



# MARIA MONTESSORI

A C A D E M Y

*education for a better world.*



## Junior High



# KEY POINTS OF THE MONTESSORI JUNIOR HIGH PROGRAM

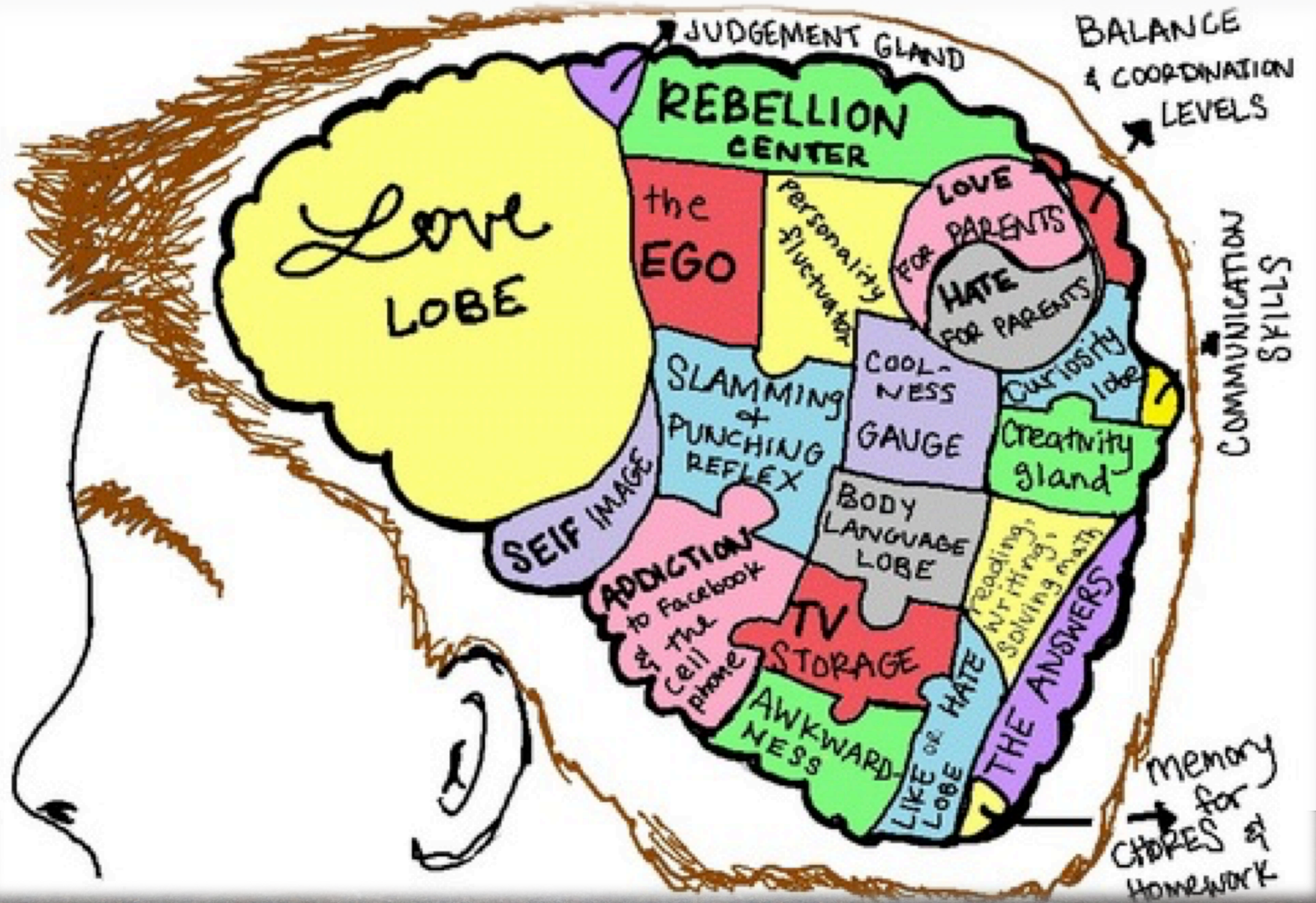
6:30-7:00

- What is an adolescent?
- How does MMA support the adolescent?
- What about the “real” world?
- Q & A

7:00-7:30

- Meet the teachers and more Q&A

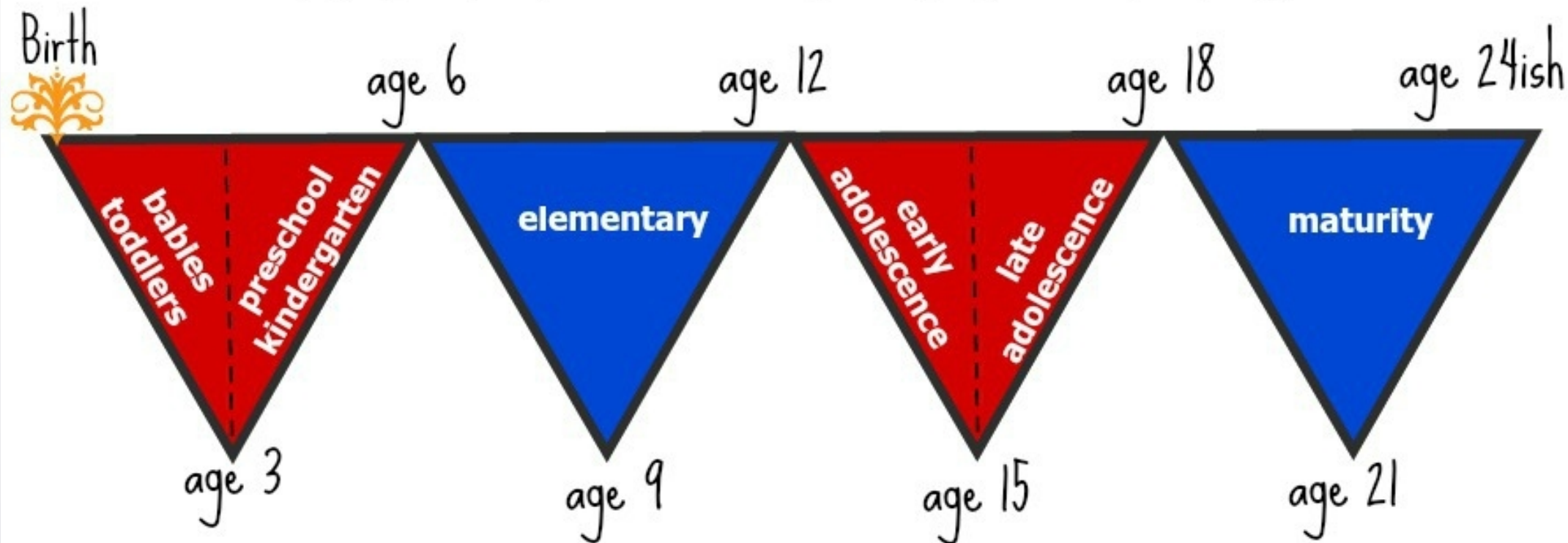
# Anatomy of the Teenage Brain



# The Planes of Development

## The Constructive Rhythm of Life

(Originally developed by Maria Montessori in 1951, presented/interpreted here by Aubrey Hargis)



This is the absorbent mind, at first unconsciously growing and then slowly becoming a conscious worker; period of great intensity.

A period of calmness and happiness marked by a state of health, strength, and stability; mentally proficient and ready for cultural studies.

Another period of immense growth, much akin to the first plane, marked by the turbulence of puberty and the intense desire for independence.

The last passage into adulthood.... A time for thinking about one's contributions to the mission of humanity.



## Third Plane of Development 12-18 years

- Period of great physical, social and emotional development.
- Seeking to understand their place in society and search for opportunities to feel purposeful.
- Building a sense of justice and fairness.
- Looking for heroes and naturally drawn to causes that involve high ideals.
- Academic growth will occur only when social and emotional needs of the adolescent are met.

# What Does the Research Say?

Middle school students typically have an attention span of **10-12** minutes.

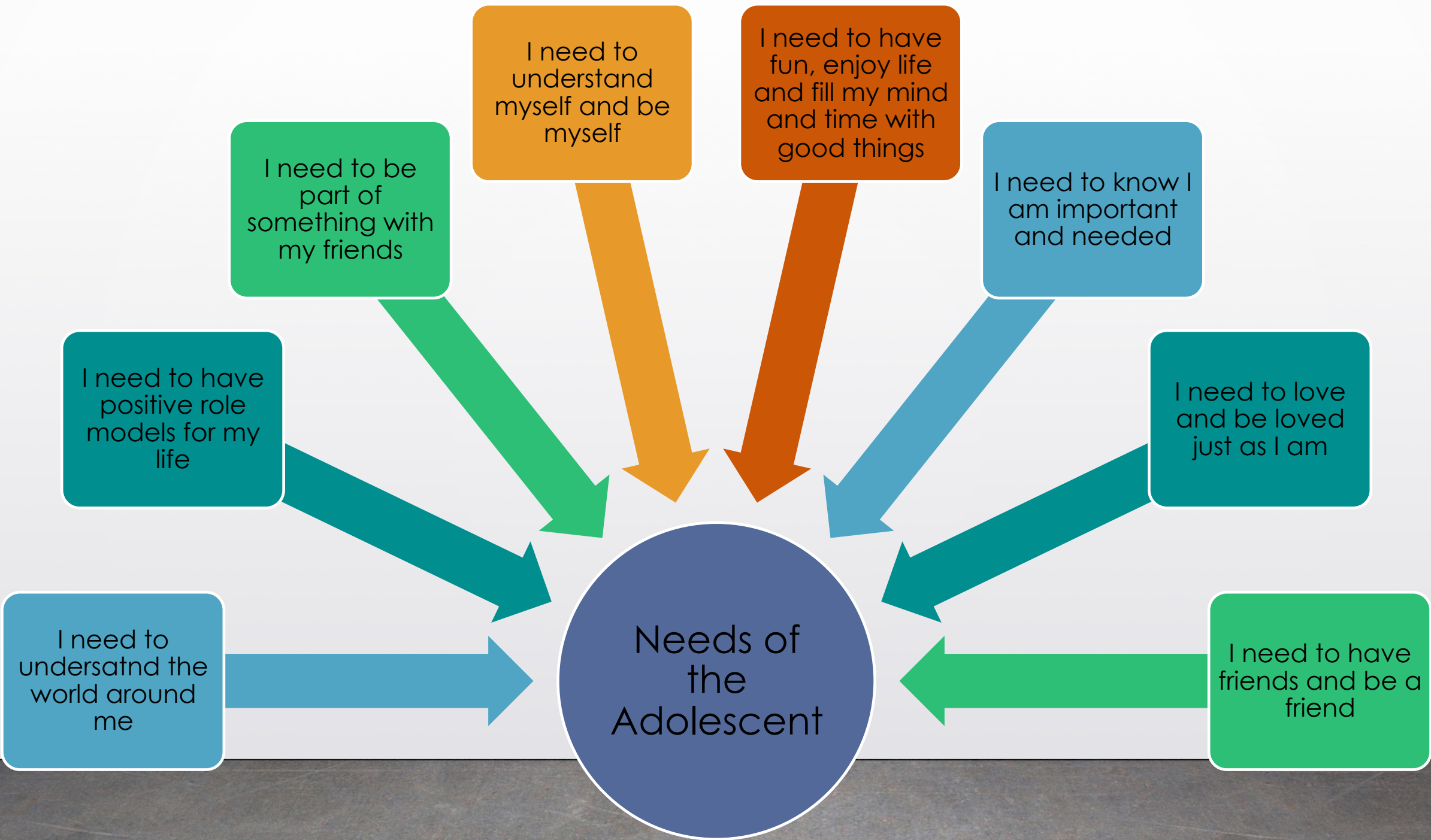
The brain growth that occurs between the ages of **10-15** is the greatest in human life.

Teens learn best through **interaction** and activity.

Adolescents misinterpret emotions and instructions up to **40%** of the time.

Middle schoolers retain **5-7** bits of information at a time.

Adolescents need **9-13** hours of sleep per night to function best.





# How Does MMA Meet the Needs of the Adolescent?



# This We Believe

## Keys to Educating Young Adolescents



Association for Middle Level Education  
formerly National Middle School Association

### Essential Attributes

An education for young adolescents must be

Association for Middle Level Education  
**Successful Schools  
for  
Young Adolescents**

#### Developmentally Responsive

using the nature of young adolescents as the foundation on which all decisions are made.

#### Challenging

recognizing that every student can learn and everyone is held to high expectations.

#### Empowering

providing all students with the knowledge and skills they need to take control of their lives.

#### Equitable

advocating for every student's right to learn and providing challenging and relevant learning opportunities.

### 16 Characteristics

#### Curriculum, Instruction, and Assessment

**Educators value young adolescents and are prepared to teach them.** *Value Young Adolescents*

**Students and teachers are engaged in active, purposeful learning.** *Active Learning*

**Curriculum is challenging, exploratory, integrative, and relevant.** *Challenging Curriculum*

**Educators use multiple learning and teaching approaches.** *Multiple Learning Approaches*

**Varied and ongoing assessments advance learning as well as measure it.** *Varied Assessments*

#### Leadership and Organization

**A shared vision developed by all stakeholders guides every decision.** *Shared Vision*

**Leaders are committed to and knowledgeable about this age group, educational research, and best practices.** *Committed Leaders*

**Leaders demonstrate courage and collaboration.** *Courageous & Collaborative Leaders*

**Ongoing professional development reflects best educational practices.** *Professional Development*

**Organizational structures foster purposeful learning and meaningful relationships.** *Organizational Structures*

#### Culture and Community

**The school environment is inviting, safe, inclusive, and supportive of all.** *School Environment*

**Every student's academic and personal development is guided by an adult advocate.** *Adult Advocate*

**Comprehensive guidance and support services meet the needs of young adolescents.** *Guidance Services*

**Health and wellness are supported in curricula, school-wide programs, and related policies.** *Health & Wellness*

**The school actively involves families in the education of their children.** *Family Involvement*

**The school includes community and business partners.** *Community & Business*

This chart is based on This We Believe: Keys to Educating Young Adolescents (AMLE 2010). For more information visit us at, [www.amle.org](http://www.amle.org)

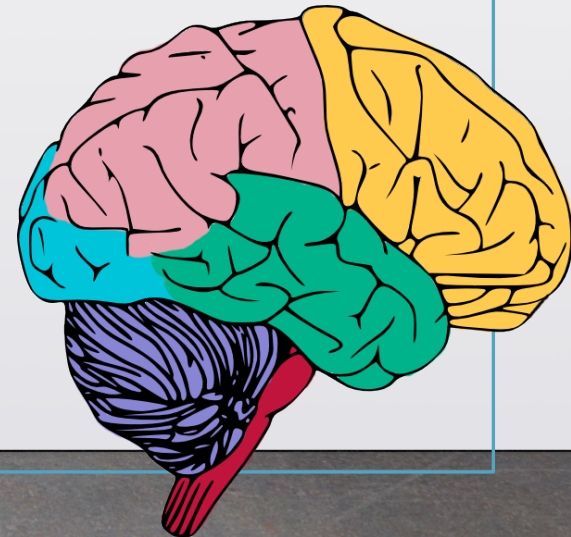
## Physically

- Regular physical activity
- Good nutrition and hydration
- Environments where respect for differences is reinforced; ZERO tolerance for harassment
- Knowledgeable and understanding adults



## Cognitively

- Implementation of interesting, integrative, challenging and exploratory curriculum that is relevant.
- Work to develop growth mindsets
- Provide numerous opportunities for students to stretch themselves and reflect on growth
- High expectations and appropriate support



## Socially and Emotionally

- Help students evaluate behavioral options and anticipate consequences before making decisions.
- Reinforce and model respect, empathy and compassion for others.
- Teach students how to effectively cope with their emotions.



# 2018-2019 Schedule

	A	B	C
	Monday	Tuesday/Thursday	Wednesday/ Friday
8:30-9:15	1 <sup>st</sup> Period	1 <sup>st</sup> Period	1 <sup>st</sup> Period
9:15-9:18	Pass	Pass	Pass
9:18-10:03	2 <sup>nd</sup> Period	2 <sup>nd</sup>	3 <sup>rd</sup>
10:03-10:06	Pass		
10:06-10:51	3 <sup>rd</sup> Period		
10:51-10:54	Pass	Pass	Pass
10:54-11:39	4 <sup>th</sup> Period	4 <sup>th</sup>	5 <sup>th</sup>
11:39-11:42	Pass		
11:42-12:27	5 <sup>th</sup> Period		
12:27-12:54	Lunch	Lunch	Lunch
12:54-1:39	6 <sup>th</sup> Period	6 <sup>th</sup>	7 <sup>th</sup>
1:39-1:42	Pass		
1:42-2:27	7 <sup>th</sup> Period		
2:27-2:30	Pass	Pass	Pass
2:30-3:00	Advisory	Advisory	Advisory



# Advisory House

- Community Meeting, Solo time and Independent Study are some of the activities the students participate in during this structured time.
- Additionally students are able to practice
  - goal setting
  - study skills
  - social skills
- Or participate in
  - collaboration on large assignments
  - extra lessons
  - extensions



# 7<sup>th</sup> and 8<sup>th</sup> Grade Required Courses and Electives

## Required Core

- Science
- ELA
- Math
- Social Studies (Utah Studies/US History)
- College and Career Awareness
- Keyboarding & Digital Literacy
- PE & Health

## Electives

- Student Council
- Media
- Dance
- Theater
- Choir
- Art
- German
- Study Skills
- Erdkinder  
(“Children of the Earth”)
- Study Skills
- Peer Mentor
- Teacher Aide
- Mindfulness/Yoga
- Guitar \*



# 9<sup>th</sup> Grade Required Courses and Electives

## Required Core

- Biology
- ELA
- Math
- Geography

## Electives

- Student Council
- Media
- Dance
- Theater
- Choir
- Art
- German
- Advanced German
- Study Skills
- Erdkinder
- Advanced Erdkinder\*
- Study Skills
- Peer Mentor
- Teacher Aide
- Business and Marketing\*
- Fit For Life\*
- Health II\*
- Weightlifting\*
- Current Events
- Mindfulness/Yoga



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# Cycles of Study and Intercession

## 2018-2019 Cycles

Orientation

Exploration

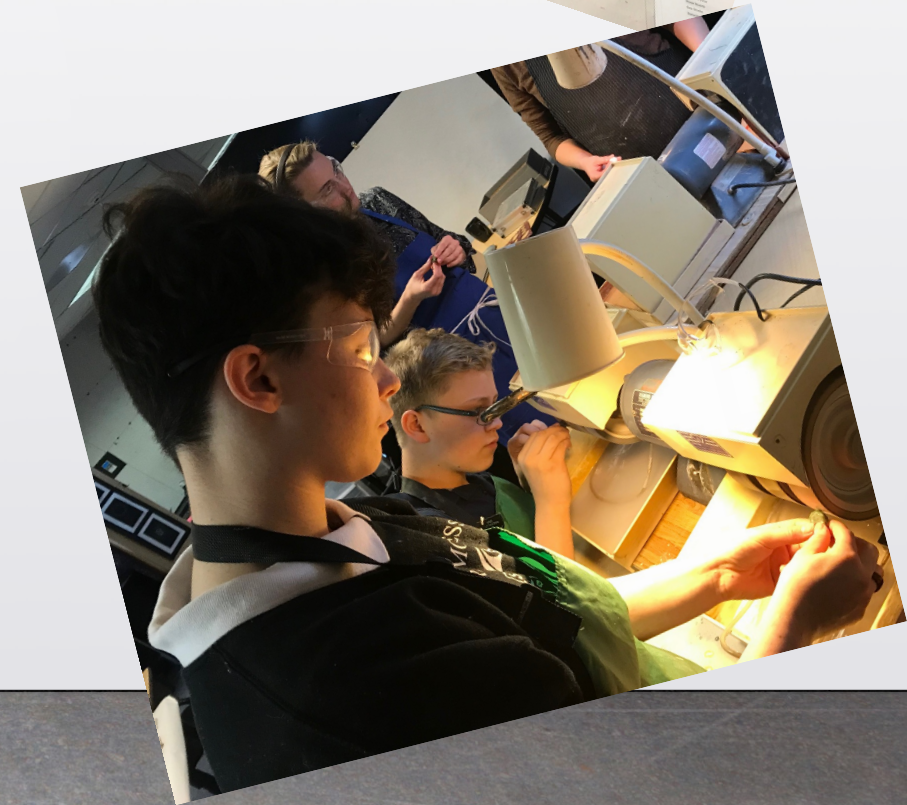
Identity

Systems

Interdependence

## Intercession

- Culminating experiences to close the cycle of learning.
- Choice, presentations, field experiences and more!



# Field Experiences

- Quail Meadows Assisted Living
- North Ogden Community Gardens
- Grocery stores
- College campuses
- Recreational areas
- Local businesses
- Overnight trips



# Culminating Field Experience

9<sup>th</sup> Grade Trip



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# Sports

Cross Country  
Basketball  
Archery



Students can also play at their neighborhood schools and we support their sporting schedules.

- 
- HOPE Squad
  - Chess Club
  - Book Club
  - German Club
  - Mathletes
  - Art Guild
  - Thespian Society
  - More!



# Essence of a Secondary Montessori Student at Maria Montessori Academy



Academically	Emotionally	Socially
Performs at their highest ability in reading, writing, and math	Has empathy and compassion for all things	Is culturally and racially aware and is non-biased
Approaches new content with solid background knowledge	Is intrinsically motivated	Is willing to lead <u>and</u> follow in a variety of situations
Sees connections across subjects and connects new learning to real-life situations	Is a successful advocate for themselves and stands up for what is right	Contributes actively to their community outside of school
Has original thoughts and thinks critically	Loves, appreciates and protects our Earth	Able to make diverse friends and acquaintances
Manages their time well and thrives with long-term projects	Works well independently <u>and</u> collaboratively	Notices opportunities for grace and courtesy
Actively curious and finds wonder in the world	Has perseverance and courage	Is inclusive in both their actions and speech
Desires to try and learn new things	Is aware of the impact they have on both the larger physical, and social world.	Uses technology as a support to appropriate and healthy relationships



What About  
the “Real”  
World?



- Weber Innovations Center
- NUAMES (Northern Utah Academy of Math Engineering and Science)
- Capstone Classical Academy
- Da Vinci Academy
- Venture Academy
- Weber High traditional or IB program
- Neighborhood schools





## The Top 10 Job Skills by 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with others
6. Emotional Intelligence
7. Judgment/Decision making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

- 85% of the jobs that will be available in 2020 haven't been invented yet.
- Today's graduates will have 5 to 15 careers in their lifetime.



# What Do Parents Say?

- “I feel like my son was more prepared than his neighborhood friends for the independence required at Weber High because of his Montessori junior high experience.”
- “My daughter has more graduation credits than her peers because of the elective choices offered at MMA. This means she can spend almost her entire senior year doing college classes or work study.”
- My oldest son went to our local junior high, my middle son is now attending MMA, comparing the two, there is no doubt that my youngest child will be attending MMA also.



## What Do the Students Say?

“I love being at MMA. I feel like I can be myself. There’s no pressure to be anything else.”

“At my other school I was bullied. Everyone at MMA is so nice and accepting. And if they do say something mean you can tell them.”

“I left MMA at the beginning of 7<sup>th</sup> grade to try out [my neighborhood school], I was so bored and people weren’t kind to each other. So, I came back and I love it here.”

“The teachers are great, they really care if you learn and they want to get to know you.”



## What Do Community Members Say?

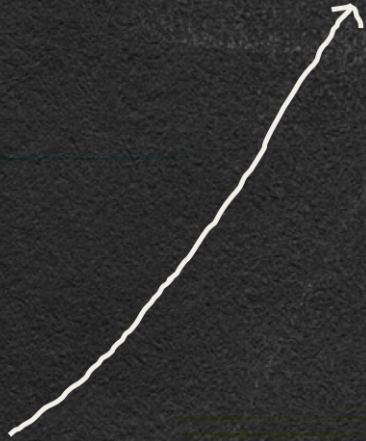
- “Those Montessori kids are so respectful!”
- “I hear about the field experiences these students go on! They sound amazing!”
- “I wish there was a school like this when I was in junior high!”
- “The students that come from Maria Montessori Academy come to high school ready to learn and they’re prepared to do the work.”

# Academic Excellence through Mastery Learning and Standards Based Grading

Summary			
Category	Grade	Points	%
classwork	F	96 / 187	51.34
		<b>Total Points: 96 / 187</b>	

Date	Name	Category	Score	Possible	%	Grade	Stai
2017-10-31	colon semi colon packet	classwork	4	70	5.71	F	
2017-11-02	colon ACT worksheet	classwork	5	20	25	F	
2017-11-02	semi colon review	classwork	10	10	100	A	
2017-11-02	semi colon ACT worksheet	classwork	32	42	76.19	C	
2017-11-08	final review over semi colons and colons	classwork	45	45	100	A	

# SUCCESS



What people think it looks like

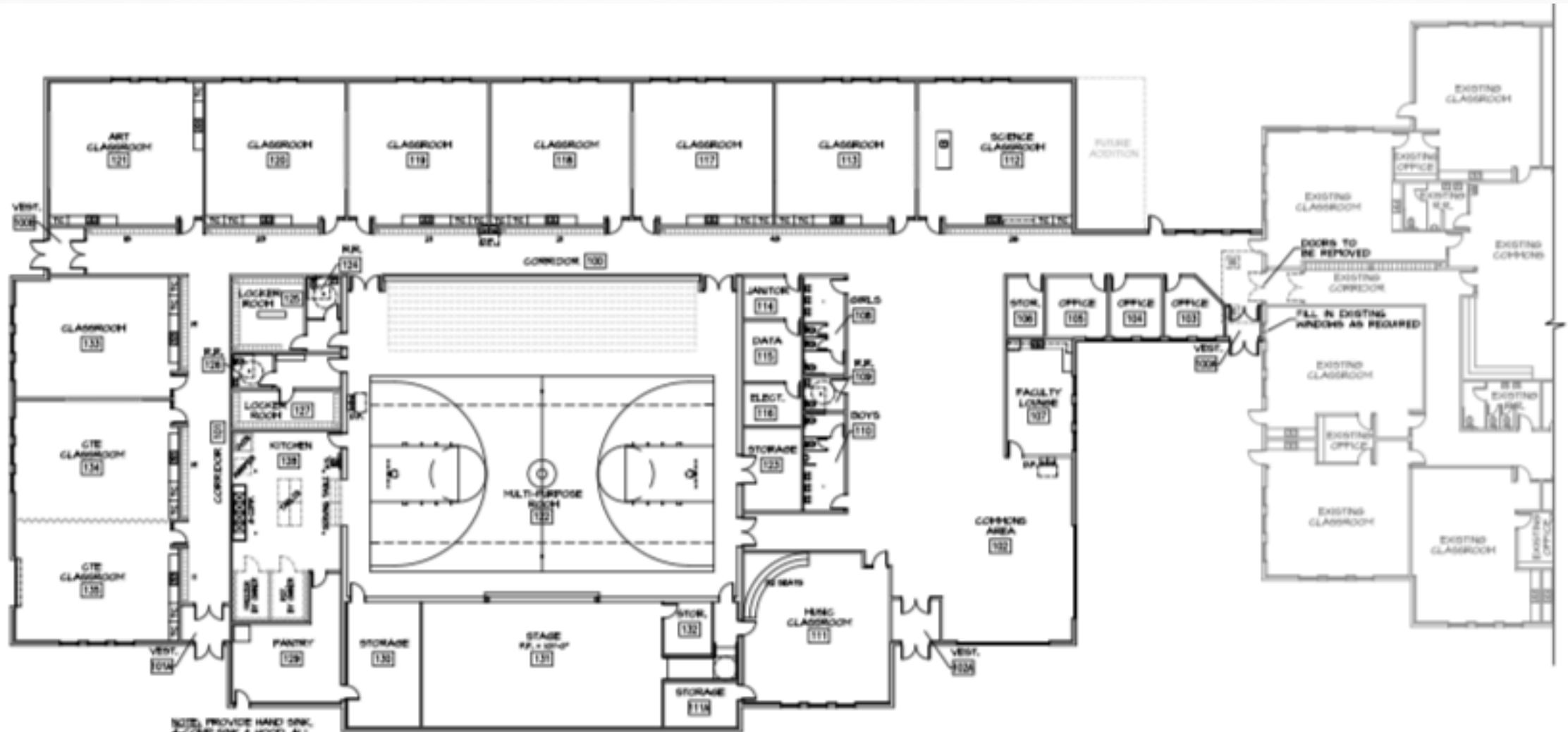
# SUCCESS



What it really looks like

### Scale of Understanding

4	The student knows all of the simple and complex knowledge and skills and goes beyond what was taught in class to apply that knowledge.
3	The student knows all of the simple and complex knowledge and skills.
2	With help, the student knows the simple knowledge and skills but not the complex knowledge and skills.
1	Minimal to no independent demonstration or insufficient evidence of the required knowledge and skills.



NOTE: PROVIDE HAND SINK,  
 4-COUP SINK & HOOD. ALL  
 OTHER KITCHEN EQUIPMENT  
 PROVIDED BY TENANT.

**PRELIMINARY FLOOR PLAN**

1  
 ALL11

SCALE 1/16" = 1'-0"

EXISTING: 57,491 SQ.FT.  
 ADDITION: 20,304 SQ.FT.  
 TOTAL: 77,795 SQ.FT.

LOCKER COUNT: ADDITION ONLY, 306 LOCKERS



QUESTIONS?





# Resources

- [http://www.huffingtonpost.ca/2017/07/14/85-of-jobs-that-will-exist-in-2030-haven-t-been-invented-yet-d\\_a\\_23030098/](http://www.huffingtonpost.ca/2017/07/14/85-of-jobs-that-will-exist-in-2030-haven-t-been-invented-yet-d_a_23030098/)
- Parent, Students and Community Quotes
  - Jill Blazer, Elene Hess, Kacee Weaver, Broadbent Orthodontics, Quail Meadows Assisted Living, Autumn Crill, Layla Longfellow, Camryn Sheen
- [https://www.aacap.org/aacap/families\\_and\\_youth/facts\\_for\\_families/FFF-Guide/The-Teen-Brain-Behavior-Problem-Solving-and-Decision-Making-095.aspx](https://www.aacap.org/aacap/families_and_youth/facts_for_families/FFF-Guide/The-Teen-Brain-Behavior-Problem-Solving-and-Decision-Making-095.aspx)
- <https://www.youtube.com/watch?v=o-DsqYjrSy4>