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Millhopper Montessori School's mission is to bring families a state-of-the-art education that is grounded in respect for the individual child and in the belief that children have an intrinsic motivation to exercise and develop their emotional, social, and academic abilities.

The Montessori philosophy is at the center of everything we do at Millhopper Montessori School. We emphasize the intrinsic rewards of learning that go hand-in-hand with an engaging, student-centered approach to education. Our classrooms and additional learning spaces encourage curiosity, independence, creative thought, compassion, a strong work ethic, and respect for our local and global communities.

Each developmental area is taught in a manner that is consistent with the Montessori philosophy.

**Class Set-Up:**
- Beginners: Ages 2 – 4
- Preschool: Ages 3 – 5
- Preschool/Kindergarten: Ages 4½ – 6
- Lower Elementary: 1⁰ – 3⁰ Grades
- Upper Elementary: 4⁰ – 5⁰ Grades
- Middle School: 6⁰ – 8⁰ Grades
Early Childhood Level: The First Plane of Development

Beginners (ages 2 - 4)

The “absorbent mind” is blossoming at this stage of development. Until the age of three, children learn by what Dr. Montessori referred to as an “unconscious mind.” The young students develop effortlessly and without conscious awareness. Each one is driven by an intense desire to “do it myself”. To facilitate this, the classroom is arranged so that the students can function as independently as possible. They are at the peak of their sensitivity to order and language acquisition. Socialization with peers develops primarily through parallel play and transitions into interactive play as they age.

Preschool (ages 3 - 5) & Preschool/Kindergarten (4½ - 6)

The Preschool/Kindergarten program continues to focus on emotional, social, and academic development. Development in these areas must be carefully balanced to effectively meet the evolving needs of each student.

Preschool and Preschool/Kindergarten students remain in a sensitive stage for order, sensorial learning, and language development. They begin to possess a “conscious mind” that allows them to direct themselves more effectively and apply themselves to and complete more complex tasks. They will repeat an activity until they have mastered it and then move sequentially to the next activity. By giving the students freedom combined with responsibility, they are able to progress through the curriculum at their own pace by making choices that enable them to maximize their development.

Social development includes learning to make the transition between home and school, gaining a more positive self-image, increasing independence, and developing the skills to work and play cooperatively with other children. Students also begin to establish a strong work ethic by developing self-discipline, increasing responsibility, and working independently.

At the Kindergarten level, the students begin to participate in Technology once a week and Physical Education twice a week. Increased academic responsibilities include daily journal writing and a work plan, which develop valuable work habits.
The Prepared Environment
The prepared environment encompasses the teacher, student, and classroom. The teacher’s role in the prepared environment is to observe and facilitate. Teachers provide the link between the materials and the student, maintain order, and preserve the environment. The materials are set up so that the students can witness success or correct errors by themselves. They are free to move about the room and make choices independently. The items in the environment are reality-based and found in nature. Furnishings, countertops, sinks, and décor are all at the students’ height. There is structure and order in the room, within the shelves, and within each individual activity. Elements are sequenced from simple to complex, top to bottom, left to right, gross to fine motor, no tool to tool, few objects to many objects, isolation to complex, one-step to multiple steps, and concrete to abstract. Each work has specific direct and indirect aims in the student’s development.

The Three Period Lesson
The three period lesson is the method used to teach new vocabulary in all areas of the curriculum. In the first period, the student is introduced to new vocabulary as the teacher names two or three objects (This is a cone. This is a sphere). In the second period of the lesson, the student is asked to recognize the objects (Point to the cone. Point to the sphere). During the third period, the student is asked to recall the objects (What is this?).

Area of Study: Practical Life

Beginners (ages 2 - 4)
Practical life activities provide a link between the home and school environments and help to develop needed everyday life skills. Many of the activities at this level such as mastering clothing manipulation and self-care skills in the bathroom help the student to develop independence. Other activities help develop social skills, such as practicing courtesy words and cooperative playground interactions. Practical life activities help develop a student’s fine and gross motor skills, attention span, early organizational skills, and positive peer interactions.

Preschool and Preschool/Kindergarten (ages 3 - 6)
Practical Life exercises are the foundation of the Preschool and Preschool/Kindergarten level. The Montessori philosophy’s four main goals of the Practical Life area are concentration, coordination, independence, and sense of order. Children are drawn to the Practical Life area and find comfort in the familiar items that they also see at home. It gives beginning students practice in skills that they will encounter in lessons, while older students experience refinement of movement and renewal of skills. There are six main areas of Practical Life lessons: Grace and Courtesy, Practical Skills, Care of the Person, Care of the Environment, Food Preparation, and Sewing and Weaving.

Grace and Courtesy lessons are placed in two subcategories: Control of Movement and Social Relations. Some of the Control of Movement lessons include balancing, walking, sitting on a line or in a chair, carrying a variety of objects, and respecting personal work space. Social Relations lessons include shaking hands, greeting people, using manners (begging pardon, excusing oneself, interrupting appropriately, asking for help), serving others, holding a conversation, and resolving conflicts. Grace and Courtesy lessons are integral to developing precise movements, acquiring an awareness of spatial relations and body awareness, developing self-control, and enhancing one’s inner discipline. Students also learn respect, how to act in a group, how to build self-confidence, develop patience, and have a caring attitude for others.
Subcategories within the Practical Skills area include grasping and controlling, scooping and spooning, twisting and turning, pouring, stringing and lacing, and art skills. The Practical Skills area offers students the opportunity to develop hand muscles, gross and fine motor skills, the ability to hold a pencil, and independence at mealtimes.

The Care of the Person component contains lessons on personal hygiene, grooming, clothing, and dressing oneself. Sweeping, washing, polishing, using tools, and implementing table manners are all elements within the Care of the Environment section. These lessons establish a value for cleanliness and cooperation, help students develop responsibility, and prepares them for the adult world.

Food Preparation gives students the responsibility of nourishing themselves at snack time, becoming acquainted with a nutritious and balanced diet, tasting new foods that they may not try otherwise, and sampling cuisine from other cultures. Sewing and Weaving activities include stringing beads, lacing cards, button sewing, sewing on plastic canvas and burlap, weaving with paper strips and ribbons, and learning simple sewing stitches. Although the sewing activities have an end product for the child to take home, the emphasis is on the process of the work and not the product.

As the students become more capable, Practical Life activities increase in complexity and progress from simple one-step exercises to multiple-step activities that require more concentration and organization, refined motor control, and an increased attention span. This progression helps students feel empowered by their own abilities and helps build each one’s self-esteem, confidence, and independence.
Area of Study: Sensorial

Sensorial lessons educate through the senses and focus on the development of students’ sensory perception. There are eight areas: visual, auditory, tactile, stereognostic, thermic, baric, olfactory and gustatory. The Sensorial area indirectly prepares the child for work in the other areas of the classroom including Math, Language, Science, Geography, Art, and Music/Movement.

Beginners (ages 2 - 4)

Young students are sensorial learners. Auditory experiences occur through quiet music exposure, singing, rhythm instruments, sound cylinders, and vocal instructions, including the introduction of new vocabulary. A variety of art activities allow for tactile exploration and growth. These activities also help students distinguish between primary and secondary colors as well as dimensional differences in height, breadth, circumference, and length. Montessori sensorial materials such as the Broad Stair, Pink Tower, Knobbed Cylinders, Red Rods, and Color Tablets may be introduced at this level.

Preschool and Preschool/Kindergarten (ages 3 - 6)

The Sensorial area educates through the child's senses and focuses on the development of a child's sensory perception. The sensorial materials allow the children to develop observation, comparison, judgment, reasoning, organization, and decision-making skills. Eight categories comprise the Sensorial curriculum: visual, auditory, tactile, stereognostic, thermic, baric, olfactory, and gustatory. The Sensorial area also provides the foundation for the internalization of mathematical concepts and other areas of the classroom.

Preliminary visual discrimination activities include sorting, matching, basic grading, and memory games. Depending on the student’s visual discrimination capabilities, they are given lessons on color, size, and form in large and small group settings. Names of colors and the gradation of color (light to dark) are illustrated with color tablets found in the Montessori material called Color Boxes. Apparatuses used to illustrate the gradation of various sizes include the Knobbed Cylinders, Pink Tower, Broad Stair/Brown Stair, Red Rods, and Knobless Cylinders. There are four different Knobbed Cylinder Blocks with ten cylinders in each block that show variations in height and width. The Knobless Cylinders correspond to the Knobbed Cylinders (red – thick to thin; yellow – thick to thin and tall to short; green – short to tall and thick to thin; blue – tall to short). The Pink Tower illustrates the concept of big to small. It consists of ten cubes with each cube decreasing in size by one cubic centimeter with the largest cube being 10 cm³ and the smallest measuring 1 cm³. The Broad Stair/Brown Stair, demonstrates thick to thin in a set of ten rectangular prisms that compliment the Pink Tower. It is presented to the child first on its own and later paired with the Pink Tower. The Red Rods show long to short, with the longest rod measuring 100 cm long and the shortest measuring 10 cm. In terms of shapes, geometric solids are presented first and followed by plane figures in the Montessori curriculum.

Other lessons in the Sensorial area seek to sharpen the senses. To do this, the senses are isolated as much as possible so that the child’s awareness and sensitivity are in tune with the activity. Examples include the Sound Cylinders that engages a child’s sense of hearing (matches sounds or grades sounds from loud to soft), Fabric Matching (tactile sense), and the Mystery Bag (stereognostic sense).
Area of Study: Language

Beginners (ages 2 - 4)

At this age, students are experiencing a burst of language development and are especially open to absorbing any new vocabulary given to them. As they explore the world around them, they learn the names, labels, and meanings of the objects in their environment and give them relevancy. Activities to develop visual discrimination abound. When they are ready, the students are introduced to beginning letter sounds, letter recognition, opposites, sequencing, and storytelling. Much of the spoken language development prepares students for social interactions with peers and adults. Through Grace and Courtesy lessons, the students learn to express their feelings and properly interact with one another.

Language development is enriched through songs and games. The adults in the environment speak to the students with respect and in complete sentences to be role models for proper language usage. Unit studies, which may be cultural or scientific in nature, include specific vocabulary related to that unit.

Preschool and Preschool/Kindergarten (ages 3 - 6)

The language area stimulates students’ natural love of the spoken word, written word, and reading. A variety of lessons, games, and activities help the children develop their auditory, visual, and fine motor skills. Spoken language is introduced first, then progresses to lessons in writing (spelling) and then reading.

The language area of the classroom begins with vocabulary development. Students are introduced to new vocabulary with objects that can be compared and matched. Lessons are prepared for the child to classify by looking for sameness (matching), grouping, finding opposites, and rhyming. Earlier presentations of new concepts usually take the form of objects as opposed to abstract pictures.

The sounds of the letters are introduced through spoken language and with the Sandpaper Letters. After tracing the sandpaper letters, students can form the symbols in sand in preparation for handwriting. Object boxes are used to
show the association of letter sounds with the beginning sounds of words. The boxes may contain just one initial sound or multiple sounds depending on the child’s readiness.

Gradually the students begin combining letters into words using the movable alphabet. Phonetically spelling words with the concrete materials precedes reading. Reading progresses from sounding out short vowel words to reading words containing digraphs, sight words, long vowels, and phonograms.

The following are some of the apparatuses used to teach the proper formation of letters and numerals during handwriting lessons: sandpaper letters and numerals, sand tray, chalkboards, dry erase boards/markers, metal insets, and paper/pencil writing activities.

**Area of Study: Mathematics**

**Beginners (ages 2 - 4)**

The use of concrete materials in math allows the student to experience the concepts of size, shape, and quantity. One-to-one correspondence, simple pattern work, numeral symbols, quantity, and geometric shapes are introduced in the classroom. Activities include peg work, puzzles, counting materials, use of the long number rods, and lessons with the sandpaper numerals. Counting and numeral recognition are also reinforced during large group/circle time activities.

**Preschool and Preschool/Kindergarten (ages 3 - 6)**

The mathematics program introduces concepts in a hands-on, concrete manner before moving to abstraction. Each concept is isolated and introduced to the student individually starting with quantity, then numeral symbols, and then the correspondence between the two. This parallels the work in the practical life and sensorial areas that exposes the children to patterning, sequencing, and matching. For example, two- and three-dimensional geometric figures and their names are introduced with sensorial materials.

Each new concept is introduced using a step-by-step progression. After the quantities 1-10 are mastered using a variety of materials, the teacher introduces work from 1-100. This is followed by lessons
using the Golden Beads to facilitate understanding of our base 10 system through the thousands. Numeral cards correspond to this work that help the child understand place and value.

The four operations of math (addition, multiplication, subtraction, and division) are presented as well as an introduction to time, money concepts, and fractions when the students are ready.

**Area of Study: Cultural Studies & Science**

**Beginners (ages 2 - 4)**

The outdoor environment introduces students to the world of nature. We seek to encourage a sense of wonder as students observe their environment, from the tiniest flowers to an emerging butterfly. The children are introduced to caring for their classroom plants, class pets, and themselves as an initial exposure to the needs of living things. The Beginners class also plants a garden each year where students come into direct contact with the growing world. They care for the garden while learning topics such as parts of the plants and flowers, uses of beneficial insects, and the role healthy soil and plants play in their lives. Students explore culinary uses for herbs found in the garden, which ties together the importance of green spaces in their everyday lives. They also arrange cuttings in vases in the classroom for visual and olfactory appeal.

The students learn about other countries and cultures through Unit Studies that concentrate on a particular country or continent over a period of time. Elements of the culture being studied are brought in to expand on and supplement other subject areas and heighten interest across subjects. Materials for sorting and counting small objects are chosen because of their association with the unit of study. The students learn about biomes existing around the world through a variety of cultural studies. The class may study the ocean, discovering its properties and examining its animals, as an entire unit study or may examine the oceans in context to more specific subject areas such as the moon, weather patterns, or as a resource for a fishing culture. Biomes such as the desert, tundra, rain forests, or mountainous regions may be discovered when studying these subjects specifically or when addressed through the study of a continent or country and its related geography. Topics such as the equator, continent names, ocean names, and the location of countries where students’ families hail from are also introduced.
Students learn about community helpers through visits from the fire department and the sheriff's office. They learn that they are in Gainesville, in the state of Florida, in the United States of America. They also learn from a variety of cultural presenters who are invited when studying specific countries or occupations. A heart specialist may be invited to speak during a unit about the human body. Grandparents from different cultures may be invited for the morning during lessons about families. A calf may be brought in while learning about local farms so the students can experience the animal firsthand. Invitations are often extended to speakers for special holidays and community events to expand students’ interest and knowledge in a subject area. Families of enrolled students are invited to share their cultural holidays with the class, encouraging acceptance and respect of various celebrations.

Preschool and Preschool/Kindergarten (ages 3 - 6)

Students’ natural curiosity is encouraged as they question, observe, analyze, and communicate about the world. Exploration of the world and the continents is done through the use of materials such as geographical maps, globes, and land and water form models. The students are encouraged to explore various cultures through pictures, objects, food, songs, and games. World flags are also introduced starting with their own country’s flag. Unit studies focusing on the continents are incorporated into the curriculum.

The passage of time is presented with lessons on units of time, days of the week, months of the year, and seasons, as well as the use of timelines. Annual holiday traditions and celebrations around the world are also introduced.

Children find a sense of awe and wonder at the world around them as they partake in observational, natural, physical, and experimental science lessons. Students learn about a variety of concepts found in the areas of astronomy, anatomy, botany, chemistry, physics, and zoology. Examples of introductory science lessons include the classification of living/non-living, plant/animal, plant/animal/mineral, land/water/air, and vertebrate/invertebrate. Nomenclature cards and Montessori science puzzles are utilized to identify the parts of plants and animals. Another big component of the science curriculum is the life cycle lessons. Some of the experimental science lessons include surface tension, magnetism, sink/float, and chemical reactions. Science lessons are typically driven by thematic unit studies.
Area of Study: Music

Beginners, Preschool, and Preschool/Kindergarten (ages 2 - 6)

In the early childhood classes, music is comprised of strategies and fundamental lessons which prepare students to sing using proper breath support and exhibit characteristic tone quality and diction through a repertoire of age appropriate songs and literature. Rhythmic activities incorporate kinesthetic movement to music, which enables all students to express themselves as a living component of the music. All of this is portrayed through various circle time activities. The curriculum also contains lessons in music appreciation, aural perception and quality of music, and the biographies of significant composers and style eras in music. There are also units on the different instrument families and their uses and function in various ensembles. Ear training is developed through pitch matching exercises utilizing familiar songs and a simple solfège system. The creative process and critical thinking skills are enhanced through students adding or changing lyrics to familiar melodies, which begins an early introduction to composition. Students are introduced to a music vocabulary, which augments their current vocabulary and enables them to begin to speak in “musical sentences.” These words become part of their everyday speech.

Area of Study: Spanish

Beginners (ages 2 - 4)

Spanish is presented two times a week for 30 minutes each. Lessons are presented in an interactive format. A salutation song opens each class. Lessons correlate with the individual classroom thematic unit as often as possible. Lessons are presented on vocabulary, the alphabet, and numbers, all accompanied by proper Sign Language. This encourages the students not only to think English to Spanish, but also to visualize the word and to be able to say the word in Spanish.

Preschool and Preschool/Kindergarten (ages 3 - 6)

Spanish is presented two times a week for 30 minutes each. Lessons are presented in an interactive format. A salutation song introduces the beginning of each class. Lessons correlate with the individual classroom thematic unit as often as possible.
Lessons are presented on vocabulary, the alphabet, and numbers, all accompanied by proper Sign Language. This encourages the students not only to think English to Spanish, but also to visualize the word and to be able to say the word in Spanish.

**Area of Study: Art**

Beginners, Preschool, and Preschool/Kindergarten (ages 2 - 6)

Dr. Maria Montessori said, “When a free spirit exists, it has to materialize itself in some form of work…for this the hands are needed.” She believed that “the education of the hand is particularly important since the hand is an organ of the mind, the means which the human intelligence uses to express itself.” Art provides this opportunity for self-expression.

In the Montessori classroom, creativity in the whole student is encouraged. This is first approached indirectly through the work in the Practical Life (Sewing and Weaving) and Sensorial (exploration of the senses) areas of the classroom. Art in the Montessori classroom is another way to foster each student’s keen senses of observation, respect, understanding of the past, freedom to express his or herself, and appreciation of the beauty in life, which all generate inner delight and self-satisfaction. This is approached through Art Appreciation and Developmental Art.

*Art Appreciation:*

Art appreciation is taught using various means. Reproductions of art masterpieces throughout history can be seen displayed in the classroom at the student’s eye level. Sorting and matching work is done using three-part cards of artists and pictures of their artwork. Timelines are used to show the lives of artists and how art has evolved over the years. Reading about artists and their lives engages young students. Allowing them to do their own reproduction of famous artists’ works is an interesting and fun activity.

*Developmental Art:*

In our classrooms, the opportunity for art is always a part of the curriculum, not just for a special event or project. Teachers provide the most demanding of imaginations with a well-supplied and uninterrupted workspace. Young students enhance their learning through art and it is important to support this by providing an environment for creative minds that includes lessons and diverse materials (i.e. colored pencils, crayons, fabric, yarn, paint, and recycled materials such as paper tubes, milk/water jugs, etc.). Teachers maintain the integrity of the Montessori environment by allowing students the freedom of choice supported by gentle guidance. When children are allowed to choose materials freely they feel respected and establish inner satisfaction. This same respect is maintained throughout the classroom. There are lessons on how to properly use the art materials, including the responsibility of cleaning and preparing the work for the next student. Art activities are also integrated into unit studies throughout the year. For example, a unit study on Africa may include projects making masks and clay beads for necklaces. Traditional Montessori works in the classroom may be used for art projects (i.e., tracing and cutting out the Pink Tower and Brown Stair).
Area of Study: Library/Media

Beginners (ages 2 - 4)
The Beginners class visits the Media Center weekly for 30 minutes to reinforce the idea that reading is special and to familiarize them with the library. Media lessons focus on story time at this age level. When possible, the chosen books tie in with the classroom’s current cultural study. Lessons focus on listening skills, manners in the library, illustrations, and verbal interaction about the story being read. Fiction and nonfiction materials are used along with felt boards, puppets, art, and songs to foster a love of reading. The main goal at this level is supporting language development and creating an understanding of the structure and sequence of reading.

Preschool and Preschool/Kindergarten (ages 3 - 6)
The Preschool and Preschool/Kindergarten classes have Library/Media class weekly for 30 minutes. Story times in the Media Center and classroom are filled with rhymes, songs, and discussions, which help foster vocabulary development, create a love of reading, and build on the skills taught at the Beginners level. In addition, Preschool and Preschool/Kindergarten students learn the parts of a book, how to care for a book, authors and illustrators, and story sequencing. The students are introduced to the concepts of fiction versus nonfiction and the idea that people read for many different reasons. Books are often chosen to tie in with the cultural study currently going on in the classroom. Students usually have time to choose a book on their own, which they often bring to the Media Specialist to read.
Technology – Kindergarten (ages 5 - 6)

MMS Kindergarten students receive technology education once a week for 60 minutes in the media center. Kindergarteners learn basic computer skills such as using the mouse to point, click, and drag objects before progressing to using the keyboard. With www.millhoppertech.com as the backbone, other applications, such as educational computer games, are incorporated into the curriculum to engage students. Storybook applications are also utilized to allow the students to apply their skills by creating pictures and typing words to create their own stories. Other applications, such as Google Earth, also fit the curriculum while meeting the prescribed technology standards. Incorporating Google Earth allows for honing mouse and keyboard skills while exposing the students to the geography and world cultures that they are already studying in their primary classroom. BrainPOP Jr. is used to enhance test-taking skills, critical thinking, and discussion and answer ability. As they become more comfortable with the technology, we move on to Internet Safety, researching via the Internet and books, and utilizing our library books as well as the Alachua County Library system. Starting in January, more programs are introduced that will continue to assist students throughout elementary and middle school. Students are collectively assessed by question and answer sessions, participation discussions, lessons on the Promethean Board, and peer teaching. Individual assessments have been designed for students to master home row keys, proper finger placement, Internet etiquette, Internet safety, navigating Millhopper Tech, basics of using search engines, BrainPOP Jr. quizzes, and printing quizzes. iPads equipped with the Mobile Montessori app are now being incorporated to give students the opportunity to learn a second operating system.

Area of Study: Physical Education

The focus of the MMS Physical Education Program is to help children physically, nutritionally, and mentally build a strong, healthy foundation that will last a lifetime. We obtain these goals through a wide range of studies and activities that are enjoyable for all classes. All students will be assisted in meeting physical fitness standards and their own personal goals.

Beginners (ages 2 - 4)
Creative play, movement to music, balance activities, and obstacle courses are incorporated in class to allow the students to explore what their bodies can do. Students are introduced and encouraged to practice locomotive activities such as skipping, hopping on one foot, and balancing during both creative movement times and playground activities. Daily outdoor playtime allows the children to develop their muscles and coordination through climbing, swinging, sliding, running, and sandbox play.

Preschool and Preschool/Kindergarten (ages 3 - 6)
Kindergarten classes have P.E. classes twice a week for 30 minutes each. Students are introduced to basic movements and athletic skills. The focus is on the enjoyment of participating in physical activities. Each class starts with a stretching routine that changes every quarter. The remainder of the class is devoted to skill development. Units include fundamental movements such as running, stopping, skipping, jumping, kicking, throwing, and catching. Various sports equipment is used, however, the emphasis will be on the skills and locomotive development as opposed to sport-specific skills.
Assessments:

Millhopper Montessori School assesses students throughout the school year. Teacher observations and parent teacher conferences occur at report card times or whenever either party requests communication. The early childhood classes release their first report to parents, the Six Week Interim Report, at the end of the 6th or 7th week of the school year. This report addresses observations of work habits, behavior, attitudes, and social interaction.

The Beginners class formally evaluates students with a Progress Report twice a year in November and May. The progress reports address each student’s development in behavior, motor skills, work habits, attention and retention, speech, and the Montessori academic areas including sensorial, practical life, language, and math.

The Preschool and Preschool/Kindergarten classes formally evaluate students with a Progress Report twice a year in November and May. The progress reports address each student’s development in behavior, motor skills, work habits, attention and retention, speech, and the Montessori academic areas including sensorial, practical life, language, and math.

Kindergarten students take the ITBS (Iowa Test of Basic Skills) in the spring. The results of this test are not used to promote or retain classroom placement, but are to evaluate the students based on a scale of national norms and percentiles. Teachers use the results to tailor future lessons and work on specific subjects with each student. 
Elementary Level: The Second Plane of Development

Lower Elementary (ages 6 - 9)

From ages six to nine years old, students have entered the second plane of development. This plane brings about the development of the “reasoning mind” paired with a vivid imagination. Although abstract thinking is now possible, concrete materials are still necessary to help students achieve genuine understanding. Students need time and freedom to explore concepts of interest. "Big work" holds great appeal at this stage of development.

Upper Elementary (ages 9 - 11)

Nine- to eleven-year-old students become more socially centered and explore the wider society outside of their families. In these relationships, they see and build a stronger sense of morality as they witness what society deems to be right and wrong. Concepts of fairness and justice are extremely important to include in lessons. Abstract thought has been well developed by this age, so students work with concrete materials less frequently. These materials are still available to aid students’ understanding of complex concepts.

In upper elementary, the fourth and fifth grade students* mainly engage in subjects in their grade levels. Fourth graders take Florida History while fifth graders study US History. They stay in their grade levels for science, Spanish, literature and composition, and media. Fourth and fifth graders are combined for art, music, PE, and drama classes. Math groups are arranged by ability level rather than grade level. The team teachers plan and synchronize units of study across the curriculum.

*Sixth grade students are placed in the middle school program because they are moving into the developmental stage of adolescence. They are not combined with the seventh and eighth graders in core subjects, but for art, music, PE, and drama.
Area of Study: Practical Life

Lower Elementary (ages 6 - 9)

Students continue refining their abilities to be independent and care for themselves. Lessons may include sewing, food preparation, portioning and nutrition, and responsibility for personal items. They maintain a clean and organized learning environment, which consists of the classroom and an outdoor garden area. Students are encouraged to practice patience, movement with purpose, cooperation, respect, and manners within the community.

Upper Elementary (ages 9 - 11)

Students develop life skills through shared maintenance of their environment. They help develop and implement community service and philanthropic projects, such as the annual food collection drive. Culturally based group projects provide opportunities to explore public speaking, presentation design, and collaborating with a group. Students are encouraged to find and utilize the system of organization and time management that works best for them.

Practical life work at the upper elementary level provides students with life skills that will be useful as they advance to middle school and grow into adulthood.

Area of Study: Language

Lower Elementary (ages 6 – 9)

Millhopper Montessori’s reading/literature program begins at the preschool level. Students entering first grade from our kindergarten program are well prepared and can usually read simple books. All Montessori elementary teachers are trained and qualified to teach reading. Many contemporary and complementary programs are incorporated into the reading curriculum, including S.R.A. Reading Laboratory, Reading Counts quizzes, Junior Great Books, and Phono-Graphix. In addition to the reading activities provided in class, students benefit from direct instruction from a reading teacher/therapist.

The main reading program used at MMS is called Phono-Graphix. It is a reading method developed by Read America and based on rigorous research done by the University of South Florida. Phono-Graphix addresses blending, segmenting, code knowledge, auditory processing, multi-syllable management, and word analysis. This program provides lower elementary students with a decoding method that presents the units of sounds contained within words. A unit of sound, or “sound picture,” is a letter or group of letters that represents a single sound. Unlike phonics, which teaches letter sounds in isolation, Phono-Graphix always teaches in words so that there is meaning. Phono-Graphix also sets the stage for spelling proficiency.

At the beginning of each school year, first through third grade students are tested on Phono-Graphix skills and ability to read basic passages taken from the standardized Woodcock Johnson. The results of these tests are the main factor used to form the reading groups. They’re also valuable for following the individual progress of each student.
Our reading therapist works daily with individual reading groups. She focuses on code knowledge, decoding skills, multi-syllable management, word analysis, vocabulary, comprehension, and expression using a variety of book styles to engage and challenge students. First and second grade groups have daily, half-hour sessions of formal reading time. Third grade groups attend twice a week according to their reading level. The books chosen for the groups’ discussions are tailored to each group’s reading level and interests.

Lower elementary students check out books from the Reading Room each week. Available selections cover a variety of genres and include fiction and nonfiction choices. Upon completion of a book, the student takes a computerized comprehension quiz on Reading Counts. Some books are also available in audio format for those having reading difficulty. We continue to build our audiobook library.

Upper Elementary (ages 9 - 11)

The upper elementary class has a team of teachers who teach the different language arts areas. The areas of study include guided independent reading, advanced comprehension strategies, spelling, vocabulary, writing processes and mechanics, advanced grammar work and sentence study, and the progression of oral language skills.

Students learn about the diversity of language by studying the parts of speech. Each part of speech is introduced with a concrete symbol before students move through an in-depth study of its usage. Lessons on sentence analysis follow, which aids students in learning sentence structure.

Spelling instruction is based on learning common rules and patterns, word origins, and Greek and Latin roots. Vocabulary development is built into literature and composition classes through short stories, poetry, and nonfiction passages.

In small groups, students explore literary analysis using high interest novels. They are encouraged to exercise higher-level critical thinking skills to analyze text. These critical thinking skills include questioning, clarifying, predicting, summarizing, and inferring. Reading for information is also a significant part of the curriculum and is woven into language and cultural studies.
The writing process is taught in a workshop setting. Students focus on writing for an audience through the study of narrative, nonfiction, realistic fiction, poetry, persuasive, and opinion writing.

Research and expository writing are interwoven throughout the curriculum. Students learn the steps of the research process from forming research questions to writing a paper. Prewriting, revising, and editing are emphasized as part of the writing process. Fourth grade students participate in the Florida Writes Assessment each year. Collaborative group projects help develop interpersonal communication skills. These projects are presented to the class, which provides frequent opportunities for public speaking.

Area of Study: Mathematics

Lower Elementary (ages 6 - 9)

Specialized Montessori math materials provide the foundation for the lower elementary math curriculum. These materials are aesthetically pleasing and reveal relationships in arithmetic, geometry, and algebra, helping students to both conceptualize and archive mastery. The materials build upon each other and have similar elements that allow students to learn new work quickly. These materials give students the opportunity to independently practice after receiving teacher-directed lessons, which allows each student to progress at his or her own pace.

The students use the math materials to learn about odd and even numbers, greater than/less than, patterning, place value, graphing, time, estimation, rounding, money, decimals, and fractions. They learn to understand, read, and write large numbers. Our three-dimensional hierarchy materials allow students to practice building numbers, combining, borrowing, and exchanging concretely. They work with these and other materials to learn the four basic mathematical operations. The materials allow students to perform operations with large numbers up to billions, a concept that is especially appealing to students at this age. Students progress towards abstraction and are introduced to word problems and basic equations. Geometry studies allow students to explore geometric solids, triangles and other polygons, angles, lines, parts of a circle, congruence, equivalence, symmetry, and measurement.
Upper Elementary (ages 9 - 11)

The elementary mathematics program introduces all new concepts in a hands-on, concrete manner before moving to abstraction in preparation for upper elementary. By the time students are in upper elementary, they are prepared to learn in ability-level groups using textbooks.

The curriculum typically includes multiplication and division, multiples and factors, fraction concepts and operations, decimal concepts and operations, ratio and percent, pre-algebra concepts, estimation, probability, and data analysis. Students also study geometry, including polygons, geometric solids, area, volume, lines, angles, congruence, similarity, and symmetry. Students are presented with both application and computational problems. Logical reasoning, creativity, and problem solving are emphasized. There are several opportunities to apply mathematical knowledge across the curriculum.

Area of Study: Cultural Studies & Science

Lower Elementary (ages 6 - 9)

The elementary cultural curriculum is centered on the Five Great Lessons. These “Great Lessons” are designed to capture the spirit and imagination of students, impressing upon them the vastness and wonder of our universe. They provide a foundation for our exploration of history, geography, science, measurement, and human culture. As part of our integrated curriculum, these stories and lessons offer extensions to our study of language, math, and geometry. The Great Lessons initially tell stories of history, from the creation of the universe to the timeline of life. The later lessons introduce students to the history of writing and math. From these impressionistic lessons we delve into the study of geography. We explore and research physical and political geography topics such as land forms, the layers and composition of the earth, flags, resources, economics, and cartography. Further study of the biosphere and habitats ties into our work involving cultural traditions throughout the world and the universal needs of humans.

The Great Lessons also begin our initial studies into the sciences, from chemistry and electricity to botany and zoology. The students learn to classify, research, paraphrase, write science reports, and enjoy the discoveries they make as scientists. Experiments help round out the skill sets of students as they learn to observe, record, publish, and share their results.

Upper Elementary (ages 9 - 11)

Cultural studies are the heart of the upper elementary curriculum. We emphasize the interconnectedness among social and natural sciences, mathematics, and language arts to show how they are all expressions of the human struggle to understand our world.

In upper elementary, the students approach cultural studies in grade level groups. The fourth grade studies Florida History through *History Alive!*, an interactive program. The fifth grade also uses *History Alive!*, but studies United States History. History classes meet twice a week.

Fourth and fifth graders approach science through a science program that includes hands-on labs and learning by discovery. Science class is also presented in grade level groups and meets three days per week.
Area of Study: Music

Lower Elementary (ages 6 - 9)

Music class is based on fundamentals that teach students a rich and diverse music understanding. The curriculum addresses music appreciation, general knowledge of composers, styles and timelines of music eras, aural and visual recognition of orchestral instruments, rhythm activities, proper vocal production, a repertoire of songs, and performance etiquette.

Lower elementary students demonstrate music skills learned in the early childhood program by putting concepts and learned benchmarks into practice. This is accomplished during the first semester through a myriad of rehearsals that culminate in the annual Winter Program. Singing with proper fundamentals, breath support, diction, enunciation and quality of sound, phrasing, and dynamics are all applied and demonstrated in this performance.

In the second semester, students are enveloped in music appreciation from the great masters to modern music. When applicable, connections are made across subjects to encourage diverse learning styles. The last third of the year is dedicated to the end of the year performance. During this time, all previously learned music skills and concepts are exhibited. The music teacher models the vocal and facial expressions along with rhythmic and kinesthetic motions used to enhance the literature being performed. Students then incorporate these skills and concepts into their individual and group performances to enhance the overall quality of the production.
Upper Elementary (ages 9 - 11)

Upper elementary music classes are comprised of lessons that provide students with a richly diverse musical understanding. The curriculum addresses music appreciation, general knowledge of composers, styles and timelines of music eras, aural and visual recognition of orchestral instruments, rhythm activities, proper vocal production, a repertoire of songs, and performance etiquette. In this age group, there is a heavy focus on understanding and applying music theory—the study of reading, writing, and playing music.

The spiral curriculum begun in the early childhood program continues sequentially as the student builds and continues to refine the musical skills and concepts addressed in earlier years. The knowledge of orchestral instruments expands to include concert band, jazz band, and even digital instruments. Recognition of musical dynamics now includes correct spelling and written definitions. This continues the concepts introduced earlier in English and grammar classes. In preparation for the Winter Program, reading notation in treble and bass clef, memorizing definitions, and enhancing fundamentals are the focus of the first semester.

The second half of the year allows the students to display their music knowledge and skills as they assume many of the lead roles in the end of the year production. Students, in a collaborative effort, learn selections in large groups. The concepts of musicality, expression, timing, and movement combine to produce a cohesive, dynamic performance. The music teacher not only works with large groups, but also spends time working with soloists and diversifying instruction to meet the needs of each student.

Area of Study: Library/Media

Lower Elementary (ages 6 - 9)

Media classes are held each week for 30 minutes. Reading and literature appreciation lessons are interspersed with lessons on library and research skills. Students are taught about the various sections of the library, how to navigate the library, and the computer skills required to find the books they want. They learn the parts of a book, explore types of fiction and nonfiction, and learn and practice different reading strategies. Lessons may also include games, hands-on activities, and scavenger hunts to reinforce the teaching and to address different learning modalities. Book talks and book fairs are held at various times during the year to encourage our students to become avid readers. Students may also check out books for personal reading or research.

Upper Elementary (ages 9 - 11)

Upper elementary students visit the Media Center for a 60-minute class each week. In addition to encouraging a love of reading, the goal of lessons at this level is to help students develop into thoughtful and discerning consumers of information. Reading and literature appreciation lessons are interspersed with lessons on library and research skills. Topics covered include locating books in the library (including the Dewey Decimal system), genres of fiction and nonfiction, conducting research, using various resources both online and in print, and evaluating those resources. Using the “Big Six” research steps, the students become more independent at problem-solving their queries. Internet safety and information reliability is studied and discussed. Citation of sources is also introduced. Students actively participate through scavenger hunts, shelving practice, Internet activities, and games. Book talks and book fairs are an important part of the media curriculum throughout the year. Students may check out books during media hours throughout the week.
Area of Study: Technology

Lower Elementary (ages 6 - 9)

Basic typing and formatting are taught so that students can turn their research and writing into a finished product. Students gain exposure to keyboarding and word processing basics. Research using computers is initiated at this level. In addition, Montessori apps and educational games are used for independent practice and extra academic review. Teachers use their Promethean boards for lessons and presentations to the class. iPads equipped with the Mobile Montessori app are now being incorporated to give students the opportunity to learn a second operating system.

Upper Elementary (ages 9 - 11)

The students are encouraged to use the Internet as a research tool. They have weekly typing practice assignments on typing programs to build accuracy. Open Office is used to write papers, create graphs for science projects, and design brochures and newsletters. Educational and skill-building computer games are used to enhance the class work. Presentation programs such as PowerPoint, Prezi, Glogster, and Pixton, plus animation programs such as Flip Boom are introduced. Students are encouraged to use digital videos and photos to present information. Computers are used on a daily basis and are an integral part of the classroom and curriculum. In fourth grade, students receive a class email and are introduced to all the elements of Google Apps for Education, creating blogs, learning to properly send emails, and using social media safely to prepare for middle school. All of the lessons are planned to coordinate with projects assigned in literature, science, and history classes. iPads equipped with the Mobile Montessori app are now being incorporated to give students the opportunity to learn a second operating system.
Area of Study: Spanish

Lower Elementary (ages 6 - 9)

Students are more likely to retain information from lessons in a context they enjoy. Students experience incremental growth through learning experiences carefully designed around small chunks of meaningful language. Lower elementary students are presented with lessons that emphasize conversational Spanish through the use of games (i.e., Simon Says), songs, stories, projects, and short make-believe situations. The focus is directed at purposeful conversations on subjects such as health, weather, seasons, and various others that students enjoy. Spanish lessons are reinforced with supplemental Sign Language.

Upper Elementary (ages 9 - 11)

Upper elementary students transition to a greater emphasis on reading and writing in Spanish. Students are motivated to take part in Spanish class when language is presented and practiced in a meaningful context, which serves a purpose and relies on the students to bring it to life. To facilitate this and give greater structure to the Spanish class, students are introduced to Bienvenidos textbooks and workbooks for sequential grammatical mechanics of the language. They also have projects and reading assignments from magazines such as “¿Qué Tal?” and small books such as “Todos Necesitamos Agua.”

The students develop appreciation for the diversity of the world they live in through exciting projects and poems, which give them a better understanding of themselves. Students become better at learning a new language by taking advantage of context learning and counting on their peers for help. After a new grammatical concept is introduced, students are often paired with a peer to participate in projects and activities. The goal is that every student maximizes his/her communicative competence in Spanish while succeeding and enjoying the skill.

Area of Study: Art

At appropriate stages of development, students learn about the elements of art, principles of design, and art processes of various mediums in both two- and three-dimensional art forms. Students also learn to use the tools of the various art mediums. Students develop understanding between art and culture including art theory, art history, periods of art, art movements, art styles, subjects in art, and symbolism in art. Lessons connect visual arts to other disciplines including: math, science, architecture, music, literature, photography, philosophy, psychology, computer technology, and construction. Students craft original and unique works of art using their own creativity and imagination. Classes meet for 60 minutes each week.

Lower Elementary (ages 6 - 9)

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Value
- Texture
- Spatial (including perspective)
PRINCIPLES OF DESIGN
• Balance
• Proportion
• Harmony
• Unity
• Pattern
• Rhythm
• Movement
• Variety
• Emphasis
• Contrast

ART PROCESSES (not all processes will be used each year)
• Drawing - pencils, colored pencils, markers
• Painting - watercolor, temperas
• Printmaking - stamps, nature (leaves), crayon
• Collage - paper
• Mosaic - paper ceramics, air dry clay

Upper Elementary (ages 9 - 11)

ELEMENTS OF ART
• Line
• Shape
• Form
• Color
• Value
• Texture
• Spatial (including perspective)

PRINCIPLES OF DESIGN
• Balance
• Proportion
• Harmony
• Unity
• Pattern
• Rhythm
• Movement
• Variety
• Emphasis
• Contrast

ART PROCESSES (not all processes will be used each year)
• Drawing - pencils, colored pencils, markers, oil pastels
• Printmaking - stamps, monotype
• Mosaic - paper, tiles
• Sculpture - paper, wire, modeling clay, ceramic clay, papier-mâché,
• Painting - watercolor, temperas
• Collage – paper
• Ceramics - stoneware, glazes
Area of Study: Physical Education

The focus of the MMS Physical Education Program is to help children physically, nutritionally, and mentally build a strong, healthy foundation that will last a lifetime. We obtain these goals through a wide range of studies and activities that are enjoyable for all classes. All students will be assisted in meeting physical fitness standards and their own personal goals.

Lower Elementary (ages 6 - 9)

Lower elementary students have P.E. four times a week for 30 minutes each class period. The focus is on participation and discovery of activities. Some sport skills are introduced. Each day begins with a stretching and warm-up routine before students are led through games and activities to develop skills and movements.

One day per week is devoted to a large group game that corresponds with the skills being developed. This provides the students an opportunity to work together and to learn how to play a specific role on a team. Cardiovascular and general fitness training are also components of the program. Sportsmanship is constantly emphasized.

Upper Elementary (ages 9 - 11)

Upper elementary students have P.E. four times per week for 45 minutes each class period. The focus is on team building and creating a fit lifestyle. Personal exploration of various sports and activities help students find activities that they will enjoy as they age.

Each day begins with a stretching and warm-up routine that changes every six weeks. Students are led through games and activities to develop skills and movements. One day per week is devoted to a large group game that corresponds with the skills the students are working towards, which provides students an opportunity to work together and learn to play a specific role on a team. Cardiovascular and general fitness training are also important components. Sportsmanship is constantly emphasized.
Assessments:

Millhopper Montessori School assesses students throughout the year. Teacher observations and parent teacher conferences occur at quarterly report card times or whenever either party requests communication.

Lower elementary report cards are issued in a quarterly format (every ten weeks) using a grading scale of: E Excellent, S Satisfactory, N Needs improvement, and U Unsatisfactory. The children are evaluated on language skills, reading groups, mathematics, social studies, science, Spanish, PE, technology, art, and music. Personal development is also assessed.

Lower elementary students take the ITBS (Iowa Test of Basic Skills) in April. The results of this test are not used to promote or retain classroom placement, but are to evaluate the students based on a scale of national norms and percentiles. Teachers use the results to tailor future lessons and work on specific subjects with each student.

Upper elementary uses JupiterEd to post grades as they occur throughout the quarter and the year. JupiterEd is also used as a tool to communicate with parents and students regarding upcoming assignments and notifications. Report cards reflect grades based on assignment completion and performance in the traditional A, B, C, D, F, (I for incomplete) format. The children are evaluated on language skills, reading, mathematics, social studies, science, Spanish, PE, technology, art, and music. Personal development is also assessed. Upper elementary students take the ITBS (Iowa Test of Basic Skills) in April. The results of this test are not used to promote or retain classroom placement, but are to evaluate the students based on a scale of national norms and percentiles. Teachers use the results to tailor future lessons and work on specific subjects with each student. Fourth graders complete the Florida Writes test as well.

Middle School Level: The Third Plane of Development

Middle School (ages 12 - 14)

Millhopper Montessori’s middle school program was established in 1998 and is an integration of Montessori philosophy and the best trends in education. Maria Montessori’s philosophy of “improving the individual in order to improve society” is the foundation for creating an environment that challenges students’ ever-expanding intellect and shows them the means within themselves for making significant contributions to society. The mission of the program is to provide opportunities for students to be self-confident, gain self-knowledge, belong to a community, learn to adapt, be academically competent and challenged, and create a vision for their personal future.

The program’s structure is tiered as a developmentally responsive, Montessori curriculum. There is a team of Montessori teachers and special subject area teachers, parent-teacher-student partnerships, a multi-aged grouping of 12-14 year olds, blocks of uninterrupted learning time, and peer teaching. We strive to engage the early adolescent as an active, self-directed learner and a vital member of the class and the teacher-student-parent team. Students are responsible for keeping commitments and for being honest and respectful.
Overview: Course of Study

The program is designed as a three-year course of study. Mathematics, Language Arts, Spanish, Physical Education, Technology, Art, Music, and Speech/Drama/Debate are courses of continuous progress for middle school students. The sixth grade takes several courses separate from the combined seventh and eighth grade class including Language Arts, Social Studies, Science, and Spanish. For Social Studies, Ancient World History is taught during sixth grade. Civics/American History and World Cultures and Geography are taught on alternating years to a combined class of seventh and eighth grade students. For Science, Earth Science is taught to the sixth graders while Life Science and Physical Science are taught on alternating years to a combined class of seventh and eighth grade students. Math classes* are grouped based on ability level. Physical Education, Technology, Art, Music, and Speech/Drama/Debate are taught to sixth through eighth grades as a whole class.

The foundation of all middle school course offerings is in alignment to the Montessori mission of meeting the intellectual, emotional, and interpersonal needs of our students. Within that framework we also ensure that the program is academically sound, offers our students the opportunity to apply to challenging high school programs, and allows our students a smooth, successful transition into any high school. Curriculum adoption is based upon extensive program research and validity, utilization of sound teaching methods, integration of various learning strategies, a robust digital component, and response to intervention (RTI) and enrichment components. The curriculum is aligned to state and national standards for education using current research-based methodologies.

Instruction methods utilized by middle school teachers include inquiry-based learning; exploratory activities; digital-based lessons and assignments; long-term, cooperative learning projects; meaningful and challenging activities for self-expression, self-knowledge, and self-assessment; and service projects. Assessment methods may include project-based evaluations and print and/or digital versions of short answer, discussion-based, multiple choice, true/false, open-ended, and document analysis questions.

The middle school program uses an “integrated thematic approach” for several long-term projects that connect separate disciplines of the curriculum into partnered studies. Independent study assignments and long-term projects are used in various subject areas and combine teaching elements that include composition, grammar and usage, research skills, technology, etc. These projects are usually based around Social Studies or Science themes. Long-term projects usually cover two to three months with individual parts due along the way.

*Students may enroll in online math courses to advance into a higher math group based upon successful completion by the beginning of the next school year. Students with documented learning accommodations may also be allowed to take online world language or elective courses online. The course work is to be completed on the students’ own time, outside of normal school hours. MMS utilizes Florida Virtual School (FLVS) to provide this additional service.

Area of Study: Language Arts

Literature

The foundation of the middle school literature curriculum is novel-based. Novel selections are based upon criteria such as appropriate reading level, relative content, exposure to various genres and/or writing styles, and exposure to various authors. Skills such as character analysis, literary terms, comprehension, critical thinking, and reading to write are integrated into each novel unit. The students are assigned an average of four to five novels each year. In between novel units, the students study units based on short stories, poetry, and plays. All literature skills coincide with state and nationally approved educational standards.
Composition
The main focus of the composition curriculum is to introduce students to a variety of writing styles. While utilizing the writing processes of prewriting, rough draft, editing/revising, and publishing, students are exposed to creative writing, business writing, journalism, text-based essays, literary analysis, research projects, and formal essay writing.

The composition program is divided into writing units – each unit focusing on a different aspect of writing. At the end of each unit, students are responsible for a cumulative project that combines all of the skills that they have learned. Classes are often conducted in a workshop format where students are working through the writing process while receiving peer, teacher, and web-based feedback on their writing process.

Middle school students are also responsible for the layout and design of the biannual literary art magazine. This magazine features creative writing and artwork submissions from all students from first through eighth grade.

Grammar
Grammar skills such as mechanics, parts of speech, and editing are taught on a continuum in the middle school classroom. While students study these elements, they create an interactive student textbook that can then be used as reference. These skills are reinforced throughout the composition curriculum.
Vocabulary

Vocabulary is presented across the curriculum and is formally approached by vocabulary development and word elements in the Sadlier-Oxford Vocabulary Workshop series.

- **6th Grade:** Vocabulary Workshop A
- **7th/8th Grade:** Vocabulary Workshop B (Year A)
- **7th/8th Grade:** Vocabulary Workshop C (Year B)

Area of Study: Mathematics

*Prentice Hall’s Mathematics Courses 1, 2, 3, and Algebra I* use the National Council of Teachers of Mathematics standards as a basis for teaching concepts through application. There is an emphasis on reading and writing of mathematics, providing a wide range of meaningful problem-solving opportunities, and incorporating various technologies. These curriculums are aligned with state and nationally approved educational standards.

Middle school students have formal math instruction in small ability-level groups. These groups occur in the same daily time block of 40-70 minutes per day and allow us to offer more levels while maintaining the integrity of developmental placement. The levels offered in the sixth through eighth grade are Mathematics 2, Mathematics 3, Algebra I, and Geometry.

- **Mathematics Course 2** - Pre-requisite: Successful completion of Math Level 5
- **Mathematics Course 3** - Pre-requisite: Successful completion of Mathematics Course 2
- **Algebra I** - Pre-requisite: Successful completion of Mathematics Course 3. *The successful completion of this course is eligible for high school credit.*
- **Geometry** - Pre-requisite: Successful completion of Algebra I. This math course is offered through Florida Virtual School to 8th graders only. *The successful completion of this course is eligible for high school credit.*

Area of Study: Cultural Studies

6th Grade Ancient World History

This course uses the *History Alive! Ancient World History* textbook. The curriculum begins with the archeological studies of prehistoric hunter-gatherer societies then explores the early societies of Mesopotamia and Egypt, the ancient Hebrews, the empires and dynasties of ancient India and China, and the legacies of ancient Greece and Rome. Students also learn about the development of different world religions. The *History Alive!* materials were designed to deal with these topics objectively, respectfully, and in accordance with standards set throughout the country.

7th & 8th Grade Civics and American History (Year A)

This course uses the *Government Alive! Civics, Geography, and Economics* textbook. The curriculum connects government, geography, and economics to the everyday lives of middle school students. Students learn how to think like lawmakers, geographers, and economists to understand how America operates. The U.S. Constitution paired with hands-on activities engages students to discover the founding ideals of American government. *Government
Alive! prepares students to become active U.S. citizens. The Government Alive! materials were designed to deal with these topics objectively, respectfully, and in accordance with standards set throughout the country.

7th & 8th Grade World Cultures and Geography (Year B)
This course uses the Geography Alive! Regions and People textbook. The curriculum utilizes the five fundamental themes in geography: location, place, human/environment interaction, movement, and region. Within this framework students are expected to use maps, globes, and graphic tools to assimilate geographic information. They are also expected to develop a spatial view of the world including cultural and physical characteristics, places, and regions. The geographic standards encompass the world in spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography. The Geography Alive! materials were designed to deal with these topics objectively, respectfully, and in accordance with standards set throughout the country.

Area of Study: Science
This course uses Pearson’s Interactive Science series, an inquiry-based curriculum that encourages students to use a variety of methods to engage all learning modalities. Lessons are structured to build on “big idea” connections that are posed as the “Big Q” at the beginning of each chapter. Understanding is reinforced through a series of “Assessing Your Understanding” questions at the end of each section and “Apply It” tasks at the end of each chapter. Lessons also include virtual and hands-on labs, projects, scenario-based investigations, STEM activities, online resources, quizzes, and assessments. The science curriculum aligns to state and nationally approved education standards.
• **6th Grade: Space/Earth Science**
  1st Semester – Earth
  2nd Semester – Space

• **7th & 8th Grade: Physical Science/Chemistry (Year A)**
  1st Semester – Physical
  2nd Semester - Chemistry

• **7th & 8th Grade: Natural Science (Year B)**
  1st Semester – Human Biology
  2nd Semester – Ecology

**Area of Study: Independent Study**

Sixth through eighth grade students often participate in a long-range project structured around science or social studies. The students are given outlines and instruction on following scientific procedure or the inquiry method. They pursue the project as an extended homework assignment and turn in various drafts or components at specified times for teacher critiques. The projects are displayed on the day they are due and each student presents and defends his or her project the class. The projects are graded according to a rubric. Seventh and eighth grade students participate in the school’s Science Fair. These students are eligible to participate in the Alachua County Regional Science Fair if they choose.

**Area of Study: Library/Media**

Although the middle school students do not have a regularly scheduled Library/Media class, skills including Internet safety, source validity and reliability, and citing sources properly are integrated into the curriculum to build on topics taught in earlier grades. The Media Specialist and Middle School Language Arts teacher regularly consult regarding the curriculum and the Media Specialist is available to assist students and teachers in locating materials and conducting research. Lively discussions that focus on netiquette, novels, research techniques, media bias, and technological advancements are encouraged. Students are allowed to check out books during media hours all week.

**Area of Study: Technology**

Advanced standards build upon the technological fluency acquired in prior years and also emphasize desktop publishing, multimedia, and additional computer applications. At the middle school level, many cross-curricular opportunities manifest themselves with the Science, Language Arts, Social Studies, Drama, Video Production, and Yearbook curriculums. With abundant potential to practically apply their technology skills, the technology program expands beyond the one hour of formal classroom time allocated to this class. Technology class is taught on a continuum and approached two ways in the middle school program. First, it is used as an extension and enrichment of other subject areas, such as research skills for a writing assignment in Language Arts, the creation of a webpage on a Spanish-speaking country to support a Spanish assignment, or videoing and editing a group dance routine to support a Physical Education assignment. The second use is to widen students’ understanding of the uses of technology by integrating them into the majority of the middle school curriculum. Topics of study include research and reference, digital communication, social networking/blogging, web interfaces, 3D modeling/drawing/animation, and video production.
Research and Reference: Students begin to distinguish academic sources and learn to cite and reference using Scholastic Go, World Almanac Kids, Pebble Go and Pebble Next, DK Find Out, and Scholastic Study Jam. The students learn about reliable sources by using safe search engines such as Kid Rex and are taught how to identify them.

Digital Communication: Students create brochures, posters, slideshows, charts, budgets, and websites using the Microsoft Office Suite and Photoshop.

Social Networking/Blogging: Students are introduced to social networking and blogging using programs such as Google Apps for Education.

Web Interfaces: A variety of web interfaces are used on a daily basis including Prezi, Glogster, Pixton for Education, Weebly for Education, Animoto, Studyladder, Spelling City, and WebEase.

3D Modeling/Drawing/Animation: Students are encouraged to use a creative approach to design using programs like Google Sketch Up, Wacom Bamboo, Animationish, Flux Time Studio, Toon Boom, and Scratch.

Video Production: Video Production is an integral part of the middle school technology program. Students use green screen technology along with Windows Movie Maker, Newsmaker, and Power Director when creating their productions.

iPads equipped with the Mobile Montessori app are now being incorporated to give students the opportunity to learn a second operating system.

Area of Study: Spanish

Middle school uses the Avancemos! curriculum. The Spanish program includes a variety of proficiency-building activities as well as substantial supplementary cultural materials. Students are taught Spanish using a variation of the Direct Method. The instructor teaches using the target language as much as possible. This technique is effective
because the students are able to hear the target language in a variety of real life situations in meaningful and useful ways. A Communicative Competency approach to learning language supports the use of this method. The Spanish curriculum is covered over a three-year period:

- **6th Grade Spanish**
- **7th/8th Grade Spanish**
- **Spanish II (Native Speakers)**

The basic objectives of the program are to help students attain proficiency in the four language skills (listening, speaking, reading, and writing). The teacher aids the students in acquiring a firm linguistic base, which is the foundation of effective communication and meaningful language proficiency. We also present the target language within the context of the contemporary Spanish-speaking world and their cultures. The Spanish II curriculum includes a selection of Spanish literature.

**Area of Study: Art**

Students learn about the elements of art, principles of design, and art processes of various mediums in both two- and three-dimensional art forms. They will learn to use the tools of the various art mediums when appropriate. Students develop an understanding between art and culture through lessons in art theory, art history, periods of art, art movements, art styles, subjects in art, and symbolism in art. Students connect visual arts to other disciplines including: math, science, architecture, music, literature, photography, philosophy, psychology, computer technology, and construction. In class, students create original works of art using their own imagination and famous artists’ works as a guide. Classes meet for one hour each week.

**ELEMENTS OF ART**
- Line
- Shape
- Form
- Color
- Value
- Texture
- Spatial (including perspective)

**PRINCIPLES OF DESIGN**
- Balance
- Proportion
- Harmony
- Unity
- Pattern
- Rhythm
- Movement
- Variety
- Emphasis
- Contrast

**ART PROCESSES (not all processes will be used each year)**
- Drawing - pencils, colored pencils, markers, oil pastels
Area of Study: Physical Education

The focus of the MMS Physical Education Program is to help children physically, nutritionally, and mentally build a strong, healthy foundation that will last a lifetime. We obtain these goals through a wide range of studies and activities that are enjoyable for all classes. All students will be assisted in meeting physical fitness standards and their own personal goals.

Students have P.E. four times per week for 45 minutes each class. Along with skill development and the development of a healthy lifestyle students are asked to be cognitively aware of the progression that their bodies are going through. A wide variety of sports and activities are experienced with sport concepts being taught along with sport skills.

Each day begins with a stretch routine that changes every six weeks. Students are led through games and activities to develop skills and movements. One day per week is devoted to large group games that correspond with the skills being practiced. This provides students an opportunity to work together and play a specific role on a team. Sportsmanship is constantly emphasized.

A separate day of the week is designated as ‘lap day’ where students run laps that are compiled each year. The goal is for each student to run a marathon over the course of the year. Students are given the opportunity to choose what equipment they would like to use during the second half of lap day. This provides exposure and gives students an opportunity to increasingly develop skills in the athletic area in which they are most interested.
Area of Study: Career Education/Internships

The seventh and eighth grade students spend one week each year interning in classroom settings or in the business community. Research shows that community outreach fulfills many of the developmental needs of adolescents. Three main goals for the student interns are: 1) Internalize knowledge – Learning increases in meaning and purpose when students take information they know and apply it in a new situation. This task of putting what one knows into a different perspective is also one of the best ways to stimulate formal operational thinking and foster growth of critical thinking and problem solving. 2) Refine communication skills – Learning to choose the appropriate behavior and language for the situation is important in a wide variety of experiences. New settings provide different situations for the student to manage and reflect upon. 3) Enhance self-esteem – Opportunities to contribute to society encourage students to give to and receive from the community. This experience allows them to realize that they have many talents and skills to share with others.

Area of Study: Music

Middle school music classes are comprised of lessons that provide students with a rich and diverse musical understanding and appreciation. The curriculum addresses music appreciation, general knowledge of composers, styles and timelines of music eras, aural and visual recognition of orchestral instruments, rhythm activities, proper vocal production, a repertoire of songs, and performance etiquette.

The spiral curriculum begun in the Early Childhood program continues sequentially as the student builds and continues to refine musical skills and concepts addressed in prior years. The knowledge of orchestral instruments expands to include concert band, jazz band, and even digital instruments. Recognition of musical dynamics now includes correct spelling and written definitions. In preparation for the Winter Program, reading notation in treble and bass clef, memorizing definitions, and enhancing fundamentals are the focus of the first semester. The second half of the year allows the students to display their growing music knowledge and skills as they assume many of the lead roles in the end of the year production. The concepts of musicality, expression, timing, and movement combine to produce a cohesive, dynamic performance. The music teacher not only works with large groups, but also spends time working with soloists and diversifying instruction to meet the needs of each student.
Area of Study: Speech/Debate/Drama

Students receive an hour of instruction each week. The drama course is divided into three parts: Speech/Public Speaking, Debate, and Drama.

Speech/Public Speaking is taught to ease the students into speaking in front of a group. Lower elementary students learned delivery techniques by reading from their journals and presenting poems or stories to their peers. Upper elementary students began to write their own speeches and deliver them. In middle school, the students learn to write various types of speeches and deliver them in multiple styles. By eighth grade, the students deliver speeches extemporaneously using a keyword outline and also deliver a five-minute impromptu speech. Lessons in voice projection, varying voice, proper body language (i.e., not fidgeting), and being prepared are emphasized.

Debate teaches the formal discussion of various opinions. Lower elementary students learn to make informed opinions by discussing the difference between gathering information before the opinion is formed and making an opinion without knowing all the facts. Upper elementary students, in opposing teams, research a simple issue; formulate an opinion; write an introduction, discussion points, and a conclusion; and present their side of the debate. The middle school students spend weeks researching a current event, environmental issue, or historical issue and present a formal debate to the elementary students every other year.

Drama teaches the students the creative process of acting, auditioning, script writing, and presenting a show. The elementary students learn and recite Shakespeare using the “Shakespeare Can Be Fun” series that mimics the Bard’s stories in rhyme. The middle school creates a theatrical portfolio that includes a re-written Shakespearian scene, cultural overview, props, characterization, and costumes. Their hard work and re-written scenes are presented at the Shakespeare Festival at the historic Thomas Center every other year. The elementary and middle school students also present an end of the year show annually at a local theater that gives them the experience of performing on stage. This production involves all first through eighth grade students and rehearsals are done in between classes. Middle school students lead the show with major roles and front the ensemble performances.
Assessments:

Middle school students’ core classes include Language Arts, Mathematics, Social Studies, Science, and Spanish. Special area classes consist of Physical Education, Technology, Speech/Debate/Drama, Art, and Music. All middle school teachers use an online gradebook portal called JupiterEd to post assignments and grades throughout the school year. JupiterEd is also used as a tool to communicate with parents and for students to post discussion groups, surveys, and blogs.

**REPORT CARDS** reflect grades based on performance on assignments, tests, projects, participation, etc. in the following format:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Personal development categories are also assessed using the following format: E (excellent), S (satisfactory), N (needs improvement), or U (unacceptable).

Middle school students take semester exams in their core classes and the Iowa Test of Basic Skills (ITBS) in April. The results of the ITBS test are not used to promote or retain classroom placement, but are to evaluate the students based on a scale of national norms and percentiles. Teachers use the results to tailor future lessons and work on specific subjects with each student. ♦

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**Sample Classroom Schedules:**

The daily classroom schedule provides a structured learning environment, but also allows for the Montessori flexibility surrounding each student’s learning style.

**Daily Beginners Classroom Schedule**

The students have one work cycle each morning that lasts between sixty and ninety minutes. They have line time with calendar, songs, and group lessons each day. This time also includes a group snack. The students have outdoor time for forty-five to sixty minutes each day, weather permitting. Our schedule includes two Spanish classes per week (30 minutes each), one Music class per week (30 minutes), and a Media class in the school library every week (30 minutes). These times are scheduled for the oncoming year each August.

Following Spring Break the schedule will change regarding playground time. At that point in the year, playground time occurs first thing in the morning due to the extreme temperatures that can occur in the late spring and summer months.
Sample schedule and subject to change each year.

### Daily Preschool and Preschool/Kindergarten Classroom Schedule

In our Preschool and Preschool/Kindergarten classrooms, the Montessori environment is arranged to stimulate learning through exploration and experimentation. Lessons are presented in both large and small groups as well as during one-on-one individual instruction throughout the day.

**Specialty Classes:**

All students receive Spanish (twice per week for 30 min.); Music (once per week for 30 min.); Media (once per week for 30 min.). In addition, the Kindergarteners attend Technology (once per week for 1 hour) and Physical Education (twice per week for 30 min.).

MMS follows the Montessori philosophy that recognizes there can be a wide range of variation in the development of children between the ages of two and six years. Children are placed in an environment that provides safety, encouragement, and support to meet the needs of each student.

Each classroom is physically designed to provide a learning environment that supports both large and small groups of children as well as encouraging independent exploration.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45am</td>
<td>Students Arrive at class</td>
<td>12:15pm</td>
<td>As students finish eating they enter the classroom for Nap</td>
</tr>
<tr>
<td></td>
<td>Work Cycle begins</td>
<td></td>
<td>Toilet-trained students are sent to the bathroom</td>
</tr>
<tr>
<td></td>
<td>*(Ms. Crystal manages the Safety Patrol</td>
<td></td>
<td>Nap begins</td>
</tr>
<tr>
<td></td>
<td>Morning drop-off during this time and will arrive to class at approx. 9:10 am)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45am</td>
<td>Work Cycle continues*</td>
<td>2:10pm</td>
<td>Students awake from Nap</td>
</tr>
<tr>
<td></td>
<td>Children are sent to the bathroom or changed</td>
<td></td>
<td>Students are changed or sent to the bathroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students prepare to go home</td>
</tr>
<tr>
<td>10:15am</td>
<td>Line Time begins</td>
<td>2:35pm</td>
<td>Students proceed to Pick-Up Area at patio of</td>
</tr>
<tr>
<td></td>
<td>Snack is served</td>
<td></td>
<td>Main Building</td>
</tr>
<tr>
<td></td>
<td>Songs, Calendar, and Group Lessons</td>
<td></td>
<td>*(Ms. Crystal manages the Safety Patrol</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afternoon pick-up following this time)</td>
</tr>
<tr>
<td>10:45am</td>
<td>Children go to Playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weather permitting (inside play during inclement weather)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mats are placed for Nap</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*(Students have two Spanish times per week, one music</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>time with our music teacher per week, and a media time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in the school library every other week</td>
</tr>
<tr>
<td>11:45am</td>
<td>Students wash up for Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students begin eating Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half-Day Students depart for home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*(All half-day students must be picked up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>by noon)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Sample schedule and subject to change each year.*
### Daily Lower Elementary (ages 6 - 9) Classroom Schedule

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>Roll/Class Meeting</td>
<td>Roll/Class Meeting</td>
<td>Roll/Class Meeting</td>
<td>Roll/Class Meeting</td>
<td>Roll/Class Meeting</td>
</tr>
<tr>
<td>9:00 - 9:30</td>
<td>Morning Line Time</td>
<td>Morning Line Time</td>
<td>Morning Line Time</td>
<td>Morning Line Time</td>
<td>Morning Line Time</td>
</tr>
<tr>
<td>9:30 - 10:00</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Workplan/Lessons/Reading</td>
<td>Workplan/Lessons/Reading</td>
<td>Reading/3rd Great Books</td>
<td>Workplan/Lessons/Reading</td>
<td>Workplan/Lessons/Reading</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
<td>Workplan/Lessons</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Media</td>
<td>Recess</td>
<td>Art</td>
<td>Recess</td>
<td>Technology-3rd</td>
</tr>
<tr>
<td>1:00 - 1:30</td>
<td>Media</td>
<td>Spanish 12:55-1:25</td>
<td>Art</td>
<td>Spanish 12:55-1:25</td>
<td>Technology-3rd</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>Geography</td>
<td>Science</td>
<td>Music</td>
<td>Social Studies</td>
<td>Technology-2nd/3rd-Great Books</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td>Geography</td>
<td>Science</td>
<td>Music</td>
<td>Social Studies</td>
<td>Technology-2nd/3rd-Great Books</td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td>Jobs/Silent Reading</td>
<td>Jobs/Silent Reading</td>
<td>Jobs/Silent Reading</td>
<td>Jobs/Silent Reading</td>
<td>Jobs/Silent Reading</td>
</tr>
<tr>
<td>3:00 - 3:30</td>
<td>Sample schedule and subject to change each year</td>
<td>Sample schedule and subject to change each year</td>
<td>Sample schedule and subject to change each year</td>
<td>Sample schedule and subject to change each year</td>
<td>Sample schedule and subject to change each year</td>
</tr>
</tbody>
</table>
### Daily Upper Elementary (ages 9 - 11) Classroom Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:45</td>
<td>Composition</td>
<td>Literature</td>
<td>Composition</td>
<td>Literature</td>
<td>Composition</td>
</tr>
<tr>
<td>9:45 - 10:30</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>Drama</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Technology (MC)</td>
<td>Science</td>
<td>Grammar</td>
<td>Science</td>
<td>Conventions</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Technology (MC)</td>
<td>Science</td>
<td>Grammar</td>
<td>Science</td>
<td>Conventions</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Science</td>
<td>Spanish</td>
<td>Lunch</td>
<td>Spanish</td>
<td>Music</td>
</tr>
<tr>
<td>1:00 - 1:30</td>
<td>Science</td>
<td>IW</td>
<td>Media (MC)</td>
<td>Media (MC)</td>
<td>FL History</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>IW</td>
<td>FL History</td>
<td>Media (MC)</td>
<td>FL History</td>
<td>Art</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td>IW</td>
<td>IW</td>
<td>FL History</td>
<td>IW</td>
<td>IW</td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td>IW</td>
<td>IW</td>
<td>IW</td>
<td>IW</td>
<td>IW</td>
</tr>
</tbody>
</table>

Sample schedule and subject to change each year.

### Daily Middle School (ages 12 - 14) Classroom Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>6th Gr</th>
<th>7th/8th Gr</th>
<th>6th Gr</th>
<th>7th/8th Gr</th>
<th>6th Gr</th>
<th>7th/8th Gr</th>
<th>6th Gr</th>
<th>7th/8th Gr</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
<td>Community Meeting</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>Speech, Drama &amp; Debate</td>
<td>Speech, Drama &amp; Debate</td>
<td>Speech, Drama &amp; Debate</td>
<td>Speech, Drama &amp; Debate</td>
</tr>
<tr>
<td>9:00 - 9:30</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>10:15 - 11:00</td>
<td>Science</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
<td>Lunch/Cook</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Language Arts</td>
<td>Science</td>
<td>Spanish (8th)</td>
<td>Science</td>
<td>Spanish (8th)</td>
<td>Science</td>
<td>Spanish (8th)</td>
<td>Music</td>
</tr>
<tr>
<td>1:00 - 1:30</td>
<td>Language Arts</td>
<td>Science</td>
<td>Spanish (8th)</td>
<td>Science</td>
<td>Spanish (8th)</td>
<td>Science</td>
<td>Spanish (8th)</td>
<td>Music</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>Yearbook/Yearbook-A</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td>Yearbook/Yearbook-B</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
<td>Social Studies</td>
<td>Language Arts</td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td>Yearbook/Yearbook-B</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Language Arts</td>
</tr>
<tr>
<td>3:00 - 3:30</td>
<td>Yearbook/Yearbook-B</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
</tr>
</tbody>
</table>