



"Education is preparation for life."

- Maria Montessori

"Education is not a preparation for life – it is life itself."

- John Dewey

CMP at a glance

- 7 Campuses
- Approx. 2600 Students
- 22:1 Student-Teacher Ratio
- AMS & WASC Accredited

Montessori Resources

BOOKS

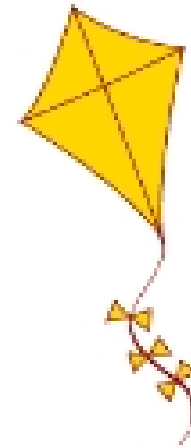
- Honoring the Light of the Child: Activities to Nurture Peaceful Living Skills in Young Children, by Sonnie McFarland
- The Absorbent Mind, by Maria Montessori
- The Discovery of the Child, by Maria Montessori
- The Montessori Method, by Maria Montessori
- The Secret of Childhood, by Maria Montessori
- To Educate the Human Potential, by Maria Montessori
- Maria Montessori: Her Life and Work, by E.M. Standing

WEBSITES

- American Montessori Society
www.amshq.org
- Association Montessori Internationale
<http://www.montessori-ami.org>
- Michael Olaf Montessori Company
www.michaelolaf.net

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Welcome to

CALIFORNIA MONTESSORI PROJECT

The Curriculum

American River Campus

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(916) 864-0081

www.ar.cacmp.org

At California Montessori Project

We are creating a habit of openness, critical thinking, and curiosity. We are creating a habit of independence and a strong work ethic. In short, we are creating a habit of learning.

The old African proverb says, "It takes a village to raise a child." Take a good look around you...this is that village. We all follow in the tradition of family and friends, teachers who have set about to bring the next generation along, equip them with skills that they will need to live and take their place in the world.



When we teach **reading**, it's not just reading; it's decoding the mysteries of life. It's

giving children the means to lay hold on information independently and give information intelligently so that they can independently negotiate their way in the world.



When we teach **math**, it's not just addition and subtraction. Children learn to manage numbers in a variety of ways. They learn to

problem solve and evaluate. They come to understand in a deep way the value and volume of things in order to understand economics and be of service to others.



When we teach **zoology** and **botany**, it's not just parts and names, but systems of living things. Children come to understand how living things live and work within a biome or ecosystem.

They learn what it takes to sustain living things and how the actions of humans effect those systems.

When we teach **history**, it's not just dates and names of people and places. It's about knowing what has come before: what events occurred and how people responded; how current systems evolved; how they can build on success and not repeat mistakes. It's about understanding the larger picture. The child comes to understand their place within the timeline of life.



When we teach **geography**, both physical and social, children

become familiar with people, customs, and cultures from our planet. They can see how landforms shape cultures and effect economy and belief systems. They gain a broad world view that decreases fear and misunderstanding.

The goal of all of this is independence.