

MARIA MONTESSORI
A C A D E M Y

education for a better world.



Junior High Handbook 2018-2019



**Maria Montessori Academy Junior High School
Handbook Contents**

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History and Mission

The mission of Maria Montessori Academy (MMA) Junior High School is to provide an individualized education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal, and social achievement, thereby preparing students to become constructive contributors to their community. Our students will naturally take their place in society when we have helped guide them towards their authentic self – a society that will have a greater chance for liberty and hope because our children are its members. We believe the world will be a better place because of our students.

Founded in 2013, the Junior High program serves 7th, 8th and 9th grade students through a dynamic curriculum designed to promote higher independence and critical thought through a connection to nature and community. We develop hands-on experiences to motivate learners of varied backgrounds, interests, and talents. We value curiosity, creativity, and hard work. Our classes permit teachers to find their students' strengths and insist on their best efforts. We are committed to the success of every student. Through Socratic dialogue, field experience, work-study, expert lecturers, and the Erdkinder ("Children of the Earth") program our students become self-reliant, self-motivated and self-confident learners.

Our teachers are mentors that provide the guidance, examples, and instruction in both academic disciplines and social demeanor, including the Grace and Courtesy lessons and commitment to community. Under the mentorship of our highly trained teachers, students have the excitement and motivation to develop a capstone project based on their own interests while simultaneously meeting, or exceeding, the Utah Core Standards. The ideal result of such an education is to develop and shape the child into an ideal citizen of the world.

Diversity Statement

MMA Junior High is committed to diversity in an educational environment of responsibility, mutual respect, and empathy. We value individuals whose differences include, but are not limited to, age, ethnicity, family structure, gender, learning style, physical ability, race, religion, sexual orientation, and socioeconomic status. Fulfilling this mission is an ongoing process requiring active participation and frequent dialogue. All members of our community are expected to keep their minds and hearts open to difference as a source of strength and a means of growth.

Goals for Students

In order to become intellectually curious and self-reliant, Junior High students must develop a strong academic foundation and critical thinking skills.

As part of the MMA School community, a Junior High Student is expected to:

1. Take responsibility for their work.
2. Adjust to different teachers' styles and expectations.
3. Face challenges and work toward overcoming obstacles that may come with building a strong academic foundation.
4. Discover who they are and learn to cultivate their strengths and talents.
5. Respect all members of the school community: students, faculty, and staff.
6. Discover who they are and learn to cultivate their strengths and talents, while still complying with school policies and participating actively in the culture of the school.
7. Participate actively in not only the community life of the school, but their wider city and state community as well.

Goals for Parents

The school expects to work in partnership with parents in support of the education of their child as they becomes increasingly confident and independent.

This partnership is achieved when parents:

1. Become educated in and trust the Montessori educational philosophy and support the faculty as they set standards for both the intellectual development and the personal behavior of each student.
2. Establish schoolwork as a priority at home and provide time and space for study.
3. Stay well informed about the school program and their child's progress by reading regular mailings and attending curriculum nights, teacher conferences, and other parent events.

4. Communicate with the school through your child's teachers, whose role is to oversee each student's educational development.
5. Respect the school schedule by assuring your child's prompt and regular attendance.
6. Support the school.

Goals for Teachers

MMA strives to create a collaborative community full of educators who are passionate about the work they are engaged in at MMA. Teachers are devoted to the ongoing education of themselves and their students. They are committed to excellence and demonstrate this in the following ways:

1. Teachers model for students what an ideal citizen of the world looks like.
2. Teachers implement meaningful curriculum and field experiences that provide students with examples and real-life exposure to the wider world.
3. Teachers share their passion for learning through diverse learning experiences and activities.
4. Teachers build relationships with each child and put the child's needs before the curriculum.
5. Teachers establish high expectations for student behavior and quality of work.
6. Teachers inspire students to examine the world and make it a better place.
7. Teachers guide students through the process of critical thinking, helping them learn practical self-management techniques, as they become self-directed learners.
8. Teachers maintain excellence through active participation in ongoing learning opportunities, keeping current knowledge of curriculum standards and technology. Teachers adapt and apply that knowledge in the classroom.

School Year Calendar

Maria Montessori Academy

School Year 2018-2019

2505 North 200 East North Ogden, Utah 84414 (801) 827-0150

August 2018							September 2018							October 2018							2018 - 2019 YEAR AT A GLANCE		
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
			1	2	3	4	2	3	4	5	6	7	8	7	8	9	10	11	12	13	August 14 - 16	No school	Professional Development
5	6	7	8	9	10	11	9	10	11	12	13	14	15	14	15	16	17	18	19	20	August 17 - 20	No school	Legislative Professional Development
12	13	14	15	16	17	18	16	17	18	19	20	21	22	21	22	23	24	25	26	27	August 21	Early Release	First day of School
19	20	21	22	23	24	25	23	24	25	26	27	28	29	28	29	30	31				August 21 - 24	Early Release	Professional Development
26	27	28	29	30	31		30														September 3	No School	Labor Day
																					September 13	Back to School Night	
November 2018							December 2018							January 2019							September 24	Early Release	Professional Development
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	October 1	Normalization Ends - Observations May Begin	
				1	2	3	2	3	4	5	6	7	8	6	7	8	9	10	11	12	October 15 - 17	Early Release	Parent Teacher Conferences
4	5	6	7	8	9	10	9	10	11	12	13	14	15	13	14	15	16	17	18	19	October 18 - 19	No School	Fall Break
11	12	13	14	15	16	17	16	17	18	19	20	21	22	20	21	22	23	24	25	26	October 25	End of Quarter	
18	19	20	21	22	23	24	23	24	25	26	27	28	29	27	28	29	30	31			November 5	Early Release	Professional Development
25	26	27	28	29	30		30	31													November 19 - 20	No School	Teacher Compensation Day
																					November 21 - 23	No School	Thanksgiving Break
February 2019							March 2019							April 2019							December 10	Early Release	Professional Development
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	December 24 - January 1	No School	Winter Break
					1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	January 2	No School	Teacher Compensation Day	
3	4	5	6	7	8	9	10	11	12	13	14	15	16	14	15	16	17	18	19	20	January 10	End of Quarter	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	21	22	23	24	25	26	27	January 11	No School	Legislative Professional Development
17	18	19	20	21	22	23	24	25	26	27	28	29	30	28	29	30					January 21	No School	Martin Luther King Day
24	25	26	27	28			31														February 13 - 15	Early Release	Parent Teacher Conferences
																					February 18	No School	President's Day
May 2019							June 2019							July 2019							December 10	Early Release	Professional Development
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	December 24 - January 1	No School	Winter Break
			1	2	3	4	2	3	4	5	6	7	8	1	2	3	4	5	6	7	January 2	No School	Teacher Compensation Day
5	6	7	8	9	10	11	9	10	11	12	13	14	15	8	9	10	11	12	13	14	January 10	End of Quarter	
12	13	14	15	16	17	18	16	17	18	19	20	21	22	15	16	17	18	19	20	21	January 11	No School	Legislative Professional Development
19	20	21	22	23	24	25	23	24	25	26	27	28	29	22	23	24	25	26	27	28	January 21	No School	Martin Luther King Day
26	27	28	29	30	31		30							29	30	31					February 13 - 15	Early Release	Parent Teacher Conferences
																					February 18	No School	President's Day
August 2018							September 2018							October 2018							March 14	End of Quarter	
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	March 15	Early Release	Professional Development
			1	2	3	4	2	3	4	5	6	7	8	1	2	3	4	5	6	7	March 18	No School	Professional Development
5	6	7	8	9	10	11	9	10	11	12	13	14	15	8	9	10	11	12	13	14	April 1 - 5	No School	Spring Break
12	13	14	15	16	17	18	16	17	18	19	20	21	22	15	16	17	18	19	20	21	April 22	Early Release	Professional Development
19	20	21	22	23	24	25	23	24	25	26	27	28	29	22	23	24	25	26	27	28	May 21 - 23	Early Release	Parent Teacher Conferences
26	27	28	29	30	31		30							29	30	31					May 24	Early Release	Professional Development
																					May 24	Early Release	Last Day of School
																					May 24	End of Quarter	

Bell Schedule

Full Day Schedule

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

Half--Day Schedule

*** Students will eat lunch on half--days within their assigned Advisory House.

EARLY RELEASE	A	B	C
	Monday	Tuesday/Thursday	Wednesday/ Friday
8:30–9:02	1 st Period	1 st Period	1 st Period
9:02-9:04	Pass	Pass	Pass
9:04-9:36	2 nd Period	2 nd	3 rd
9:36-9:38	Pass		
9:38-10:10	3 rd Period		
10:10-10:12	Pass	Pass	Pass
10:12-10:44	4 th Period	4 th	5 th
10:44-10:46	Pass		
10:46-11:18	5 th Period		
11:18-11:20	Pass		
11:20-11:52	6 th Period	6 th	7 th
11:52-11:54	Pass		
11:54-12:26	7 th Period		
12:26-12:28	Pass	Pass	Pass
12:28-1:00	Lunch / Advisory	Lunch / Advisory	Lunch / Advisory

Academic Work

Foundations for Academic Study

Scheduling

Maria Montessori Academy Junior High follows a modified block schedule. This extended period of time is consistent with the Montessori philosophy in giving students uninterrupted time to produce their best work. Advisory is attended each day.

Advisory

Each day, students will meet with their advisor and a consistent group of mixed-age peers. This is a time where students can apply practices of goal setting, study skills, social skills, collaborate on large assignments, and pursue their academic passions. Community Meeting, Personal World and Independent Study are some of the activities the students participate in during this structured time.

Cycles of Work

In an academic year, there are theme-based cycles of work and opportunity for deeper studies during intercessions. The cycle format is designed to help students learn organizational, decision-making, and time-management skills.

To apprise parents of their child's progress and for the purpose of accountability, each student and parent will have access to a learning management system where they can monitor their progress.

Classroom Work

Each class period is divided into two work periods: individual and group work periods. Individual work is designed to match the skills, abilities, and interests of each student, and there are a variety of work choices in every academic area to be completed alone or in small, self-chosen groups. Individual work is assessed individually with mastery assessments that may be written or oral. There are opportunities to do modified, basic, and advanced work in most areas. Students will receive further individual teacher instruction as needed.

Students are expected to keep up with class work and, if necessary, do what they can at home or in tutorials to stay caught up. If a student repeatedly misuses class time or interferes with the work of his/her classmates, appropriate action will be taken.

Daily Homework

Homework consists of taking home and returning unfinished classwork and additional assignments as well as all necessary materials. Each day students will work on their math problems, literature, science or social studies work, and other assigned work. Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for schoolwork. For concentrated learning to occur, students should study without the distractions of television, video games, phones, and music (if concentration is required).

Mastery Learning

Mastering learning is a way to personalize learning and encourage personal responsibility. Master learning involves the use of formative and summative assessment. Formative assessment serves as a check for learning for the student and the teacher and allows both to identify a student's progress toward understanding a standard or concept of study. The student has the opportunity to correct or deepen their level of understanding as teachers provide targeted suggestions of how the student can improve their learning. After the student completes their suggested learning tasks, they take an additional, parallel assessment to gauge their new progress toward understanding that same standard or concept of study. In this way, a formative assessment serves as a tool *for* learning. A summative assessment is assigned at the conclusion of learning and serves as an assessment *of* learning. A learning cycle is composed of formative assessment(s) leading to a summative assessment.

This cycle of learning promotes mastery of content standards. Thomas Guskey states that "When compared with students in traditionally taught classes, students in well-implemented mastery learning classes consistently reach higher levels of achievement and develop greater confidence in their ability to learn and in themselves as learners (Anderson, 1994; Guskey & Pigott, 1988; Kulik, Kulik, & Bangert-Drowns, 1990)."

Mastery learning serves high achieving students well. When students master the content during the first formative assessment, enrichment and extension activities are assigned. This maximizes the students' potential and allows time and space for that child to explore through interest-based work.

<http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Lessons-of-Mastery-Learning.aspx>

Independent Study

Students will be provided several opportunities for independent study. This may take the form of History Fair, Science Fair, capstone projects, or research papers.

Portfolios

At the end of each cycle, students select representative pieces of work to prepare for their family conferences. At the conference, students present the portfolio to their families and use the artifacts to support their self-assessment.

Socratic Dialogue

Students participate in a practice of working together in a group, thinking about learning, and how to apply their new knowledge to their own lives. This discussion time, named after Socrates' method with his own students, happens frequently. These conversations engage students in the curriculum while building social and intellectual habits that will transfer with them into any situation.

Experiential and Service Learning

Students in MMA Junior High have multiple opportunities to serve their community. MMA believes the adolescent needs to feel a sense of purpose in his or her life and this comes primarily of being of service to someone or something else. Visiting assisted living centers, helping in the community garden, serving as a peer mentor for elementary students, and building a capstone project that has positive impact for the greater good are some of the ways the adolescent extends their learning into the world. Each student is required to contribute 10 hours of service per year.

Adolescence is a time of immense physical and emotional changes. Students are struggle with their sense of identity. They need opportunities for the exploration of self, their emerging interests, and the immediate, wider world around them. Service learning provides projects where students:

- have meaningful contact with adults.
- develop a sense of responsibility.
- make a clear difference, feel valued, and gain self-confidence.
- develop decision-making skills dealing with real problems.
- deal with the consequences of their decisions.
- see the connection between the classroom and the community.
- apply concepts, information, processes, and skills taught in the classroom.
- experience a variety of roles.
- cooperate with others to realize a goal and see the concrete outcome of their efforts.
- develop the ability to interact and work with people different than themselves.
- prepare to become contributing citizens by learning habits and skills of active citizenship that fosters an ethic of service.
- become aware of community needs.
- gain a sense of belonging and community membership.
- develop empathy and a sense of caring.

In summary, service learning has great potential for young people and society both now and in the future.

Erdkinder-“Children of the Land”

My vision of the future is no longer of people taking exams and proceeding on that verification from that secondary school to the university, but of individuals passing from one stage of independence to a higher [one], by means of their own activity, through their own effort or will, which constitutes the inner evolution of the individual. Maria Montessori.

A sense of purpose and meaning is fostered when the Junior High student participates in land-based experiences, like visiting working farms. Math, biology, accounting, chemistry, land management, conflict resolution, and environmental sciences are some of the skills students use while planting, sowing and reaping the rewards of farm life. Montessori felt that economic independence was as important to the development of the adolescent as personal independence (dressing and feeding themselves) is to the development of the 3 year-old. The land gives students the opportunity to explore the entire economic cycle. The students could be responsible for not only growing and selling the produce grown on the land, but all the billing and accounting as well. The money could be invested back into the land or put towards other projects.

Dr. Montessori envisioned an *Erdkinder* (translated as children of the land) as the best environment for adolescents to study and work. Montessori called it a “school of experience in the elements of social life.” At Land Lab, students study the ideas of permaculture and sustainable communities. Students develop a strong sense of community working together on meals, maintaining the environment, working on projects, and having time to participate in the change in rhythm of living in harmony with nature. Students also have time for academic pursuits and apply their knowledge of astronomy, biology, ecology, math, and geometry to real-life situations. Projects are done in groups, allowing the students to work with others towards a common goal. This course helps students understand and cope with personal, family and social challenges. Emphasis is based on communication, decision-making skills, and building stable relationships with family and peers as well as contributing to the larger school community.

Nutrition, Health & Human Sexuality Education

Health education provides opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health I curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards. Students will learn that they are responsible for their personal

well-being and that building a solid foundation of health literacy and decision-making skills can contribute to a variety of healthy choices for self and others that will be of value throughout life.

Physical Education

Our mixed grade level groupings offer beginner, intermediate, and advanced skills in a broad spectrum of activities in order to develop a foundation for future physical education classes. Students explore a variety of team sports, movement and rhythmic activities. Students apply skills in modified games and are introduced to regulation rules and game play. Teams are kept small, allowing maximum participation and involvement by all students. Collaboration, rather than competition, is stressed through activities like lacrosse, archery, and other team building games.

Diverse Learners/Special Needs

We believe that each child is capable of learning and growing. The mission of our special education department is to detect signs of risk and to assist those students who have been identified with learning differences

Core Courses

Seventh and Eighth Grade Curriculum

Language Arts

Year-Long Course

The 7th and 8th grade students combine to create a learning environment with a variety of interests and backgrounds. Students read a number of genres, authors, and styles in order to improve their critical thinking skills, analytical, expository, persuasive, and expressive writing pieces. Students learn how to craft strong, clear arguments and support them with relevant evidence. This course requires daily reading and writing in and out of the classroom. Writing assignments take different forms and vary from structured essays and poems to less formal journal entries, creative pieces, and short articles. Peer- editing and “read-arounds” continue the Montessori-inspired traditions of student evaluation and oral presentation.

Students improve their vocabulary, grammar, and writing mechanics through targeted lessons and essay revisions. Students glean meaning, create and support a strong

thesis in critical, expository, and persuasive essays, and compose expressive writing that shows evidence of knowledge of the structures and conventions of written standard English.

In a seminar-type setting, students explore reading responses, question character motivation, and develop discussion skills. Students practice forming a focused thesis, then hunting in both their books and their own lives for supporting examples. Students improve their vocabulary, grammar and writing mechanics through targeted lessons and essay revisions. All students craft exemplary five paragraph essays that will persuade, inform, and entertain their readers. When they read, they read as writers, looking to author's style, form, and content as inspiration for their own writing.

Social Studies

Year-Long Course

The 7th and 8th grade Social Studies classes are combined with alternating year curriculum. During the "A" year, students will participate in Utah Studies. This course is designed to help students understand the state of Utah at a deeper level by reviewing Utah's early history and particularly emphasizing Utah from statehood to the present. Students will understand the interaction between Utah's geography and its inhabitants, as well as the formative contributions of Native American Indians, explorers, and Utah pioneers. The course will also investigate relationships between government and the people of Utah, the many opportunities people have to make a living in Utah, the diverse nature of Utah's people and cultures, and the impact of contemporary events on the land and people of Utah.

During the "B" year, students will study United States History. Covering events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to exploration, colonization, the Revolutionary War, constitutional issues, nation building, the Civil War, Reconstruction, and the western movement. By the end of the student's 8th grade year, they will have met the objectives for both the 7th and 8th grade Utah requirements. If necessary, accommodations will be made for students who transfer into MMA after 7th grade.

Mathematics

Year-Long Course

This is a combined age class. All courses begin with a review of problem-solving strategies and applications. Frequent assessments in the form of scheduled chapter tests, weekly quizzes, vocabulary tests, and graded homework are part of each course. We adhere to the Utah Core Curriculum through a combination of Montessori materials and other scientifically-valid approaches to teach these skills. Our goal is for students to be able to reason abstractly, apply their learning to real world situations, and enjoy mathematical reasoning. Daily independent practice (homework) is essential for mastery.

7th Grade Content

- (1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems.
- (2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent's as different representations of rational numbers.
 - (3) Students continue their work with area from Grade 6 & 7, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects.
- (4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations.

8th Grade Content

- (1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.
- (2) Students grasp the concept of a function as a rule that assigns to each input exactly one output.
- (3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems

Seventh Grade Integrated Science

Year-Long Course

The 7th and 8th grade Science classes are combined with alternating year curriculum. Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. The Science Core Curriculum places emphasis on understanding and applying skills and knowledge. Students are active learners. It is not enough for students to read about science; they must do science. Students observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, have hands-on, active experiences throughout each cycle of the science curriculum. Physical, earth, and life science content are integrated in a curriculum with two primary goals: (1) Students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. Science instruction is cultivated by and built on students' curiosity and sense of wonder.

The overall theme for Seventh Grade Science is structure. The concept of density is used to help understand the sorting and distribution of matter on Earth. Seventh graders begin to relate the structure of matter to the properties of materials. The "Benchmarks" in the seventh grade Core emphasize "structure as an organizing concept to understand matter.

All substances are made of smaller parts and are themselves parts of larger wholes. When parts come together, the whole often has properties that are very different from its parts. Inherited traits are carried on structures called genes. Structure is used to classify plants, animals, rocks, stars, and other things. Classification is a way to give a unique description to all things. If necessary, accommodations will be made for students who transfer into MMA after 7th grade.

Eighth Grade Integrated Science

Year-Long Course

The 7th and 8th grade Science classes are combined with alternating year curriculum.

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. The Science Core Curriculum places emphasis on understanding and applying skills and knowledge. Students are active learners. It is not enough for students to read about science; they must do science. Students observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, have hands-on, active experiences throughout each cycle of the science curriculum. Physical, earth, and life science content are integrated in a curriculum with two primary goals: (1) Students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. Science instruction is cultivated by and built on students' curiosity and sense of wonder.

The overall themes for eighth grade Integrated Science are change and energy. The "benchmarks" in the eighth grade Core emphasize change as an organizing concept to understand matter and energy. Eighth graders should understand the relationship between energy and changes in matter. When matter combines, energy is absorbed or released and matter is rearranged to make new substances with new properties. The essential change that occurs in living organisms involves photosynthesis and respiration. The processes of change that shape and reshape the Earth continue today as in the past and require energy. Objects require energy to move and this motion can be described, measured, and predicted. If necessary, accommodations will be made for students who transfer into MMA after 7th grade.

College and Career Awareness

Year-Long Course

This core course is an integrated exploratory program. The purpose is to allow students to be involved in activity centered lessons, which explore careers, utilize technology, and develop beginning skills. Through Awareness Activities, students are exposed to CTE (Career & Technical Education) Pathways in: Agricultural Education, Business and Marketing Education, Family and Consumer Sciences Education, Health

Science Education, Information Technology Education, Skilled and Technical Sciences Education, Technology and Engineering Education.

Ninth Grade Curriculum

Language Arts

Year-Long Course

Students read a number of genres, authors, and styles in order to improve their critical thinking skills, analytical, expository, persuasive, and expressive writing pieces. Students learn how to craft strong, clear arguments and support them with relevant evidence. This course requires daily reading and writing in and out of the classroom. Writing assignments take different forms varying from structured essays and poems to less formal journal entries, creative pieces, and short articles. Peer- editing and “read-arounds” continue the Montessori-inspired traditions of student evaluation and oral presentation.

Students improve their vocabulary, grammar, and writing mechanics through targeted lessons and essay revisions. Students glean meaning, create and support a strong thesis in critical, expository, and persuasive essays, and compose expressive writing that shows evidence of knowledge of the structures and conventions of written standard English. Students begin the year reading a variety of texts focusing on author’s intent and character studies.

In a seminar- type setting, students explore reading responses, question character motivation, and develop discussion skills. Students practice forming a focused thesis, then hunting in both their books and their own lives for supporting examples. Students improve their vocabulary, grammar and writing mechanics through targeted lessons and essay revisions. All students craft exemplary five paragraph essays that will persuade, inform, and entertain their readers. When they read, they read as writers, looking to author’s style, form, and content as inspiration for their own writing.

Social Studies-Geography for Life

Year-Long Course

Geography is described as the study of the “why of the where.” Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard. The six standards identified below are best understood when using the following geographic themes: location, place, movement, region, and human environmental interaction.

Students will:

- Understand the world in spatial terms
- Understand the human and physical characteristics of places and regions
- Understand how physical process shape the earth's surface
- Understand how human activities shape the earth's surface
- Understand the interaction of physical and human systems
- Use geographic knowledge to connect to today's world

This course fulfills the requirement for social studies for secondary students.

Secondary Mathematics I

Year-Long Course

Students in Secondary Math I will deepen and extend understanding of linear relationships in part by contrasting them with exponential phenomenon and in part by applying linear models to data that exhibit a linear trend. This course fulfills the math requirement for secondary students.

Biology

Year-Long Course

The Biology Core has three major concepts for the focus of instruction: (1) the structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live. *This elective course will fulfill high school biology science requirements.*

Electives

*Courses outlined are subject to change based on instructor availability and interest.

Available For All 7th, 8th and 9th Grade Students

Art I-Foundations

Half-Year Course

This course is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics. *No pre-requisite required. \$15 fee required.*

Media

Full-Year Course

A yearlong class that produces the junior high school yearbook. Students will learn the process of creating and producing a yearbook through learning skills in digital photography, graphic design, and layout design.

World Language-German I

Full-Year Course

Students will learn to communicate in German, both verbally and in written form. These are skills we believe students will need to be successful and productive global citizens.

World Language-German II

Full-Year Course-

This course continues the development of speaking, listening, reading and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography on the Native country are taught through reading selections.

Erdkinder I and II

Half-Year Course

Students are required to take this elective at least once during their junior high experience at MMA.

Peer Tutor

Half-Year Course

Students from the junior high will work with younger students (from the elementary) to support academic success. It aims to guide students in the service process by providing a framework for applying leadership techniques. Students will learn how to write a resume, apply for a job, showcase their best self, work with younger mentees. These skills will be practiced in both face-to-face situations and through technology. The goal of this course is to help recognize others' strengths and abilities, as well as nurturing their compassion

Theater Foundations I

Half-Year Course

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theater are through skill and development. ***\$15 fee required.***

Musical Theater/Choir

Full-Year Course

The students will explore and experience the nature of musical theater and the unique performance demands required to perform a musical theatre role, including the basic analytical, vocal, movement and acting skills needed to perform in musicals. This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral mixed ensemble. Also, students will learn about good tone and learn to perform a variety of music while improving their singing voices. ***\$15 fee required.***

Sports-Participation Skills and Techniques

Half-Year Course

This semester class offers students instruction in lifetime activities and fulfills one pre requirement for high school graduation. Individual, dual and team sports activities are included with emphasis on activities offering lifelong participation.

Weight Training

Half-Year Course

Weight training is organized exercise in which muscles of the body are forced to contract under tension using weights, bodyweight or other devices in order to stimulate growth, strength, power and endurance. This class is designed as a class for beginners to learn proper techniques to build muscle while minimizing risk of injuries. **This course is off-campus and fee required.**

Available for 8th and 9th Grade Students

Art II-Advanced Foundations

Half-Year Course

Art I Pre-requisite. This is an advanced course designed to build upon and enhance previously learned art skills. **\$15 fee required.**

Art III-Studio Art

Half-Year Course

Art I & Art 2 Pre-requisite. This course is an opportunity for students to demonstrate concentration on a particular visual interest through sustained investigation. Students will use their knowledge of the Elements and Principles of art to build a unified art collection and portfolio. **\$15 fee required.**

Exploring Business and Marketing

Half-Year Course

Students will be exposed to the fundamental concepts of business and marketing. Skills include basic business concepts, organizational communication, human resources management, entrepreneurship, accounting, finance, and leadership. Students will be exposed to courses within the Business and Marketing career pathways and leadership organizations, such as FBLA (Future Business Leaders of America) DECA (Distributive Education Clubs of America).

Theatre Foundations II

Half-Year Course

Prerequisite Theatre Foundations I-Adds depth and breadth to the concepts introduced in Theatre Foundations I through the study of dramatic unity, comparison and integration of art forms and analysis and critique of performance. ***\$15 fee required.***

Available for 9th Grade Students

Fitness for life

Half-Year Course

Core required class that provides comprehensive instruction in nutrition, fitness activities, and self-assessment.

Health II

Half-Year Course

Advanced required core curriculum course that builds on the concepts and principles developed in Health I. Can be taken in 9th or 10th grade. Required for graduation.

Release Time (Seminary)

Half-year Course Off Campus

Extracurricular Activities

These are examples of the types of activities that MMA desires to provide for students. They are subject to change based on student interests and logistical planning.

Cross Country

Soccer

Basketball

Volleyball

Hiking Club

Chess Club

Spirit Squad

Thespian Club

Archery Club

Classroom Procedures

Integrity, Respect, and Responsibility

The classroom is based on the premise of integrity, respect, and responsibility. The Montessori classroom provides many opportunities at all levels for the development of these universal values. Integrity involves trust and honesty. The Junior High will strive to begin each year with activities for the students and teachers to learn to trust each other. Learning to trust oneself, peers, and adults is the first step in establishing a community of learners. Trust is an important factor in early adolescent development. Honesty in personal relationships and academic work is a cornerstone of the classroom rules.

Students are expected to treat themselves with respect, treat each other with respect, and respect the materials in the environment. Specifically, Grace and Courtesy lessons are part of the classroom learning and are discussed and practiced. Everyone in the environment needs to experience affirmation. The books and materials in the environment will need to be treated with care. Most textbooks and learning materials belong to the school and must remain in good condition so that others can use them.

There are two kinds of responsibility: 1. Taking responsibility for one's own needs in the learning environment - such as learning time-management, completion of homework on time, focus, physical organization, and problem-solving. 2. Taking care of the needs of others and contributing to the group. This involves supporting others, working cooperatively, actively listening, and self-management in groups. All of these responsibilities are important in establishing a classroom community.

Communication Strategies

An adolescent's psychosocial task is to develop appropriate relationships with others. In response to this developmental need, the program focuses on the learning of communication strategies. The four strategies taught are: acknowledging others, "I" messages, problem solving (goal setting, decision making, win/win solutions), and active listening. Students learn about appropriate timing by asking a series of questions in order to reach the appropriate communication strategy. This framework is based on the integration of more than 200 resources. This framework may be useful for parents in helping their adolescents work through their social dilemmas. Information on the strategies and the questions appear in the appendix.

Dress Guidelines

Dress code and consequences for failing to abide by the guidelines are found in full on the school website at:

<http://mariamontessoriacademy.org/wp-content/uploads/2013/08/Dress-Code-Policy-MMA-signed-04.08.14.pdf>.

Public Displays of Affection (PDA)

MMA recognizes that genuine feelings of affection may exist between two students. Students shall refrain from all Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity. The expression of feelings towards one another is a personal concern between the two individuals and thus, should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as onlookers. Some specific examples of PDA includes but is not limited to:

- Kissing
- Holding Hands

- Fondling
- Cuddling
- Inappropriate Touching
- Rubbing/Massaging
- Excessive Hugging

Video Games

Research has shown that video games that are found in video arcades and home gaming systems are generally violent in nature and have few educational or social benefits. The school does not support students playing video games on school trips and/or school sponsored activities and limited at home.

Computer Guidelines

The complete computer use agreement for MMA can be found online at:

http://www.mariamontessoriacademy.org/Docs/MMA_Internet_Policy_Student.pdf

Using the Internet at home

- Use social-networking sites positively and appropriately.

In the space below list the guidelines you and your parents have agreed upon for appropriate computer use at home.

Electronic Devices Policy

General Guidelines for the Jr. High School are herein noted with the full policy located on the school website at:

http://www.mariamontessoriacademy.org/Docs/MMA_Electronic_Device_Policy.pdf

Snacks

Students may eat prepared fresh fruits and vegetables at any time during the school day.

Lunches

Food guidelines are discussed and determined by the Jr. High School Community. Students may bring their lunch from home or order lunch from the Jr. High business (if available). Lunches should be nutritious and well balanced. **Students may not bring candy, sugary goods, or carbonated beverages for lunch.** It is the student's responsibility to bring their own lunch to school. If students forget their lunch, they may have the opportunity to receive peanut butter, crackers, and fruit from the school office if available.

Nutritious Food and Drink Guidelines

Students must have nutritious and healthy snacks, lunch, and drinks while at school.

Lunch:

- Eat a balanced meal by eating something from four of the five food group such as:
- Carbohydrates (whole grain bread / pasta)
- Fresh fruits / vegetables
- Proteins (eggs, lean meat, fish, nuts, beans etc.)
- Dairy products (organic whole milk, yogurt, cheese)
- Drink 100% fruit juice, flavored water, water, organic milk, or fresh, lightly, naturally sweetened, caffeine free tea.

Parent and Office Communication

For students who fail to bring any of the required school supplies (lunches, binders, books, etc.) by 8:30 a.m., parents may bring the item and leave it at the school office to be picked up by the respective students. Parents/Guardians shall not enter the classroom to drop off supplies to their student. If parents need to speak with their child, they must ask the front desk to summon their child.

Should a child need to contact their parent or guardian, the student must get permission from the teacher and call from a school phone. In the case that the parent or guardian is not reached, the student will leave a brief voicemail message. If a student is not feeling well, they must come to the office and office staff will call home as necessary.

Absences and Tardiness

The policy of MMA is that consistent attendance teaches responsibility and allows for continuity of education. Frequent absences and tardiness are disruptive to the learning environment. The attendance policies of MMA are consistent with those Utah State office of Education; Utah Code Ann. §53A-11-101 through 105. The entire MMA attendance policy and definitions are found in the Maria Montessori Academy website at:

http://www.mariamontessoriacademy.org/Docs/MMA_Attendance_Policy.pdf

We ask that all parents familiarize themselves with the complete policy.

Bullying and Hazing Policy

The bullying and hazing policy can be found online at:

http://www.mariamontessoriacademy.org/Docs/MMA_Bullying_Hazing_Policy.pdf

Field Studies

During the year, students will have the opportunity for field study. Ground rules are written by the students and approved by the teachers for each trip. Some trips may necessitate a compulsory parent/student meeting to review ground rules and procedures, to answer any questions, and to sign all necessary forms. **Students who break ground rules on any trip will be sent home at parents' expense.**

Family School Partnership

Family Conferences

Scheduled family conferences are held several times a year. Students are asked to prepare for their conferences. Students are asked to evaluate their progress in academic work, personal responsibility, and group responsibility, and to prepare a portfolio of their work. Students then request their family's and teachers' points of view in each area. Students, families, or the teachers may request additional conferences throughout the year.

Programs for Parents

Parenting adolescents today can be very stressful and confusing. Understanding this, the school will offer opportunities for parent education in various areas. Parent-centered programs will be scheduled throughout the year to provide families with an opportunity to connect with each other and with the teachers in a social and educational environment.

Additional Forms and Resources

Junior High Behavior and Academic Agreement

Our school strives to be a special learning environment. We seek not only to provide the highest, most complete academic environment for each student, but also to form a human community that nurtures an atmosphere of caring and promotes an inclusive social climate. We strive to be a community of adults and adolescents who respect each other's deepest personal and human qualities.

Following the Montessori philosophy, we have arrived at several goals:

- **Learning-** We define learning in the broadest sense. We ask and expect commitment to each learning area: academic, field study, service, relationships, and community building.
- **Community-** We strive to shape, foster, and nurture relationships that build community.
- **Hard Work-** We value hard work. We respect and appreciate the effort and willingness to meet difficult challenges.
- **Respect-** Manners are an essential aspect of the way we show respect and caring for others. We strive to act with good manners in order that respect for others' feelings and property is obvious.
- **Peace -**We strive to be a community that values the complex global and personal aspects of peace.

Each Maria Montessori Academy Junior High school student, as they grow and mature, assume more responsibility for supporting the values of the community. They make five special promises:

1. **The promise to build community.** This means that students at MMA agree not to form cliques or become dependent on their friends to the exclusion of others. Each MMA student promises to value friendliness, openness, and helpfulness to every other student. Each MMA student promises to act in ways that demonstrate the above stated values to others. This promise also includes following school policies and classroom expectations.
2. **The promise to be guided in the dealings with others by the principle of human-heartedness.** We make a commitment to value and respect each other as individuals. Students at MMA promise to strive to understand the special personal and human qualities of others.
3. **The promise to prioritize for academic success.** Students at MMA are expected to come to school on time and ready learn. This also includes setting aside one hour on school nights at least 5 nights a week for study, reading and the completion of homework on time. Each MMA student is expected to work hard at meeting its educational challenges.
4. **The promise to participate in unique learning opportunities offered at MMA (such as field studies and student-led conferences) with a positive attitude and vigor.** Students at MMA understand that overnight field experiences are unique requirements to MMA and serve to fulfill Maria Montessori's vision of learning beyond the classroom. MMA students are expected to participate in preparation activities as well as actual events, which may extend the regular school day into evenings and weekends.
5. **The promise to participate in community service.** This means that students at MMA are expected to fulfill ten hours of community service, or five hours per semester, and to submit written documentation attesting to this service. Service hours are to be completed in a variety of settings beyond school hours, serving the family, the school, or the broader community. Students should expect to receive no financial compensation; service is to be completed for the benefit of others rather than of self.

We each agree to work diligently to meet all the terms of this agreement. Upon signing this agreement students, parents/guardians, and teachers are agreeing to support the above goals and promises.

Student Signature

Parent/Guardian Signature

Date

Teacher Signature

Junior High Field Experience and Service Expectations

At Maria Montessori Academy, Junior High students are expected to participate in all of the service and field based experiences provided, as these experiences prove to be an integral part of our curriculum. **It is not an acceptable choice to allow your student to stay home from school instead of attending a structured, scheduled service project or field-based experience. By doing so, it is viewed as it is an unexcused absence and puts the student at a disadvantage, because of missed curricular lessons and activities.**

Service Learning

MMA Junior High students have multiple opportunities to serve their community. The adolescent needs to feel a sense of purpose in their life and this comes primarily of being of service to someone or something else. Visiting assisted living centers, helping in the community garden, serving as a peer mentor for elementary students and building a capstone project that has positive impact for the greater good are some of the ways the adolescent extends their learning into the world. **Each student is required to contribute 10 hours of service per year outside of school related service activities.**

Service learning provides projects where:

- Student has meaningful contact with adults
- Develop a sense of responsibility
- Participation makes a clear difference and they feel valued and gain self-confidence
- Develop decision-making skills dealing with real problems
- Deal with the consequences of their decisions
- See the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom
- Experience a variety of roles
- Cooperate with others to realize a goal and they can see the concrete outcome of their efforts
- Develop the ability to interact and work with people different than themselves
- Prepare to become contributing citizens by learning habits and skills of active citizenship that fosters an ethic of service
- Become aware of community needs
- Gain a sense of belonging and community membership
- Develop empathy and a sense of caring

Field-Based Experiences

Field-based experiences provide purpose, meaning, and links to the general curriculum for the Junior High student. Land-based experience, such as visiting a working farm, allow students to interact with subjects such as math, biology, accounting, chemistry, land management, conflict resolution and environmental science.

Montessori felt that economic independence was as important to the development of the adolescent as personal independence (dressing and feeding themselves) is to the development of the 3 year-old. Field-based experiences give the opportunity to explore our market economy and professional careers.

Field-based experiences:

- Provides the opportunity for students to develop independence, interdependence, and self-reliance
- Fosters new relationships between students, their teachers, and new environments
- Allows freedom to act on individual initiative within limits and rules that give necessary guidance
- Fosters in students the power of self-adjustment to new environments, which ultimately results in a happy social life and that facilitates individual progress
- Helps students to understand their place in the world

**Fee Schedule
2018-2019**

Required Jr. High Fees – Grades 7th, 8th, and 9th grade

Jr. High Descriptions	Fee
Science	\$25.00
CTE/Health/Digital Tech	\$20.00
Computer Equipment	\$10.00
Textbook Rental	\$15.00
Electives	\$15.00
Fieldtrips	\$110.00
<i>TOTAL FEES</i>	<i>\$195.00</i>

Jr. High Optional Fees	
Class Schedule Change (JH Only)	\$10.00
PE Elective (JH Only)	\$65.00
School Wide Optional Fees	
Art Guild/Thespian Society/Choir	\$50.00-65.00
Sports Activities	\$60.00-75.00

Optional Fees

MMA may elect to charge participation, extracurricular or after school club fees (grades K- 9) after considering the actual cost of classes and activities.

Please note that the Participation/Extracurricular Fee for a particular club or sport does not include uniforms, camps, or competition fees. These will be an additional cost depending on the sport or activity.

Family Notice

Maria Montessori Academy and Jr. High School are licensed to operate as a school and child care center by the **Utah Division of Child and Family Services** and is audited annually. As a result of the annual audit, the school is required to publish the following statements to families:

- 1. Animals in the classroom:** A critical element of the Montessori science curriculum is care of live animals. Therefore, your child will be exposed to live animals in the classroom. The care of animals is limited to feeding and providing fresh water to birds, reptiles, mammals, and fish and is directly supervised by the teacher. Children wash their hands before and after feeding the animals.
- 2. Hearing and Vision** exams are required by the State of Utah as a condition of enrollment. Results must be reported on the School's Medical, Emergency, Participation Record.
- 3. Permission for water activities** must be indicated on the MMA Jr. High Medical, Emergency, Participation Record.
- 4. Parents may visit** their child's classroom at any time after they have obtained a visitor's name-tag at the school office. For classroom observation, we request that parents consult with the classroom instructor or main office to schedule an appropriate time.
- 5. Parents may volunteer** to participate in the classrooms, following a school orientation on Child Development, submitting an application for a State of Utah Criminal Background Check, and submitting fingerprints to the FBI.
- 6. Parents may contact** the local licensing office of the Utah Division of Child and Family Services or view more information at the website www.hsdccfs.utah.gov

Other Helpful Numbers:

Weber-Morgan Health Department

Administration: 399-7100

Birth & Death Records: 399-7130

Clinical Nursing Services: 399-7250

Environmental Health: 399-7160

Health Promotion: 399-7180

Media Relations, 399-7114

Vehicle Emissions Program: 399-7140

Women, Infants & Children: 399-7200

Weber Human Services

Telephone: (801) 625-3700

