

MICHAEL,
PLANNER,
AGE 10

"Human beings have an innate inner drive to be autonomous, self-determined and connected to one another. And when that drive is liberated, people achieve more and live richer lives."

Daniel H. Pink, Author,
Presidential speech writer, TED presenter

Springmont's mission is to provide a learning environment where diversity of thought and global perspective empower students to be inquisitive, knowledgeable, independent, compassionate and effective.

Accredited by
Southern Association of Colleges and Schools (SACS)
Southern Association of Independent Schools (SAIS)

Recognized by
The Association Montessori Internationale (AMI)

Memberships
Atlanta Area Association of Independent Schools (AAAIS)
Georgia Independent School Association (GISA)
National Association of Independent Schools (NAIS)
North American Montessori Teachers' Association (NAMTA)



5750 Long Island Drive, NW, Atlanta, GA 30327 | 404.252.3910 | Fax 404.843.9815 | www.springmont.com

Elementary Program
(Lower Elementary, 6-9 years;
Upper Elementary, 9-12 years)



Springmont offers
a Montessori
curriculum
that's vastly

interconnected and designed specifically for the Elementary stage of development. Highly social, intellectually curious and endowed with great imaginations, Elementary learners are eager to explore and make sense of the world both inside and outside of the classroom. Our learning environment fosters collaboration—projects bigger than a desk can hold— and space to move; all supportive of meaningful learning. Our highly experienced Teachers balance individualized instruction with the socialization necessary to thrive in the ever-changing world.



Engaged Learning



Springmont’s unique approach sparks students’ imaginations. Each narrative provides a broad context for the essential skills that follow. Elementary students work deeply on content areas and are guided to independently practice and work toward reaching mastery. The class-day is full and effective, including time to work autonomously. Homework begins in Upper Elementary when expectations for the work ethic and study skills increase. Springmont’s programming includes:

- **Computer Literacy**—keyboarding, basic operation and PowerPoint
- **Fine Arts**—chorus, drumming, Orff, Suzuki strings, painting, drawing, pottery and art history and appreciation
- **Geography**—physical location, political boundaries and human cultures of the world
- **Going Out**—small group research trips to learn more about specific areas of study
- **History**—time, pre-historic period, the development of world civilizations, US history
- **Mathematics**—whole numbers, operations, decimals, fractions, problem solving, powers, roots, measurement, algebra, probability and statistics and geometry
- **Outdoor Program**—interaction with and care of the outdoors; immersion in the natural world supporting independence, exploration, sustainability, physical activity and survival skills
- **Physical Education**—skill development, collaborative problem solving, sportsmanship and teamwork
- **Reading**—fluency, comprehension, reading for knowledge and reading for pleasure; poetry, plays and non-fiction
- **Research Skills**—using indexes, selecting important information, summarizing and organizing
- **Science**—life sciences, including botany and zoology; physical sciences, including the study of matter and energy; and Earth sciences, including the study of geology, meteorology, ecology, astronomy and chemistry

- **Social Skills**—class meetings, conflict resolution, listening, respectful discourse, empathy and compassion for others, expectations for interaction
- **Spanish**—vocabulary, pronunciation, reading, writing and cultural studies
- **Time Management and Organization**—recording daily work, managing expectations and learning responsible choices
- **Writing**—cursive, penmanship, conventions of writing and vocabulary

Subjects typically associated with secondary learning—ecology, geometry, physics, botany, economics and politics are also introduced using storytelling and invite in-depth research and hands-on exploration. Lessons are given in small groups, rather than class wide, which fosters discussion, practice, individualized support and pacing. Through this combination of experiences, students expand their interests and depth of knowledge discovering new areas of study and becoming active participants in their own learning.



Springmont is a wonderful environment where students are surrounded by Teachers and resources that support their unique learning styles while keeping them interested in and challenged by the academics in a fun, nurturing and collaborative atmosphere.

Johanna and Greg Lamps,
Springmont Parents, 2008 - Present

The Faculty



The Springmont Faculty is highly experienced in the classroom. Fifty percent of the faculty hold advanced degrees, and the average teaching experience is 15 years. Teachers introduce learning activities that stimulate, challenge and involve students. Their goals are to ignite the spark of curiosity and wonder. This challenges students’ thinking and fuels their inner drive to develop their potential. Teachers develop partnerships throughout the three-year program, which informs student development. Each student knows his Teacher is an advocate and coach, setting expectations that will help him thrive. Our program is steeped in contemporary cognitive development and community values so students learn to think for themselves, abide by a strong moral code and relate well to others.

Capturing Progress

Meaningful assessment includes Teacher observation of student performance, testing and student reflection. The Iowa Test of Basic Skills (ITBS) occurs annually for third- through sixth-year students. The school’s cumulative ITBS score consistently falls within the 97th to 99th percentile range. Parent-Teacher conferences are scheduled twice a year. In addition, parents receive two Progress Reports and an annual Student Profile, capturing student reflection of lessons, challenges and accomplishments.



The Path to Middle School

The Elementary experience informs and empowers students. Providing more than basics, the Elementary program at Springmont provides the pathway for determining affinities, becoming independent and forming their identities. Learners stretch to meet each challenge, building stamina and confidence with each success. They take with them an understanding of how to learn, collaborate and self-advocate into Middle School. As a result, our adolescent learners are better positioned to make the most of our Middle School program, launching themselves into the high school of their choice.

AZAAN,
PROBLEM SOLVER,
AGE 9

