

WHAT KIND OF SCHOOL IS THIS, REALLY?!?  
HOW DO THEY DO WHAT THEY DO, REALLY?!?

Santa Barbara Montessori School was founded in 1975 as the Montessori Children's Home. Situated on 9 acres in the Goleta neighborhood of El Rancho, the school has grown from its initial enrollment of 2 children to more than 120 children, ages 3 through 15. Each of SBMS's authentic Montessori environments Toddler through Erdkinder, provides incredible age-level activities presented in a loving atmosphere. Imagine the best possible experience for your child (We're better)!

Our main objective is to provide a carefully planned, simulated environment which will help our children develop within themselves the fundamental habits, attitudes, skills, and ideas which are essential for a lifetime of creative thinking and learning. Beginning the day with a welcome handshake on arrival, children learn traditional values such as grace, courtesy, and respect for others along with strong academic principles.

Santa Barbara Montessori is the only AMI-recognized in Santa Barbara. Our classrooms are designed around the development aspects of self-teaching activities presented with specific instruction, and, at times, elaborate ceremony. It is a privilege, both for the child and the adult, to be able to work with such time-tested materials offering key learning experiences for each child.



#### TODDLER [18 - 36 MONTHS]

Independence, language and motor coordination are cultivated in a nurturing environment for children 18 to 36 months.

#### PRIMARY [2.5 - 6+ YEARS]

Children focus on hands-on materials which illustrate the foundations for abstract concepts. Three-through-six-year-old children learn to complete tasks, develop self discipline and concentration.

#### LOWER ELEMENTARY [6 - 9 YEARS]

Reasoning and abstract thinking are fostered in the Lower Elementary where 6 - 9 wonder, work and explore.

#### UPPER ELEMENTARY [9 - 12 YEARS]

These children prepare to meet the challenges of today's world by learning to maximize their unique abilities and independence.

#### ERDKINDER [JUNIOR HIGH]

Junior High students contribute to community through enterprises such as Kid's Kafé as they complete their academic foundation for high school. The focus is on outreach and exploration into the global community as these young adults experience the world.



#### QUICK GLIMPSE AT OUR SCHOOL



SANTA BARBARA *Montessori* SCHOOL



#### ADMISSIONS

We welcome and encourage interested families to visit our school. Please contact us to schedule a tour: 805.685.7600.

We look forward to introducing your children to the Montessori environment where they will become independent, self-reliant, confident and compassionate human beings - the leaders of our future.



Visit us online for general information  
[www.sbmontessori.com](http://www.sbmontessori.com)  
7421 Mirano Drive Goleta, CA 93117 p: 805.685.7600 f: 805.685.7660

*Erdkinder*   
(Junior High)

**M**iddle school ushers in a new level of independence, which must be provided for in the Montessori environment by increasing activity from the point of view of work level, choices, and planning. In the middle school, the Great Lessons, timelines, and charts are replaced with overviews of general sequences of learning for which the student becomes responsible in the context of an integrated whole. Within this overview, the student has open time to collaborate on both self-initiated and instructor-initiated projects.

The general premise for the Erdkinder program is that it must bring into consciousness the moral and world view of the elementary years. Philosophical ideas related to natural history and cultural history now come into play. Great Lessons evolve into great ideas derived from a serious approach to the humanities. For example, "life, liberty, and the pursuit of happiness" may be tied to a specific part of American history, but this ideal also has a life in the history of philosophy and literature.



Consistent with the moral relationships stressed in the elementary program, the adolescent can make great cognitive leaps while integrating ideas and values in conjunction with current events, home life, or community activities.

♦ **SOCIAL SCIENCES, SCIENCE, AND GEOGRAPHY:** The student integrates history utilizing themes from earlier studies in natural and cultural history, including interdependency, evolution, life cycles, matter and energy, behavior and culture, mental health, physical health, agriculture, government, manufacturing, communication, world systems, earth preservation, and so on, in the context of social responsibility and governance. Primary readings from each historical period are emphasized. **Language arts:** The student develops confidence in self-expression utilizing the seminar, oral presentation, debates, drama, video, photography, essays, play-writing, poetry, and short stories; explores related accounts of historical and philosophical material through literature utilizing components of style, genre, characterization, interpretation, and the art of discussion.

**SECOND LANGUAGE AND GRAMMAR:** The student revisits grammar through the study of a second language and reviews complex sentences and paragraph structure in English.

**MATHEMATICS:** The student uses higher-order thinking skills to solve problems in relation to

a variety of challenges, from practical money transactions to algebraic relationships; explores in-depth numbers, properties, simple equations, higher measurement, computer calculation and graphics, geometric proofs, and algebraic equations.



**PRACTICAL MANAGEMENT:** The student manages reality-based operations in economic enterprises including agriculture, fund-raisers, travel, volunteerism and service, apprenticeship, and computer programming.

**FINE ARTS:** The student utilizes a discipline-based arts education plan which presents individual artistic areas of painting, acting, singing, composing, photography, dance, and sculpture, and includes a general education for aesthetic literacy which integrates the arts with other academic endeavors.

