

MARIA MONTESSORI'S PLANES OF DEVELOPMENT

	BIRTH TO SIX	SIX TO TWELVE	TWELVE TO EIGHTEEN	EIGHTEEN TO TWENTY-FOUR
Interest	Child wants to know what things are.	Child wants to know why things function, operate, etc.	Child wants to take action on what has been learned.	Acquired knowledge and experience helps to form the new or continuing adult.
Academic	The sensorial area of the environment allows the child to learn organization and sequence while involving the 5 senses. Repetition of lessons is a learning and enjoyable experience.	While repetition continues, the child, needing to learn about the world, is given "Great Lessons" which open the wonders of the universe. Montessori calls this Cosmic Education.	Research of interest in study-guide areas requires the child to fulfill his/her role for the good of the whole community.	Continuing education further feeds the thirst for knowledge.
Emotional	Child is presented with the practical life area of the classroom as his/her preparation for life. This is the beginning of order and independence. Peer interaction through the peacekeeping curriculum is the beginning of social consciousness.	The child's sense of justice is evident. Moral development is explored through an appreciation of those who have come before us.	The great lessons of the adolescent environment concern personal growth and the challenges of the real world.	Adulthood brings with it ongoing responsibilities. Through continued study of personal and professional challenges our internal and external growth can continue
Environment	Prepared environment meets the needs of the child as he/she learns more about the world and him/herself.	While the environment is prepared, the child has the need to explore the world. This is provided by going out into the community, a continuation of study from the classroom and in service to others.	The child's need to become self-sufficient is further enhanced by the implementation of small businesses, service projects, and land lab experiences.	The roles that we hold as adults can be described in terms of our professional and personal lives.
Materials	Concrete materials give understanding with as few words as possible so that the child can form the concept for him/herself.	Concrete materials continue to assist the child and move him/her to abstraction.	Abstraction is preferred by the child but concrete experiences are continuously provided through participation in experiences at and outside of school.	While adults function in the abstract, it is good to remember that concrete experiences allow us to discover or rediscover the wonder of our world and our lives.

As adapted by Patricia Yonka