessons will cover new topics.

We celebrated Unity Day on Wednesday, October 20. Students and staff wore orange to to unite for kindness, acceptance, and inclusion.

UNITY DAY

UNITED FOR
KINDNESS
ACCEPTANCE
INCLUSION

Kathleen McNamara, Counselor

Megan James, Counselor

We will be beginning small group counseling this month in upper elementary to focus on topics including social skills, emotional regulation, stress management and positive self image.

We enjoyed meeting with many parents during parent-teacher conferences a few weeks ago. Please feel free to reach out to us anytime during the school year for support or resources for your child. As school counselors our role is to support students in their social, emotional and career development so they can be successful in school and in life. In addition to supporting students through our school counseling program, we support CCM with the following: Attendance, 504s, Community and Homeless Liaison, Testing Coordinator, High School Registration, etc.

From the Art Room



Kindergarten students are having fun practicing printmaking and pattern as they learn about African textiles. They are also creating independent works at the drawing center that introduce and review the elements of art including line, texture, and color.

Lower Elementary students are enjoying printmaking as they develop complex and layered patterns inspired by African

textiles. They are also creating independent works at the drawing center that review the elements of art including line, shape, texture, value, space, and color.



Upper Elementary students are happily engaged in dismantling a variety of obsolete tech in preparation for assemblage sculptures inspired by contemporary African artist, Elias Sime.

Middle School 3D Design students are completing their three-dimensional "art cars" by adding details in paint and various other materials of their choice. They are also practicing the Principles of Art by completing exercises that emphasize rhythm, movement, and proportion.

Middle School Nature as Inspiration for Art students are preparing to create narrative paintings inspired by the narrative works of indigenous Australians who take walks in nature and then create acrylic on canvas artworks from their memories of their walkabouts. They are also practicing the Principles of Art by completing exercises that emphasize rhythm, movement, and proportion.



Art is about paying attention. -Laurie Anderson

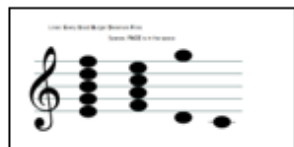
Lisa Reed, Art Teacher

Music Notes

MUSIC NOTES

Kindergarten classes are exploring several classroom instruments as they provide sound effects for the October rhyme, Five Little Pumpkins. Students are learning how to use the claves, tambourines, guiros, drum pads, vibraslap, metallophone, suspended cymbal, and tubano drums as they recite the rhyme. Ask them how many instruments they can name for the Five Little Pumpkins!

Lower Elementary classes have been reviewing basic rhythm patterns involving quarter notes, eighth notes, and eighth rests by playing a 4 Corners game, and pairing up to write patterns they hear on mini white boards. Students have also started to practice constructing elements of the treble clef staff. Our fishing story dances are going strong, as we spend the year getting to perform everyone's story.



Upper Elementary students have begun recorder study in combination with treble clef review. Classes are also continuing African drumming lessons, moving on to the more complicated ensemble to accompany "Banuwa," a children's playground hand clapping song.

Middle School

- Music History class is in the midst of studying the development of Jazz, from the early roots in New Orleans, to the influence of Armstrong and Fitzgerald, and the many subgenres that emerged like Bebop, swing, and cool jazz.
- Drama class is starting the second quarter with the major focus on performing skits. Drama II students are writing their own production, while Drama I actors are reviewing scripts and stage crew are learning how to use our keyboards to create sound effects
- Performing Ensemble: students are preparing for the Middle School Winter Concert on **December 15**.

Elementary Performing Ensemble: Winter Concert is December 8

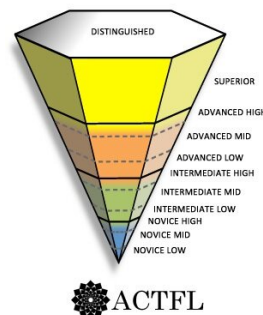
Mary Lou Reynolds, Music Teacher

Spanish Spoken Here

¡Hola familias de CCM!

Students in 3rd, 6th, and 8th grades have just finished their STAMP Spanish testing to gauge their proficiency in reading, listening, writing, and speaking Spanish. Scores will be sent home soon in their Thursday folders, so please be on the lookout!

Additionally, my upper level Spanish classes have been exploring the customs and culture surrounding Día de Los Muertos, or Day of the Dead. Please read below to learn about what students have been working on in my classes.



- **Montessori Spanish Experience** – MSE has been doing a deep dive into the cultural elements of Mexico and Día de Los Muertos that are presented in the Disney Pixar movie *Coco*. We have watched segments of the movie, read articles about the inspiration for various elements seen in the movie, and written about our reactions and opinions regarding same. On November 3rd, MSE will take a field trip to Washington D.C. to visit the Mexican Cultural Institute, part of the Embassy of Mexico, for a tour of their murals and Día de Los Muertos *ofrenda* or altar display. This group also installed the CCM Community Ofrenda in the school lobby using items made by students in my other Spanish classes.
- **MS Spanish 2** – Spanish 2 reviewed their understandings of Día de Los Muertos vocabulary, elements, and traditions from past years. They then created their own *papel picado*, or cut paper flags, and cempasúchil, or marigold, flowers using traditional methods of scissors and tissue paper. They will wrap up their studies of DDLM with a discussion and writing work that examines the question “Has DDLM become over-commercialized?” and make comparisons to traditions they are familiar with. They will listen and read interviews from people living in Mexico who share their thoughts on this topic and then students will write and present their own opinions.
- **MS Spanish 1** – MS Spanish 1 students are learning about the different elements of DDLM (*ofrenda*, *papel picado*, *pan de muerto*, *vela*, *fotografía*, *cempasúchil*, *mariposa*, etc.) and what each represents. They have read articles and done speaking practice works using these themes. They also created *mariposas monarcas*, monarch butterflies, and wrote a Spanish dedication to the memory of a chosen loved one or famous person in history. Finally, they learned about the history of *papel picado* (cut tissue paper flags) and explored ancient and contemporary methods used to create them.
- **6th Grade Spanish 1** – The 6th grade Spanish 1 class completed several listening comprehension works to review their knowledge of DDLM vocabulary from previous years. Then, they analyzed various higher-level authentic resources (articles, infographics) and listened to recordings that described elements of DDLM and completed several follow-up works to demonstrate their understanding.
- **Upper Elementary Spanish A** – Students in UE-A read and listened to articles about the customs surrounding DDLM. They also did a Movie Talk unit in which we isolated and narrated events from an animated short *La Cena de Dante*, made connections to the DDLM traditions presented in the clips, and made predictions about the outcome. This group also followed traditional methods to create *papel picado*, or cut paper flags, for the community ofrenda.

Please let me know if you have any questions about your child’s Spanish or Lab 21 progress. Thank you for your support!

Marisa Maldonado, Spanish Teacher





Happy fall, everyone!

We have certainly been busy in Spanish so far this year! Below you'll find information about what each grade has been learning. You will also learn about our next unit and get some of the links we use with our Kinder and Pre-K students.

We are about to finish our Hispanic month celebration in Spanish class, the students have learned a lot about Colombia and Puerto Rico, we focused in cognates and high frequency words. With the pre-K and Kindergarten students, we went over commands like, Bailar, parense, sientense, manos arriba, manos abajo, manos a los lados, partes del cuerpo through songs and movement we also made maracas and guiros. Kinder have learned about the famous GUIRO a traditional instrument used a lot in Puerto Rico.

You can find some of the songs we have been working with at these links:

https://www.youtube.com/watch?v=4NyPBD8Vilk&list=RD4NyPBD8Vilk&start_radio=1

<https://www.youtube.com/watch?v=dTEK52R21Qw&list=RD4NyPBD8Vilk&index=2>

<https://www.youtube.com/watch?v=yXp51Nv5Avk>

With Lower EL, learning occurs mainly through discussion, games, songs, videos and movements, writing is limited often to words and short phrases. Words we have been learning are: me gusta, bueno, tiene y como connecting them to our Hispanic Heritage unit. Fun activities have been drawing the countries flags and their meaning.

With Upper EL

we have been having great video discussions about our countries. They have been able to form questions and answer them in groups. Many cognates have been used to help them form short sentences. Words they have learned are: hace, tiene, le gusta, como. Fun activities we have done with them have been Botero figurines with clay (Colombia) and coqui's out of clay (Puerto Rico).



Isabel Schmitz, Spanish Teacher

Damaris Santiago, Spanish Assistant Teacher

Physical Education

Artwork by Leila Maldonado



PE HAPPENINGS!

"Athletics are great. But physical education is for every youngster -- to help them learn about themselves, learn about their bodies, learn ways to become physically active but not necessarily to compete,..."
-George Graham, PH.D.

What are we doing this month?

Kindergarten & Early Elementary

- Introduction to beginner cues for throwing and catching
- Throwing to a target (stationary and moving), throwing to different sized targets
- Activities and games focused on throwing and catching, throwing to a target (Fire and Ice, Monster Ball, etc)

Upper Elementary and Middle

- Introduction to ultimate football; throwing and catching
- Ultimate football game play
- Introduction to “instant activities” focusing on skill related components of fitness

Extra Notes:

Instant Activities are a great way to engage the students in activity quickly and efficiently without wasting time and space. Students are being introduced to instant activities that engage their skill related components of fitness (balance, speed, coordination, agility, reaction time, and power). Students at all age levels can benefit from practicing these fitness skills so they can utilize them in cooperative learning and game play.

The month of October will focus upon the basic cues for throwing and catching. All levels will participate in games and activities that promote throwing and catching skills while also focusing on teamwork and cooperation. The upper elementary and middle school classes will be going outside as we work in our ultimate football unit. The lower elementary and kindergarten classes will be introduced to throwing and catching with various manipulatives (small and large foam balls, bean bags, foam discs, and small inflatable playground balls). We will work on throwing to a target at multiple levels as well.

Kerry Grimm, PE Teacher

Lab 21

Hello families of CCM 6th graders!

In Lab 21 we have been expanding our understanding of computational thinking and coding. We are now applying those skills in an online coding platform called Scratch and students are coding an animated video or presentation that shares about a global or social issue. Students are using the coding project to raise awareness of an important issue and share ideas about what the public can do to help. Through this project, they are using various coding and troubleshooting abilities, conducting online research and learning how to choose appropriate sources of information, and they are learning how to leverage technology for communicative purposes.



Marisa Maldonado, Lab 21 Teacher

Tidbits From Our GC

Looking for ways to support CCM through volunteering?

Members of the CCM GC have compiled a catalog of key volunteer roles with job descriptions for each role. Descriptions include tasks and time commitment and point of contact for each role. Click this link to view the [Volunteer Catalog](#) or contact Fundraising@carrollcreekmontessori.org for more information.

- Request for MMCI **Lottery** Committee Volunteers:
 - Please reach out to lottery@mmcimd.org to get involved
- Please reach out to secretary@mmcimd.org to get involved
- Request for CCM **Library** Committee Volunteers:
 - Please reach out to communications@carrollcreekmontessori.org to get involved
- (2) CCM GC Chair positions open (Involvement and Communications, and Building and Maintenance.)
Please reach out to secretary@mmcimd.org to get involved

Curious about where CCM will be located in Fall 2023?

Monocacy Montessori Communities, Inc. (MMCI) updated its website with a good [overview of the facilities search](#). Stay up to date on the facilities search by attending GC meetings, [reading the minutes](#), and emailing questions to facilities@carrollcreekmontessori.org.

Annual Giving Fund:

Our annual Per Pupil Allotment fund has to stretch farther than other public schools as we pay rent, technology, and other fees not provided through FCPS. CCM could use your support.

<https://www.parentsquare.com/fundraisers/629?token=d847cfc24bf8f996cab6577c4f96bac4b5922b8b>