

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.
- Student 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 CURRICUM SCOPE AND SEQUENCE

Themed Cycles of Study

	A BRAVE NEW WORLD	CREATING SUSTAINABLE SYSTEMS	ADVOCATING FOR CHANGE	HOMECOMING
SOCIAL STUDIES	Legacy of the Roman Empire – Byzantine Empire	Origins & Spread of Islam – Cultural Legacy of West Africa	Political Development of Imperial China – Achievements of the Mayas, Aztecs & Inca	The Renaissance – The Enlightenment
CURRENT EVENTS – Montessori Model UN	Introduction/Overview of United Nations; history & structure	Country research Committees Position Papers	Displays Roberts Rules of Order Culminating Event – Model UN trip to NYC	Reflection/Presentation to Upper Elementary Community & Board of Directors
LANGUAGE ARTS – Ongoing: <ul style="list-style-type: none"> • Socratic seminar; • reading/writing expository, persuasive, narrative text; • oral presentations 	“Characters with Character”	“Perseverance”	“Courage in Life & Literature”	“Survival in the Wild” “Literature Reflects Life: Making Sense of Our World” –
SCIENCE	Earth Science – as it evidences evolution of life on earth	Life Science – cell biology; genetics; evolution/diversity of species	Living Systems - compare structure & function of anatomy & physiology	Physical Principles in Living Systems – light/optics; as applied to muscular, skeletal & circulatory systems
MATH – review as needed: ratios & proportions, operations w/fractions, decimals	Integers; graphing	Functions; statistics; data analysis	Linear equations	Non-linear equations
ERDKINDER: “Think Global, Act Local” – experiential education; service; sustainability	Introduce rationale and course of study for microbusiness	Square Foot Gardening	Design & Construction – chicken coop	Animal husbandry - chickens coop

EPMS 8TH GRADE CURRICUM SCOPE AND SEQUENCE

Themed Cycles of Study

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

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