



“For there is always light. If only we’re brave enough to see it. If only we’re brave enough to be it.”




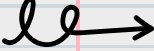
—Amanda Gorman



Welcome to the Adolescent room!

The Adolescent room (as many of you know) is where we house the seventh and eighth grade students. This is considered middle school for our Montessori, and it is much different than your average middle school. It is set up slightly different than the fourth, fifth and sixth grade classes. Let's dive into the world of our adolescents!

~Michael





Introduction

The adolescent community is very unique in terms of the way we learn compared to traditional public school.

-Dylan



- 
- 
- Hands on projects
 - Seminar
 - Utilizing teamwork skills and the importance of others in a team
 - Using resources in our community
 - Occupations/humanities vs. science/history

Our Amazing Teachers

Have you ever had one of those mean teachers that are the bane of your existence? Well, you bum, you should have guessed by now that Mrs. Stricker and Mrs. Bowe are the opposite of that. They are the nicest teachers you would ever have. Sometimes they can give you an evil eye or raise their voice. Most of the time they have a massive sense of humor and teach you a dumper load of info about the subject you are being forced to learn. In transition, don't make those roller derbying macho teachers mad or they will get upset. All in All, I think they are the best teachers teaching wise I have ever had.

~Kenny G

What you would like to know about Mrs Stricker and Mrs Bowe

They are both really nice teachers and LOVE to let us go on walks. ESPECIALLY for kids who have a lot of excess energy And they're both good at explaining and helping you be a better learner.

-Hudson

Our new space










Characteristics of the 3rd Plane of Development:

- Social “newborn”
 - Rapid growth and maturation
 - Sense of expectation as they become integrated into adult society
 - Need to learn the tools of adult society (technology)
 - Strong sense of justice
 - Need for “valorization” through economic independence, maximum effort, and contribution to a greater good
 - Growing awareness of different identities as many different identities/roles begin to integrate
 - Need for self-expression to experiment with developing personality characteristics/identities
 - Questions of the adolescent: Who am I? What am I good at? What am I good for?
- 

Valorization

- To be knowledgeable of one's own worth, to be acknowledged for one's contribution to a greater good, to be of support to someone else in need.
- Is related to courage, fortitude, bravery, courtesy, grace, and chivalry
- Takes place when the work is right:
 - Requires understanding of what work is
 - Requires independence
 - Requires the properly prepared environment
- Is the process in which an individual gains internal strength through a sense of self-worth by being valued for their contributions to self, community, and society.



-Dylan

The Environment



Work

01

All of the curriculum can be changed to fit your interests. I had the opportunity to build an elevated rain garden, sew models, and paint murals of my work.

02

Support

The teachers work with you to teach you the material you need in a way it becomes easy to understand. They quickly become people you can rely on.

03

Friendships

The cohort is small, developing a secure group of friends becomes easy! You can discover new interests and ideas while working with them.

04

Leadership

Developing opinions and a strong voice will become natural, and you are urged to explore your ideas while standing up for what you believe in.



Opportunities

Since we're the oldest class in the school, we get a lot more opportunities. We get to help plan events and take pictures. We even get to help out in the cafeteria on certain days.



Community Service



Walks/Field Trips

Our classroom tries to take a walk once a week. We've walked to the Civic Center, downtown, Clinch Park, farmers market, and mostly the library.

Walking is fun because we get to talk on the walk and end up doing something fun. When we walked to the farmers market we actually got to buy stuff for Stone Soup.

-Callie, Olivia, Ellianna

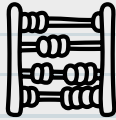


Curriculum (Plan of Work and Study):

- Occupations
- Humanities
- Integrated Language Arts
- Mathematics
- Microeconomy
- Creative/Personal/Physical Expressions

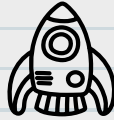


Main subjects



Math

Math is split into usually 5 groups based on understanding: Pre algebra, Pre algebra honors, Algebra 1, Algebra 1 honors, and Geometry, but these groups go by different names during the year.



Occupations

Occupations is essentially our "science" class. In occupations in the past we have learned about water, epidemiology, we learned about physics by creating Rube Goldberg machines, and much much more.



Humanities

Humanities is like a social studies class. In the past we have focused on Traverse City studies, Ancient Greece, and the early U.S. in the Resistance, Revolution, and Restoration unit.



Main activities



Projects

In the AC, we construct projects to drive our learning.



Seminar

Seminar is an intellectual discussion about a topic where we ask group questions and work together to answer them.



Spanish

After both 7th and 8th grade, you will complete a full credit of Spanish 1.



Band/

Orchestra

Band and orchestra are offered for adolescents





Other activities




Bell Ringer

Daily language based warm up

Jobs

Everyone has a certain responsibility to keep our community clean



Clubs

- Magic: The Gathering
- Math Club
- Other offerings based on student interest

Coffee House


After school gathering, kind of like a talent show

Gardening

In the past, we have had students help restore the gardens

Lunch

Adolescents have the opportunity to help the community by serving lunch to younger.

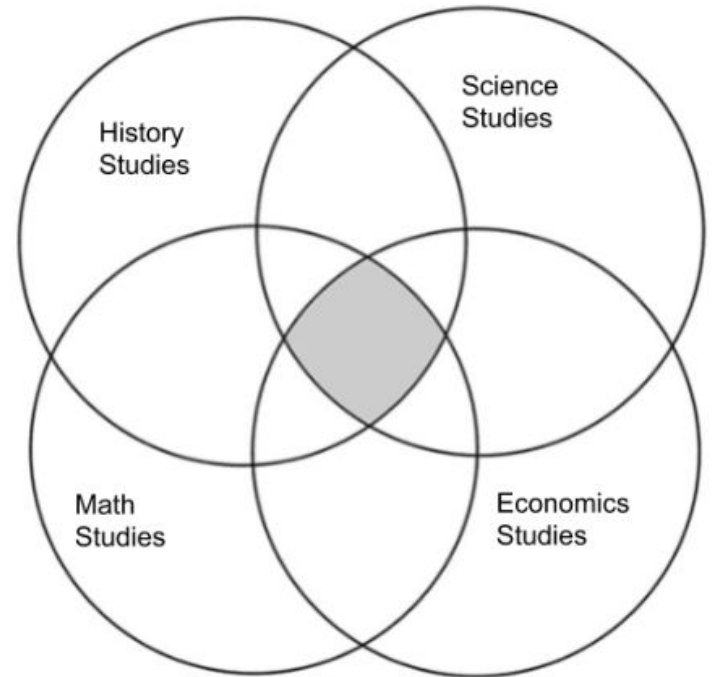


Occupations:

Occupations integrate all areas of the plan of work and study.

Occupations cover all state science Standards in an integrated, meaningful, hands-on way.

- Engagement (Choice is a huge factor)
- Social Collaboration
- Purposeful work
- The motivation for acquiring knowledge-- “expertise”
- Problem solving/common sense skills
- Collective learning and individual learning
- “Valorization” through contribution




Occupations:

Possible themes/rotations

Year A:

- Microeconomy (ongoing)
- Water Quality/ Watershed
- Heredity and Living Things
- Kitchen Chemistry
- Geology/Earth's History

Year B:

- Microeconomy (ongoing)
 - Forensic Science
 - Astronomy/Alternative Energy
 - Forces & Motion
 - Site Survey (biology and chemistry focus)
- 

Occupations

In occupations we do fun stuff like science experiments, baking, or even raising animals.



Last year we even raised a Sturgeon and Chickens.

-Callie, Olivia, Ellianna






Humanities:

Students need to learn about “...**the present state of the country, its moral character...**” and they need to take, “**Visits to places having particular historic interest.**”

~ Maria Montessori, *From Childhood to Adolescence*

Humanities cover all state social studies and government standards through the study of how people process and document the human experience and provide a sense of connection to those who have come before us.

- Develop an understanding of how human beings have created culture and have interacted, assimilated, and united over time
 - See humans as sharing a common culture; see the unifying aspect as the potential for progress
 - Develop empathy; have faith in the future
- 

Humanities:

Possible themes/rotations

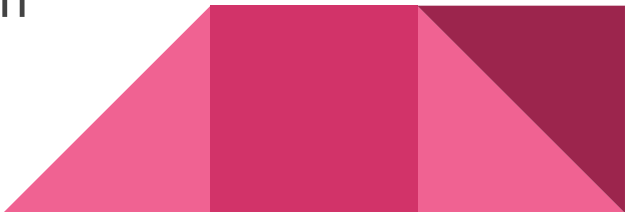
Year A:

- City Studies (Traverse City/Detroit)
- Frontiers in History*
- Ancient Civilizations
- Belief Systems

Year B:

- Human & Animal Interactions
- Anishinaabe Studies
- War & Peace*
- Revolution, Resistance & Reformation

* One theme each year will align with the [National History Day](#) competition






Integrated Language Arts:

Language arts skills from reading and research to written, oral and digital presentations are integrated into EVERY humanities and occupation unit. Review of foundational grammar and wordstudy skills learned in elementary is ongoing throughout the year as well.

Seminars develop critical thinking and reading skills and provide literature studies.

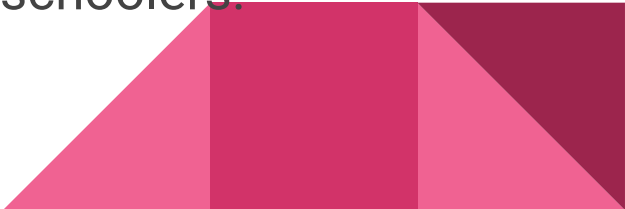
Narrative writing, journaling, poetry and other creative writing activities are fostered as creative expressions based on personal interests.



What about Math?

Our students use the same math curriculum used at all TCAPS secondary schools. This program, “CPM” which consists of “cooperative learning,” “problem-based learning” and “mixed, spaced practice”. This curriculum is heavy on collaboration and problem-solving (which meets the social needs of adolescents while also meeting the rigorous curriculum needs for math standards).

Members of the Adolescent Community have the same opportunity to participate in honors math classes as other middle-schoolers.



What about Math?

In addition to the rigorous, structured, math lessons that will be in place for all students, students will:

- Participate in math seminars
- Complete accounting and other math activities related to microeconomy
- Have opportunities to solve real-world math problems either as part of a math unit or as a component of occupations or humanities.



Microeconomy (Production and Exchange):

Production / Exchange are KEY components of an adolescent program.

- The foundation of society
- Production of something useful and changed for something else
- Brings individuals in contact with the group
- Provides an understanding of currency
- ALL work, paid or unpaid, is noble; every contribution helps society function.
- Develop self and a relationship to society (social growth and valorization)



Microeconomy (Production and Exchange):

Student Microeconomy can look like:

- Farm/garden sales
 - Produce
 - Eggs
 - honey
- Carline coffee sales
- Holiday basket production/sales
- Pancake breakfasts/Harvest Celebration dinners
- Partnerships with local business for meaningful work
- Whatever meets the needs of our students and community!



What the heck are CE/PEs?

“Adolescence is characterized by a state of expectation, by a preference for works of creation.” ~Dr. Maria Montessori, *From Childhood to Adolescence*

Personal Expression activities provide opportunities for students to be introduced to variety of Creative and Physical Activities. Some examples of CE/PE activities:

Creative Expression:

Art	Music
Drama	Dance
Poetry	Creative Writing
Fiber arts	Metalsmithing/jewelry
Clothing design	Foreign Languages

Physical Expression:

Yoga	Hiking
Archery	Baking
Canoeing	
Tai Chi	
Organized Sports	



Traditional Middle School Elective Options

- Health/ PE
- Foods
- Theater
- Music (Band, Orchestra, Choir)
- Visual Arts
- Applied Art (Yearbook, Video Animation, STEM)
- World Language (Spanish/ German)



Montessori Pull Out Electives

Regular Schedule of Electives, but with increased content time:

- Health and Physical Education (HPE) (no formal recess time)
- Spanish (HPE and Spanish will be an every-other-day schedule for est. 54 minutes and will be organized by grade level next year)
- Band/Orchestra (opt-in class; pulled out of open work/community service for 4 times per week for 67 minutes each meeting)



Spanish and Gym

● When?

Every Morning at 8:15 we go to either gym or spanish



● Who?

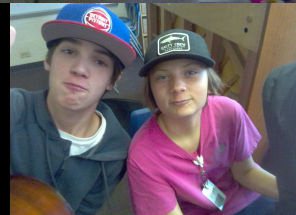
The grades are separated so 7th graders will be in spanish while 8th graders will be in gym. It rotates on Fridays



Orch/Band pics



-Michael,
Gardner



Montessori Integrated Electives

- Business/Finance/Marketing (with required Microeconomy)
- Practical Life (Montessori core):
 - Planning rural and urban excursions
 - Organization of travel planning/ reservations
 - Fundraisers (much from the Microeconomy)
 - PEACE education
 - Social Justice
- Farming/Agriculture Partnerships in the Community
- Foods/Cooking
- Creative Arts (Visual, Theatrical)
- Technology/STEM



Traditional Schedule Vs. Montessori Schedule

Middle School Course Planner

Map your courses for middle school using the course planners provided.

- In the shaded areas below, list your electives with second choices.
- Write in the exact course title as listed in this guide.
- Count courses from the top of each column. Every middle school student takes six classes every semester.

DEPARTMENT	SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
	A DAY	B DAY	FIRST SEMESTER	SECOND SEMESTER	FIRST SEMESTER	SECOND SEMESTER
LANGUAGE ARTS LANGUAGE ARTS is required every semester 6th-8th grade.	Language Arts - 6		Language Arts - 7		Language Arts - 8	
SOCIAL STUDIES SOCIAL STUDIES is required every semester 6th-8th grade.	World Geography		Ancient World History and Geography		Integrated US History	
MATHEMATICS MATHEMATICS is required every semester 6th-8th grade.	Foundation of Algebra		Pre-Algebra		Algebra*	
SCIENCE SCIENCE is required every semester 6th-8th grade.	Science - 6		Science - 7		Science - 8	
HEALTH & PHYS. ED. One semester of HPE is required each year 6th-8th grade.	HPE - 6	Music Elective	HPE - 7		HPE - 8	
WORLD LANGUAGE * 2 years of the same WORLD LANGUAGE is required 9 th -12 th (Or equivalent learning experience K-12) 7 th and 8 th grade world languages may earn high school credit.						
Other Electives	Other Electives		Other Electives		Other Electives	
Total Credits	6	6	6	6	6	6

*Successful completion of these courses may earn high school credit. See your school support staff for details.

Adolescent Community Course Guide

Department	SEVENTH GRADE	EIGHTH GRADE
MATHEMATICS	In addition to project-based mathematics integrated in occupations, students will complete self-paced instruction that will result in Pre-Algebra and Algebra OR Algebra and Geometry credits with demonstration of curriculum mastery through district-level assessment.	
LANGUAGE ARTS	Language arts credits are required in seventh and eighth grade and are earned through weekly literature seminars and key lessons integrated into Humanities, Occupations, and creative projects.	
Science	Science credits for 7th and 8th grade are covered in a two-year cycle through Occupations; meaningful hands-on projects on campus or in our community which use real science and solve real problems incorporating math, language arts and creative studies while meeting or exceeding the state standards.	
Social Studies	Social Studies standards for seventh and eighth grade are covered in a two-year cycle through Humanities; integrated projects that explore the whole of human history and incorporate language arts and creative studies.	
Health/PE	Health and Physical Education and Spanish 1 will be offered on an alternating schedule.	Health and Physical Education and Spanish 2 will be offered on an alternating schedule.
Optional Electives	Intermediate and Advanced Orchestra/Concert Band Symphony Band are offered.	
Integrated Electives	STEM lab, Creative arts, technology skills, culinary skills, digital media and other Creative and Physical Expressions will be offered/integrated into student learning throughout the year.	

1. My favorite thing is the walks and fun trips.

2. I've learned a lot because of the big projects we do.

3. I enjoy getting to hang out with friends.

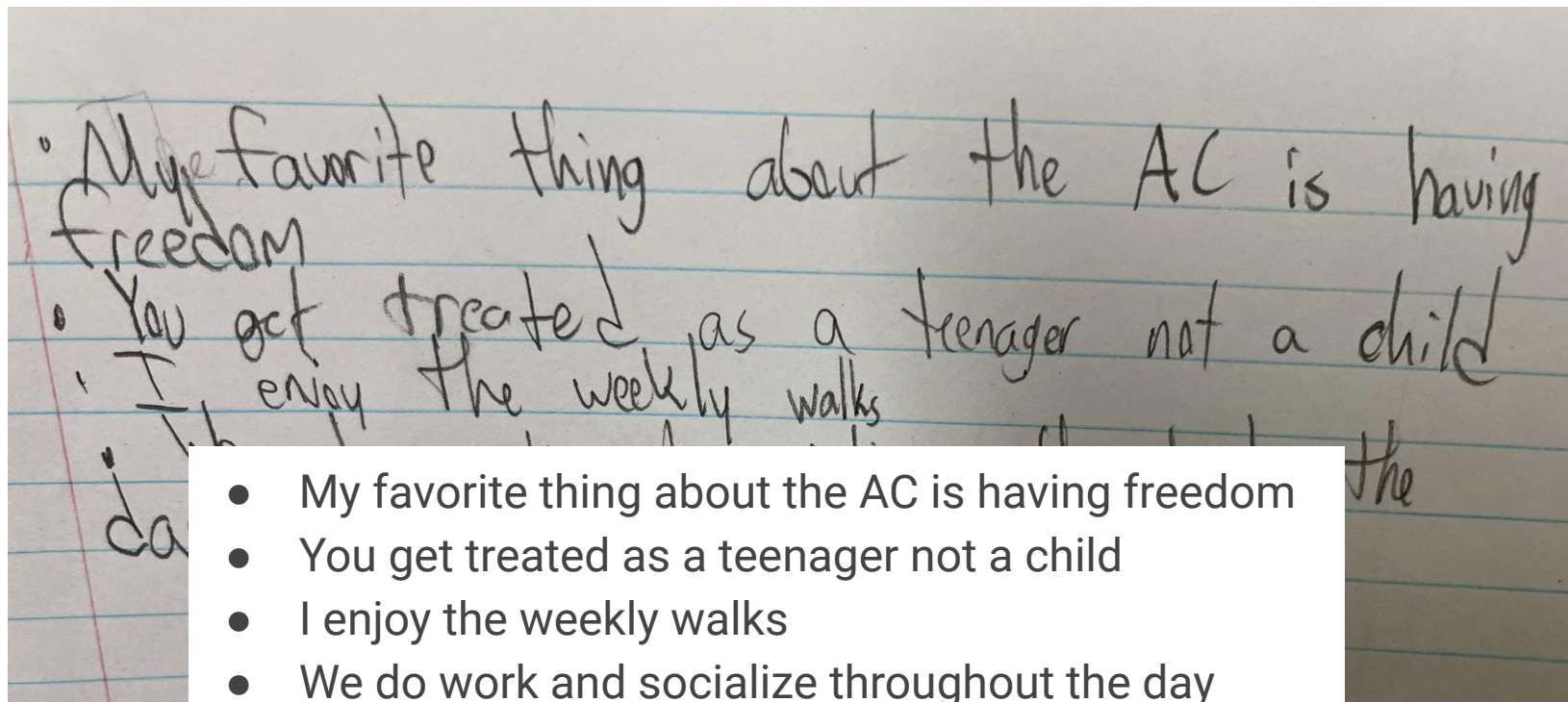
1. My favorite thing is the walks and fun trips.
2. I've learned a lot because of the big projects we do.
3. I enjoy getting to hang out with friends.

-Olivia

I think the AC is great because we have the most freedom out of any class in the school. I have also learned that this class is the most effective class I have ever been in. I love this class because we get lots of walks and outdoor time. Some days we get to go on walks and we also get to do very fun activities.

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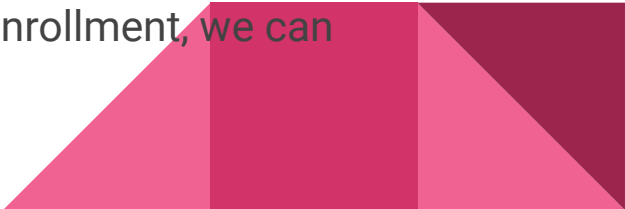
-Magnus



- My favorite thing about the AC is having freedom
- You get treated as a teenager not a child
- I enjoy the weekly walks
- We do work and socialize throughout the day

-Jacob

Athletics:

- Montessori 7th and 8th grade students will continue to join the other middle school LEAP programs so they have a quality experience and are not disadvantaged athletically in preparation for high school
 - Parents can choose either EMS or WMS for athletics (We had students participate on both football teams and WMS basketball this year)
 - Parents are responsible for transportation to/from athletics. However, we will work on a sport-by-sport basis to see if transportation can be provided to WMS only.
 - Athletes may have to leave Montessori early to attend TCAPS sports. These absences would be excused. We will plan the Montessori schedule with reduced instructional time being missed on these days (typically missing jobs).
 - Once the Montessori Adolescent Community increases in enrollment, we can re-evaluate if we need our own LEAP teams.
- 

Extra Curricular Opportunities:

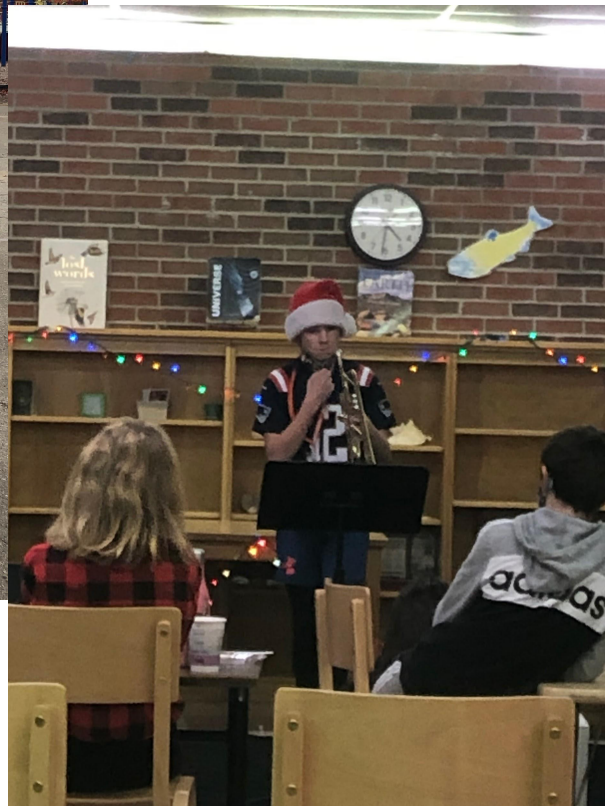
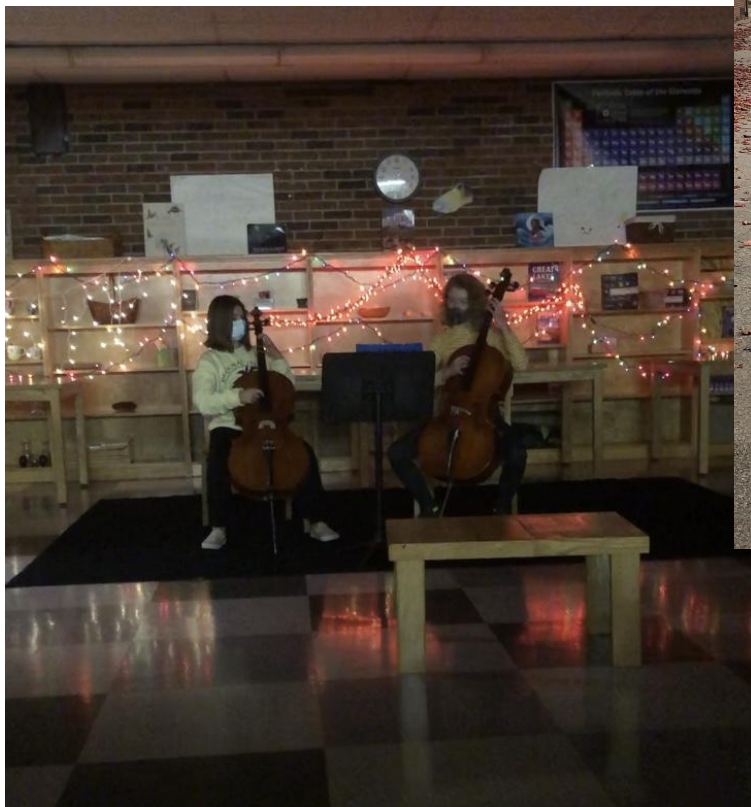
This year we offer a student-led Magic The Gathering club. In past years, students took it upon themselves to form both a photography club and a mountain biking club. Other clubs based on student interest are also options.

We have a Math Club in place this year and are working on formation of a National Junior Honors Society. We're also looking into Montessori Model United Nations and some students have expressed interest in forming a youth "Montessori for Social Justice" branch.

Coffee House



Coffee House:



Trips




School Lunches

Lunch in our classroom is fun. It starts at 11:50. We get to choose our seats for lunch! We eat our lunch while talking to our friends. At 12:10 we are able to get our phones out. After we are done eating our lunch we have to wash our tables. At 12:25 we are supposed to be ready in our seats for student news. 12:30 it will start.

-Elaine and Emilee



Credits/Assessments:

- NWEA 3 times per year
 - Math, Reading, Science (fall and spring only)
 - PSAT
 - High School Credit Assessments
 - Algebra (7th/8th)
 - Geometry (8th)
 - Spanish (7th/8th)
 - 7th Grade EDPs (Educational Development Plans per Michigan Law)
 - Honors Credits are available in ELA, Mathematics, Science and Social Studies
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High School Transitions

“I had parent teacher conferences last night.

Mr Forton said ‘all the Glenn Loomis kids are killing it.’

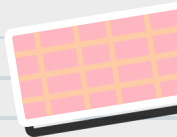
His AP Bio teacher asked how he knows so much.

His answer to me was the standard answer he gives me about everything so far (Including Debate):

“It’s easy, Mrs Stricker covered that (or made us do that) like years ago.”

~Parent of transitioned Central High School 9th grader.

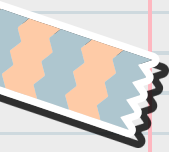




Dylan



Personally, I loved the Adolescent community and everything it had to offer. It was one of the best decisions I've ever made and it really got me more interested in academics. I loved the small group size, which allowed me to make close friends, as well as participate more in things because there are less people to participate. It greatly prepared me for high school because I built great learning habits in those years. The transition from the AC to high school was seamless. I already had a bunch of friends here from sports and I also knew some of my teachers already which helped a lot. The most important thing I learned is the importance of putting yourself out there. If you think you're not good enough for something, just try it because I accomplished some things in those years that I never thought I ever would.





Madelyn



My favorite thing about the Adolescent Community was the hands-on work and ability to lead your own projects. As an occupations project on water quality I created an elevated garden that used water runoff from my backyard shed. I designed and built the project with a friend using recycled and eco friendly parts.





Malina



The Adolescent Community has been a very important part of our lives. Since it was different from a regular middle school environment, we were able to learn different things about who we were and who we wanted to be. The teachers of the Adolescent Community taught us so much about life and what we can do to make our world a better place. My favorite part of being in the Adolescent Community was the close friendships I had with people. The class was small and a most of us had known each other for a very long time. These special bonds with other people were very important and they helped me further my education and improved my mental health. The memories that were made during our time in the Adolescent Community are memories that will never be forgotten.





Mae



The adolescent stage is a fundamental time in our lives, it's a time for growth and development. The adolescent community gave me the opportunity to learn important life skills, from learning about taxes, to simply making friends, it has helped me learn things I never knew I needed to know. One of my favorite parts of this Adolescent community is how the teachers prioritize your mental health and everyone's individual personalities, and learning methods. One skill I felt I took with me to highschool is knowing myself, and the way I learn. Being comfortable with your teachers is so important, and I think these teachers make it easy to do

