Montessori Adolescent Program- Why?

“... above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society.”

-Dr. Maria Montessori

“From Childhood to Adolescence”
6th Grade Year

- Leadership in the 3rd year of Upper Elementary
- Year-long project
- Community building initiatives
7th and 8th Grade Adolescent Program
CLASSROOM COMPONENTS

- Project-based Learning
- Inter-disciplinary Focus
- Socratic Seminar
- Differentiated Learning
Project-based Learning

- Within each inter-disciplinary cycle of study, students will have one overarching project.
- Allows for group, and individual, work.
- Students present their work to the group.
- Each project will have a variety of components that touch on the standards in several subject areas.
  - Components will reflect Gardner’s Multiple Intelligences
  - Rubric-based
Inter-disciplinary Focus

- General topics incorporate activities and learning from across the academic subject areas.
- Aligns with Common Core; Language Arts is integrated throughout the various assignments.
- Students come to see the interrelatedness of subjects across the curriculum; they are not learning subjects in isolation.
Socratic Seminar

- Through the study of a literary selection, students examine deep, relevant, open-ended (no right answer) burning questions.
- Process allows Round Table discussion, where students bring in their own ideas and reflect and comment on those of their peers.
- Students learn to voice and support their responses from examples within text.
- Students learn to see and respect other points of views. (Agree to disagree.)
- Students eventually lead the seminars as the year progresses.
Differentiated Learning

- Student expectations and depth of instruction are based on their ability to access the curriculum.
- As with Montessori elementary classrooms, they work at their individual level.
  - Ex: Math

  Students work on projects which help strengthen their Financial Literacy. In addition to the projects, student are working on anything from pre-algebra, statistics and probability, to algebra I. Each student is met and challenged and his/her level.
Technology Integration

- Students have access to Macs, PCs, iPads and digital cameras.
- Students monitor, track, and share assignments via Google Classroom.
- Students have the option to present through a wide variety of digital platforms.
Erdkinder Experiences

- Immersive hands-on learning over several days.
- One overarching theme or skill development.
- Service Learning component.
- Extended days, so as to process and supplement learning through videos, readings and discussions.
Micro-Businesses, as a Goal

- Complementary extension of the Erdkinder experiences.
- Students apply learning to create self-directed businesses.
- Proceeds help fund the culminating travel experience. (MMUN, NYC, Erdkinder, Pedagogy of Place)
Community Involvement, as a Goal

- Students choose Service Learning experiences that are tied to either Cycles of Study or Erdkinder components.
- Start small, so first projects are close to home or on campus.
- Students generate possible choices with adult guidance.
Montessori Model UN

- Every other year, integrated through Social Studies and Language Arts curriculum.
- Cooperative vs. competitive version of other Model UN programs.
Montessori Model UN cont....

- Students select a nation to research and represent, and after extensive research, submit position papers, which could become resolutions to be voted upon at General Assembly.

- Culminating travel experience is a conference in New York, NY.
Leadership

- See all previous slides.
# EPMS 7th Grade Curriculum Scope and Sequence

Themed Cycles of Study

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>A BRAVE NEW WORLD</th>
<th>CREATING SUSTAINABLE SYSTEMS</th>
<th>ADVOCATING FOR CHANGE</th>
<th>HOMECOMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legacy of the Roman Empire – Byzantine Empire</td>
<td>Origins &amp; Spread of Islam – Cultural Legacy of West Africa</td>
<td>Political Development of Imperial China – Achievements of the Mayas, Aztecs &amp; Inca</td>
<td>The Renaissance – The Enlightenment</td>
<td></td>
</tr>
<tr>
<td>CURRENT EVENTS – Montessori Model UN</td>
<td>Introduction/Overview of United Nations; history &amp; structure</td>
<td>Country research Committees</td>
<td>Displays Roberts Rules of Order</td>
<td>Reflection/Presentation to Upper Elementary Community &amp; Board of Directors</td>
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<td>Position Papers</td>
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</tr>
<tr>
<td>LANGUAGE ARTS – Ongoing:</td>
<td>“Characters with Character”</td>
<td>“Perseverance”</td>
<td>“Courage in Life &amp; Literature”</td>
<td>“Survival in the Wild”</td>
</tr>
<tr>
<td>• Socratic seminar;</td>
<td></td>
<td></td>
<td></td>
<td>“Literature Reflects Life: Making Sense of Our World” –</td>
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<tr>
<td>• reading/writing expository, persuasive, narrative text;</td>
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<tr>
<td>• oral presentations</td>
<td></td>
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</tr>
<tr>
<td>SCIENCE</td>
<td>Earth Science – as it evidences evolution of life on earth</td>
<td>Life Science – cell biology; genetics; evolution/diversity of species</td>
<td>Living Systems - compare structure &amp; function of anatomy &amp; physiology</td>
<td>Physical Principles in Living Systems – light/optics; as applied to muscular, skeletal &amp; circulatory systems</td>
</tr>
<tr>
<td>MATH – review as needed: ratios &amp; proportions, operations w/fractions, decimals</td>
<td>Integers; graphing</td>
<td>Functions; statistics; data analysis</td>
<td>Linear equations</td>
<td>Non-linear equations</td>
</tr>
<tr>
<td>ERDKINDER: “Think Global, Act Local” – experiential education; service; sustainability</td>
<td>Introduce rationale and course of study for microbusiness</td>
<td>Square Foot Gardening</td>
<td>Design &amp; Construction – chicken coop</td>
<td>Animal husbandry - chickens</td>
</tr>
</tbody>
</table>
### EPMS 8<sup>th</sup> Grade Curriculum Scope and Sequence

#### Themed Cycles of Study

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
<th>ROOTS</th>
<th>CONNECTIONS</th>
<th>BRANCHING OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>First Americans – American Revolution</td>
<td>Creating the Constitution – Manifest Destiny &amp; The Growing Nation</td>
<td>Life in the West – Civil War</td>
</tr>
<tr>
<td><strong>CURRENT EVENTS – 8&lt;sup&gt;th&lt;/sup&gt; grade trip</strong></td>
<td>Examine democratic process(bills, initiatives)</td>
<td>Select and research political issue, initiative or candidate.</td>
<td>Interview and take action (participate in process).</td>
</tr>
<tr>
<td><strong>LANGUAGE ARTS – ongoing Socratic seminar; reading/writing expository, persuasive, narrative text; oral presentations</strong></td>
<td>“Science or Fiction” – “Looking Back on America”</td>
<td>“The Road Not Taken” “Rural Settings in North America: It Happened in the Country”</td>
<td>“Urban Setting: It Happened in the City” “Dramatically Speaking”</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Earth Science – structure/composition of universe; objects in solar system</td>
<td>Chemistry – reactions; conservation of matter; physical process vs. chemical reaction</td>
<td>Chemistry – solutions of living systems (acid/base/neutral); periodic table; density &amp; buoyancy</td>
</tr>
<tr>
<td><strong>MATH – review as needed: ratios &amp; proportions, operations w/fractions and decimals; integers; graphing; functions; statistics; data analysis; linear equations; non-linear equations</strong></td>
<td>Simulated Game of Life Equations Expressions Ratios and Proportions Statistics and Probability Thinking with Mathematical Models</td>
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</tr>
<tr>
<td><strong>ERDKINDER: “ – experiential education; citizenship</strong></td>
<td>Introduce rationale and course of study for microbusiness</td>
<td>Research and select one or two microbusinesses.</td>
<td>Plan, produce, market &amp; sell products.</td>
</tr>
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</table>
Montessori Adolescent Education: Not the question- the answer!

“The need that is so keenly felt for a reform of secondary schools concerns not only an educational, but also a human and social problem. Schools, as they are today, are adapted neither to the needs of adolescents nor to the times in which we live. Society has not only developed into a state of utmost complication and extreme contrasts, but it has now come to a crisis in which the peace of the world and civilization itself are threatened. More than to anything else it is due to the fact that the development of man himself has not kept pace with that of his external environment.”

-Dr. Maria Montessori,
From Childhood to Adolescence