



## OVERVIEW

Dr. Maria Montessori observed that children go through four distinct and noticeable periods of physical and psychological development:

- First plane: Birth to 6 years of age
- Second plane: 6 to 12, often referred to as "childhood"
- Third plane: 12 to 18, or "adolescence"
- Fourth plane: 18 to 24, the transition to adulthood

Our curriculum covers traditional Montessori programming that supports the development of children from 18 months through 14 years of age.

## TODDLER

This first plane of development, birth to 6 years, Dr. Maria Montessori named the "Absorbent Mind" because children are taking in and absorbing, all aspects of the world around them. It is a time of profound physical, psychological, social, intellectual and spiritual transformation. Through the many experiences, with an intentionally prepared environment, these needs are nurtured and developed. Because this time is the richest period of brain growth and development, a wide variety of activities are presented to the child and repetition of movement is encouraged.

Montessori prepares children for life by guiding them to develop into confident, successful, caring adults who will become engaged members of their communities. This whole child approach is supported, in part, by the three-year age mix in each level and our Social curriculum, which addresses development of social skills and emotional growth, as well as physical and cognitive development.

Our Montessori Toddler program aims to provide the children with well-ordered and prepared learning environments in which they are respected, contributing members of a small community. A focus of this program is the "modelling" of appropriate grace and courtesy that the children see in adults. We see increased socialization as the children begin to interact with peers and adults through talking, taking turns and borrowing.

Dr. Maria Montessori saw the value of encouraging children to develop independence through practical life skills. Traditional Montessori includes programs that support, develop and encourage life skills from a very young age through adolescence. Whether it's toddlers cutting up food to share with classmates; Casa students refining their skills setting tables for lunch & keeping their classroom ordered; or older students "going out" on trips to the local library, or purchasing food to prepare weekly meals for their peers, Montessori teaches students to be autonomous and self-motivated, and to share their knowledge with others.

Practical life skills are an important part of the Toddler program. Children of this age have a natural desire to imitate the adults around them. Toddlers strive for independence and naturally love order and organization. Activities are carefully selected and prepared to be home-like, reflecting the activities of the adults they observe. Some examples are:

**CARE OF SELF**  
drinking, toileting, dressing and undressing, washing hands, cleaning shoes, blowing nose

**CARE OF THE ENVIRONMENT**  
(indoor/outdoor)  
sweeping, dusting, scrubbing tables, cleaning mirrors and windows, washing and drying dishes, cleaning up spills

**FOOD PREPARATION**  
juicing, cutting, mixing, peeling, shelling, kneading

The Sensorial area of a Montessori classroom is designed to help a child refine his or her senses. Various materials isolate the concept being taught so each child can fully understand the specific "sensory impression." Designed for "control of error," the materials allow each child to correct him/herself without the help of the teacher, which promotes greater independence in the child. Through their work with the sensorial materials, the child is able to classify the world around them, and leads to further exploration in the other subject areas, particularly mathematics and geometry.

Children of this age use their senses to discover the world around them. They possess an innate need to touch, feel, hold and carry everything and anything they see; the Toddler environment is prepared for this purpose. In this program, the children are exposed and guided with various exercises and materials to explore the indoor and outdoor environments.

**"The hands are the instruments of man's intelligence."**

Maria Montessori

Communication is a fundamental need of human beings. The Montessori curriculum divides Language Studies into speaking, reading and writing beginning with our youngest students and has a specific focus on grammar. Unique to Montessori is a continued emphasis on the development of cursive writing from an early age. Maria Montessori chose lower-case cursive because curved lines are an extension of a natural movement for a child's hand.

The Toddler program provides an enriched language environment. The children participate in activities to help them develop speaking and listening skills, and to expand their vocabulary. Toddlers understand a great deal more than what they say because their receptive language is more developed than their expressive language. The adults display strong language modelling at all times, including:

- Listening to and telling stories
- Hand/eye coordination activities
- Preparation of the hand for writing

All children have an innate love of order and are born with mathematical minds, with a natural tendency to calculate quantities and measure the world.

**"One test of the correctness of educational procedure is the happiness of the child."**

Maria Montessori

Toddlers unconsciously explore and learn from their environment, measuring, ordering and classifying objects. Throughout their day, activities provide sensory experiences of mathematical relationships and indirectly prepare the children for the introduction of formal hands-on mathematical work. For example, activities such as clothes and dish washing offer them experience with volume, while food and lunch preparation and clean-up provide them experience with weight, volume and quantity.

DEVELOPMENT

SOCIAL

PRACTICAL LIFE

SENSORIAL

LANGUAGE

MATHEMATICS





CASA

LOWER ELEMENTARY

DEVELOPMENT

During this second stage of the first plane of development (starting around age 3), children have the unique ability to absorb knowledge efficiently. The children explore the world and process information with their senses, which is why the hands-on Montessori materials of the classroom are so very important at this age. These materials are presented in a specific way to appeal to the child's strong sense of order, creating a foundation for their future learning.

**“Children must be taught how to think, not what to think.”** Margaret Mead

The Second Plane of Development (ages 6 to 12) is a period of self-discovery; children are looking for information and facts to be made meaningful to their own lives. In Lower Elementary, concrete materials are still implemented. The program is deliberately designed to help children develop independence and respect as they learn, so that they are prepared to embrace the opportunities encountered in the next level. The children, now confident in their understanding of reality, use their imagination in this time of immense intellectual growth.

SOCIAL

Opportunities for the awareness of one's needs and the needs of others are supported through the lessons of our Restitution Process, Grace and Courtesy and Peace Education curricula. Children become profoundly aware of the importance of noticing and acknowledging the needs of others while also honouring their own needs through discussions, modelling behaviour, and dramatization of feelings, positive socialization and conflict resolution. In their final year of this plane of development (age 6), children have moved from “parallel play” to more collaborative interactions with their peers.

Children in this plane of development are moving from playing alongside their peers (“parallel play”) to having more interaction with them. There is a greater importance on these relationships and the morality involved in them. Children are very focused on the right and wrong of social order. The school uses a Restitution Process that has the children reflect on their actions, become responsible for their behaviour, the consequences of it and develop peaceful resolutions. This Restitution Process is introduced in Casa and expands in the Elementary environment with our Peace Education curriculum.



PRACTICAL LIFE

Practical life activities continue to reflect daily life, which allows the child to further develop their skills with purposeful, meaningful work. Practical Life activities develop the child's concentration, voluntary control of attention, gross and fine motor skills and the ability to follow the steps required to complete a task. The practical life exercises fall into four main groups:

- Care of the environment
- Control of movement
- Care of the self
- Grace and courtesy/social relations

Practical Life in the Lower Elementary classroom exists as a culmination and refinement of the abilities developed in the preschool classroom. Care of self, care of the environment, grace and courtesy are all expectations at this level. Activities include food preparation, sewing, and arts and crafts that support research and Culture Studies.

SENSORIAL

At this age (3-6 years), children use their senses to explore the environment, which they strive to classify in an ordered manner. The content of the Sensorial program includes:

- Auditory Discrimination – experiencing and identifying objects by sound and experiencing beat, timing and rhythm
- Stereognostic Exploration – feeling around an object to gain knowledge of it
- Tactile Discrimination – discrimination and stimulation of objects by touch
- Olfactory and Gustatory – using taste and smell to identify and experience different types of foods etc.
- Visual Discrimination – discrimination of objects by sight
- General Sensorial Exploration – classification and discrimination of objects

WHAT IS PEACE EDUCATION?

Dr. Montessori said “...we must gather together all the elements of the world and organize them into a science of peace” because she recognized children as the redeeming factor in the evolution of humankind. Peace Education is an integral part of a traditional Montessori education starting at a young age. It supports the social and emotional development of our children, and helps us to prepare them to become agents of change and the seekers of peace.

Our Peace Education, Restitution Process and Grace and Courtesy lessons lay the foundation of the Upper Elementary and Junior High Social Curriculum.

LANGUAGE

The first plane of development (birth to 6 years) is a period of intense language acquisition. Receptive and expressive language skills are nurtured by focusing first on the spoken word then progressing to writing, followed by reading and the exploration of grammar. This area builds upon the foundation of concentration, logical sequential thinking and motor control nurtured in the earlier Practical Life and Sensorial areas. At this level, Language Studies breaks into three areas:

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|--|--|---|
| <p><b>SPOKEN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Become aware of the sounds of the alphabet</li> </ul> | <p><b>WRITING AND READING</b></p> <ul style="list-style-type: none"> <li>• Arrange the letters of the alphabet to make words, phrases, sentences</li> <li>• Decode written words using knowledge of letter-sound correspondence</li> <li>• Develop pencil grip and begin to learn how to write letters and words in cursive</li> </ul> | <p><b>GRAMMAR AND PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>• Explore and understand the importance of the various parts of speech and the structure of a sentence</li> <li>• Introduce the conventions of punctuation (capital letters, periods and commas.)</li> </ul> |
|--|--|---|

At this level, the children explore many aspects of language using concrete materials. Children continue to build upon the reading and writing skills they began in the Casa program. These cornerstones of language are critical at the Elementary level because language is the foundation upon which other studies are built. Some examples of language study are:

- The Story of Language and Communication
- Reading with comprehension/Literature Studies
- Word Study and Grammar
- Introduction to seminar discussions
- Writing Mechanics and perfection of personal handwriting using cursive
- Personal Journals

**“He does it with his hands, by experience, first in play and then through work. The hands are the instruments of man's intelligence.”** Maria Montessori

MATHEMATICS

Mathematical concepts in the Casa environment are presented in concrete materials for order, classification, reasoning, making judgments, calculating and measuring. These experiences build on practical and sensorial activities, and include:

- Pattern and order
- Place value to 4 digits – units, tens, hundreds, thousands
- Plane and 3-dimensional geometry
- Operations of addition, subtraction, multiplication and division
- Fractions

Hands-on learning is still important at the Lower Elementary level; students continue to use concrete Montessori material as they develop their math skills and prepare to move from concrete to abstract mathematical concepts. Each year, the “Story of Numbers and Geometry” is presented to all students to help the children develop an appreciation of mathematics and its development over time, igniting their interest in the subject and context. Lessons covered at this level include:

- Whole Numbers and Numeration: Numbers 1 to 1,000,000
- Graphing
- Concepts and math facts of the four primary operations of whole numbers
- Money values
- Fractions
- 2-dimensional Geometry includes: Lines, Angles, Studies of various shapes, measurement
- Identification of 3-dimensional figures and characteristics





Since 1968, Montessori Academy of London has made it our mission to provide a world-class Montessori education that promotes academic excellence and prepares children and young adults to engage the world as active citizens and successful leaders.

## UPPER ELEMENTARY

## JUNIOR HIGH

DEVELOPMENT

In Upper Elementary (ages 9-12), Montessori materials are used less frequently as the child moves to the abstraction of concepts. The students' internal drive for mastery becomes paramount. Their emerging "reasoning mind" is fostered through intellectual challenge and their continued attraction to collaborating with their peers. Elementary children have a great capacity and enthusiasm for understanding the accomplishments of humanity, whether these are in the arts, sciences, languages or technology.

As adolescents, interest in activity for the sake of activity dissipates as they become engrossed in a greater need for understanding and the development of their own identity. From a personal development standpoint, they are beginning to search for their place in the world. These young adults seek opportunities to collaborate, research, communicate, empathize, rationalize, and problem-solve. The Junior High program puts their learning skills to the test, broadening all areas of the curriculum from math and science, to languages, to music and the arts; it introduces education experts in a variety of subject areas.

SOCIAL

Children in this plane of development are highly focused on social skills and a sense of justice. Further independence and responsibility is developed through class meetings and opportunities for community service that lead to practising more sophisticated leadership skills.

Activities include:

- Participating in field trips - daylong and overnight experiences
- Maintaining a Study Calendar for time management

In the final year of the program students have the opportunity to participate in the following activities to hone their leadership skills:

- Peer Peacekeepers
- Montessori Model United Nations
- Babysitter's certificate course

Our Junior High students are encouraged to be as independent as possible, as leaders within the school and wider community. They learn how to run group meetings, resolve conflicts, organize events and activities, and help others in need. They research current issues to develop individual points of view. They become confident in themselves and their capacity to work with and lead others. All of these experiences allow each student to develop to his or her potential and establish his or her own moral compass.

**"Within the child lies the fate of the future."** Maria Montessori

PRACTICAL LIFE

Practical Life skills continue to be used at this level through care of the self, care of the environment, and grace and courtesy, which take on a larger role when the students are off-site for activities during the school day and overnight.



Practical life skills are honed at the Junior High level through a variety of real world activities. Students are in the process of developing time management and study skills. They prepare lunch three days a week for their peers, which provides the opportunity to learn about budgeting, healthy eating, meal planning, food preparation and food safety/clean-up. They also participate in student led committees, are responsible for coordinating events and activities within the school, and produce goods to sell at various functions through their Micro-Economy committee.

SENSORIAL

**"Here is an essential principle of education: to teach details is to bring confusion; to establish the relationship between things is to bring knowledge."**

Maria Montessori

## WHAT'S A MICRO-ECONOMY?

The Junior High Micro-Economy is a social enterprise - a business that re-invests its profits into charitable causes. During the school year, the Junior High students make and sell goods to support local charities and their class projects. Through the Micro-Economy venture, the students learn not only about the various local charities they support, but also about budgeting to buy material and ingredients for the goods they make to sell.

LANGUAGE

The Upper Elementary Language program is designed to cultivate a keen sense of literacy in students and enable them to become effective communicators with efficient comprehension skills.

Upper Elementary language skills continue to develop through:

- Word Study and more in-depth grammar
- Writing Mechanics and different styles and genres of writing
- Seminar Discussions
- Reading for comprehension and Literature Studies
- Personal Journals

Students in the Junior High program take on more independent study, research and writing. The curriculum is delivered through literature studies and includes works from a variety of eras and styles.

Activities that support Language studies include:

- TOWER process (thinking, organizing, writing, editing and rewriting) with all forms of writing.
- Seminar study various types of writing and subject matter
- Literature study - Creating connections to other subjects within the curriculum
- Further development of written expression and report writing
- Personal Journals
- Debates
- Poetry
- Drama

MATHEMATICS

Math and Geometry are linked to cultural studies to show practical solutions to real-life problems. This approach helps to make the connection between the concrete and abstract.

Some examples are:

- Multiples, Factors, Divisibility
- Fractions - equivalence, comparing, ordering, simplifying, more complex operations (addition, subtraction, multiplication and division)
- Decimals - conversion of a fraction to and from a decimal, comparing, ordering, rounding, four operations
- Squaring, Cubing, Exponents
- 2-dimensional and 3-dimensional geometry measuring and development of formulas including: Area of a triangle, rhombus, trapezoid, regular and irregular polygons and circle
- Volume-various 3-dimensional shapes
- Geometric Construction

Using an interdisciplinary approach, students explore concepts through a combination of text work, interactive questions, seminars, individual and group problem solving activities, including:

- Order of Operations including integers
- Equations (solving and evaluating) - Algebra
- Geometry and measurement (including unit multipliers for area and volume unit conversions)
- Pythagorean Theorem
- Rate/Ratio/Probability
- Applications of graphing (linear relations)





HISTORY



OVERVIEW

History across the Montessori curriculum leads children to develop a notion of time and to understand and appreciate the development of life on Earth and our connectedness with one another.

**“The child is truly a miraculous being, and this should be felt deeply by the educator.”**

Maria Montessori

TODDLER

Toddlers are interested in the world around them. They observe and absorb the culture of the society into which they are born. They are also fascinated by the customs and stories of the people close to them. Some examples are:

- Sampling foods from different cultures
- Listening to music from other cultures and celebrations
- Experiences with the traditions and stories of people in the community around them

GEOGRAPHY



The study of Geography includes the understanding of world cultures including a study of interdependence as well as physical, political and economic geography.

Toddler children participate in activities to support their interest in the natural and physical world around them. Indoor and outdoor activities help the children further their interest, including listening to stories about the weather and learning the vocabulary around them.

**“The child is both a hope and a promise for mankind.”** Maria Montessori

SCIENCE



Science concepts are explored in many areas of discipline as well as in other cultural subjects like Geography. Biology is studied throughout, and later chemistry, physics, astronomy and psychology are introduced.

Science is integrated across the toddler curriculum and children pursue their interest as an extension of the exercises of their senses, because it is through the senses that children first perceive, observe and explore the phenomena related to this field of study. Many experiences happen spontaneously inside and outside the classroom, for example:

- Observing and caring for animals
- Growing seeds and care of plants

TECHNOLOGY



The use of “technology” assists students with their studies. Through all levels of the program, students are encouraged to use various age-appropriate “tools of learning” and are given specific instruction in how to use these important resources for the communication of ideas.

Starting in the Toddler level, which is a critical period for brain development, the focus is on the child's need for movement, and the ability to process information through the use of all of the senses to help them understand reality. Bright, engaging books are readily available in the classrooms. These resources are age-appropriate and regularly changed in order to connect with the themes of study in the classroom. Computers are not a part of our preschool environments because they are two-dimensional in nature and therefore do not give the child the opportunity to move from the concrete to the abstract.

FRENCH

Children are pre-disposed to languages from a young age. Exposing children to a broad array of cultural and language experiences not only supports their cognitive development but affirms an appreciation and respect for different cultures, their beliefs and attitudes.

French in the Toddler program introduces the children to basic vocabulary and simple conversational sentences through the use of concrete materials, including nomenclature cards and objects as well as singing French songs.

MUSIC



Music in Montessori terms is more like a language; it is a study of who we are culturally, a mechanism for self-expression, a mathematical activity, an aid to the development of cognition, a support for effective collaboration and a form of communication and creative expression. At the Elementary and Junior High levels students enter a dedicated Music program.

**“Intelligence plus character – that is the goal of true education.”**

Martin Luther King, Jr.

The music program begins with the child's body, involving movement, voice and the development of the ear. There are many opportunities for the Toddler children to experience music through games, songs, dance, rhythm activities, playing simple percussion instruments and carrying out auditory discrimination activities using the senses.

ART

Visual art activities and lessons are integrated in the curriculum at all levels of the program. Integration supports the value of artistic expression relative to the rest of the child's work both within and outside of school. Art materials are available in all classrooms and students are encouraged to involve artistic expression in follow-up work to lessons. At the Elementary and Junior High levels students enter a dedicated Art program.

Art is woven into the Toddler program on a daily basis. The children are given a great deal of freedom with many artistic media, including coloured pencils to paints, clay, chalk and other craft materials. These activities encourage the use of fine motor skills while developing an appreciation for line, colour, shape, and texture:

- Stamping, dabbing
- Gluing
- Playing with play-dough/clay
- Cutting with scissors

Art appreciation is inspired through displays in the classroom, as well as through books and cards.

HEALTH & PHYSICAL EDUCATION



The Physical Education program has two key objectives:

- to provide the skills and encouragement to help children grow and develop – both physically and emotionally – in a healthy way.
- to help children develop habits that will promote positive health and fitness choices throughout their lives, including physical activity, nutrition, personal safety and emotional wellness.

Sexuality Education is also an element of the child's overall health education, beginning in Upper Elementary and continuing through Junior High, which is integrated with zoology studies as well.

The Toddler children participate in many movement activities such as dancing, marching, stretching and playing games. The children are given a great deal of freedom to move at all times. They also spend time outdoors where they have organized and free play time. Through their lunch program and snack time they are introduced to a variety of healthy foods, which sets the foundation for nutrition education. Activities encourage:

- Development of gross motor skills
- Physical self-awareness
- Healthy eating



## CASA

## LOWER ELEMENTARY

HISTORY

Casa History presentations build upon the Toddler experience of understanding the passage of time, including the days of the week, months of the year and an introduction to the clock. A variety of cultural celebrations with historical contexts are presented through the continent studies.

**“Tell me, and I forget. Teach me, and I remember. Involve me, and I learn.”**

Benjamin Franklin

In Lower Elementary, the presentation of the Montessori “Story of the Universe” leads into the development of life on Earth, the coming of humankind, early civilizations and recorded history. Some of the key lessons of this curriculum include:

- Clock of Eras – The History of Earth
- Timeline of Life – Geological History of Time
- Timeline of Early Humans I and II – Early Human History
- Fundamental Needs of Humans
- Introduction of Early Civilizations – Babylonians and Sumerians

GEOGRAPHY

At the Casa level, students are introduced to Geography, which includes the following:

### PHYSICAL GEOGRAPHY

- Land and water/Continent and Ocean studies
- Introduction to Globes

### POLITICAL GEOGRAPHY

- Divisions within Continents (countries, provinces, states etc.)
- Puzzle maps and flags

### CULTURAL GEOGRAPHY

- Continent Studies such as flora and fauna, food, music and art
- Worldwide holiday celebrations

Building upon their understanding of physical geography, students at this level expand their knowledge on the interdependencies of the world’s citizens. Through the introduction of the study of topics such as economic geography and politics, global relationships become increasingly obvious. Areas of study include:

- Physical Geography – composition of the Earth and global biomes
- Political Geography – in depth study of continents and countries
- Economic Geography – human interactions
- Mapping and graphing
- Experiments associated with Earth’s Formation

SCIENCE

Children at this stage are building a framework for classifying the features of the world around them. They gain knowledge, skill and understanding in the following areas through:

- Sensorial activities that develop powers of observation and perception
- Investigation of the environment by observing, questioning, exploring and reporting
- Understanding the interdependency of living things and the function of each in the web of life
- Building vocabulary for talking about plants and animals
- Basic principles of physics – such as magnetic and non-magnetic

In the Elementary program, the students continue to study biological sciences, which are now divided into Botany and Zoology; and they are introduced to Physical Science:

### ZOOLOGY

- Study of vertebrates and invertebrates
- Introduction of the vital functions
- Six Kingdoms of Life

### BOTANY

- Parts of the plant and how they work
- Parts & types of leaves, roots, stems, flowers, fruits & seeds

### PHYSICAL & CHEMICAL SCIENCE

- Solutions and Mixtures - experiments
- States of Matter - experiments
- The Universe – planets & galaxies
- The work of air and water
- Layers of the atmosphere

TECHNOLOGY

As with the Toddler level, Casa classrooms have a rich book collection including a classroom library area where students can choose a book from the shelf and read or look at it on their own. Computers and other forms of technology are not used by the children as tools of learning at this level.



The focus is still on using the Montessori materials to refine motor skills and solidify concepts, however computers are available in Lower Elementary classes as a resource. Books remain the key research tool. In their final year of Lower Elementary, students are introduced to keyboarding and word processing, as well as how to use the Internet as a reference tool with teacher assistance.

FRENCH

Frequent individual and small-group lessons that are related to different themes in the Casa environment introduce French vocabulary and grammar concepts. Nouns and verbs are introduced early to encourage labelling and the kinesthetic connection with the language. Songs and stories further enrich the French experience.

Gestures, stories and music are used as the basis for French language acquisition, based on the Accelerative Integrated Method (AIM) of teaching. Through story-telling and drama, students learn words and phrases which enable them to engage in authentic discourse. The work of the students centres on the rehearsal and production of plays that showcase the vocabulary and grammar concepts learned throughout the year.

MUSIC

Music is presented as a form of human expression and is integrated into the Casa classroom environment. In addition to experiencing music through games, songs, dance and rhythm activities, students are introduced to the sounds made by different instruments; they learn to identify instruments and learn about music from different cultures. Also, the concepts of pitch and notation are introduced using the Montessori bells.

In the Lower Elementary music program, students are introduced to the five basic components of music education:

- Movement – which promotes body awareness
- Listening – differentiating sounds
- Singing and chanting – in-tune and in-pitch singing
- Playing of instruments and use of Montessori tone bars
- Theory – including rhythm and simple sol-mi-do patterns

Students also study different styles of music and various music composers, and have the opportunity to join the Junior Choir.

ART

Art continues to be integrated into the Casa curriculum. Exercises of practical life and the senses are extended into a range of activities that promote self-expression, including working with clay, collage, chalk, cutting, oil pastels, weaving and printing. The children are presented with various activities to help them:

- Express themselves through a variety of visual art media
- Experience a variety of art media
- Begin to appreciate artistic expression from around the world and through history

In Elementary, students enter a dedicated Art program that continues to mix art activities into the different areas of study being presented in the classrooms. Elements of design are explored, including line, shape, colour, texture, form and space. Students use a variety of art media such as clay, watercolour, acrylic paints, printing ink, yarn and paper of different weights; they learn different styles including still-life, portraits, landscapes, geometrics and abstracts. As part of art appreciation, students study some of the great artists and attempt to use those same styles in their own pieces.

HEALTH & PHYSICAL EDUCATION

To develop their gross motor skills, flexibility and muscle coordination, Casa children participate in many physical activities within their classroom, at the gymnasium and outdoors. They also focus on concrete skills associated with caring for their own bodies, including:

- Handwashing
- Proper use of restrooms
- Hair care
- Nutrition/healthy eating
- Personal safety

The Physical Education program at this level is taught twice a week by specialty staff. Students are supported in their physical development, including endurance, flexibility, coordination and strength. Heavily focused on skill development, the program introduces students to many individual and team sports. Students receive lessons on how to lead a healthy lifestyle such as care of oneself, safety, relationships and nutrition.

**“The greatest sign of success for a teacher... is to be able to say, ‘The children are now working as if I did not exist.’”**

Maria Montessori



We truly believe a Montessori education provides children the “best start in life” by putting the child first. Every aspect of the curriculum has been developed to serve the needs of our students.

## UPPER ELEMENTARY

## JUNIOR HIGH

HISTORY

In the Upper Elementary program, students examine the progress of various civilizations with respect to level of influence and contribution they've had on future generations. Some of the civilizations studied are:

- Egyptians
- Greeks
- Romans
- Middle Ages
- Renaissance
- Eastern Civilizations
- North American Civilizations

At this level, History is called Humanities and encompasses all areas that help define what makes us human: history, literature, politics, political geography, and current events. The curriculum is divided into two cycles:

### CYCLE ONE

- Hunter-Gatherers and First Farmers
- City/London
- WWI and WWII/Peace

### CYCLE TWO

- Indigenous Peoples
- Settlement of New France
- Evolution of Upper and Lower Canada
- Industrialization
- Confederation

GEOGRAPHY

In the Upper Elementary program, students continue to study both physical and political geography as well as the history of Canada:

- Physical Geography – rock cycle, lithosphere, continental drift, plate tectonics, atmosphere and weather, hydrosphere
- Political Geography
- Economic Geography – imports/exports
- Canadian Studies – Governments

As a part of Humanities, Geography is examined through the study of human needs – both material and spiritual – which then delves into anthropology and sociology as well as studies of governments, literature, education, art and music.

“Educating the mind without educating the heart is no education at all.” Aristotle

SCIENCE

Upper Elementary students further develop their understanding of the scientific method. They develop hypotheses, prepare and conduct experiments, and report their observations and conclusions. Areas of study include:

### BIOLOGY - ZOOLOGY

- Using the microscope and the study of cells
- In-depth plant and animal classification
- Ecology / Food Webs
- Human Systems

### PHYSICAL SCIENCE - CHEMISTRY AND PHYSICS

- Periodic Table
- Elements, Compounds and Mixtures
- Introduction to motion and force-Newton's Laws
- Study of Friction
- Pressure

The Junior High science curriculum is based on the principles of the Scientific Method. Evaluation and assessment come from practical laboratory work, field studies, tests, seminars, independent projects and classroom activities. The curriculum is divided into two cycles:

### CYCLE ONE

- Physics
- Geography
- Chemistry
- Independent Science Investigation (ISI)

### CYCLE TWO

- Soil and Plant Ecology
- Biology
- Solutions and Mixtures
- Water Study

TECHNOLOGY

The use of computers increases at this level, however research still begins by using books, encyclopedias etc. Internet safety guidelines and instruction are discussed because the students are given greater independence when using computers. Students begin to use computers for word processing, creating spreadsheets and PowerPoint presentations, and using graphics software. By the end of the Upper Elementary program, students are highly proficient with the use of the computer as a communication tool.

All Junior High students have access to Google Chromebooks while at school to create and share content easily and efficiently. Students and parents are asked to adhere to the school's "Computer Security and Use" policy.

Computers are used for:

- Word processing for assignments
- Presentation of data
- Collaboration, research, and communication for purposes of school work
- An introduction to web design

FRENCH

The Upper Elementary French program continues to use the Accelerative Integrated Method (AIM) of learning, including story-telling and drama. Students engage in creative writing through written story retelling; they prepare a dramatic play that is presented to an audience. At this level, the past tense is introduced, and the conjugation of both regular and irregular verbs in the present tense is explored.

Students use French more independently through various activities that include reading, writing and conversation. The program interconnects with Humanities when it comes to the study of the history and culture of Quebec and France. Students apply and expand on their knowledge of grammar and vocabulary when producing pieces of writing of varying lengths, which include: small essays, speeches and skits, all while practising their oral communication skills.

MUSIC

Music at the Upper Elementary level builds upon earlier music learning, and continues to study music history and composers. Students are introduced to the idea of playing an individual instrument; in the later years of the Upper Elementary, they learn to play in larger performance ensembles.

- Year 4: Learn to play the ukulele
- Year 5: Choose an individual instrument (woodwind/brass/percussion) to study, and learn to play in a concert band
- Year 6: Perform complex songs with 3 or more parts

Students perform in school-wide ceremonies and assemblies as members of concert bands and/or Senior Choir.

As a culmination of Montessori Academy's unique music program, students explore all styles of music taking place in their community and around the world. The Junior High music program provides opportunities for students to:

- Perform complex songs of all genres
- Incorporate more specialized and electronic instruments into the band
- Sing and dance as a solo performer
- Learn music theory – minor scales, intervals, and complex key signatures
- Explore music history
- Participate in mentorship programs and community service concerts
- Participate in Senior Choir

ART

Upper Elementary art projects expand upon the skills developed at the Lower Elementary level; they are designed to challenge the students and, when possible, to connect with classroom curriculum. These projects continue to explore the Elements of Design, and introduce the Principles of Design such as balance, movement, proportion, variety and unity. Art media used at this level includes oil paints, coloured pencils, pastels and printing ink. Technology is also introduced as a tool for artistic expression.

Building upon the solid foundation of the Elementary program, the Junior High art curriculum provides students an opportunity to express themselves creatively using a variety of art media and building on techniques such as sculpture, advanced clay projects, abstract mobiles, textile art, drawing, painting, and printmaking.

A visiting artist, who is a professional in his/her field, works for a session with the Junior High students. This allows the students to be exposed to alternative styles of art and to learn more about the lives of professional artists. This Visiting Artist program reflects the importance of mentoring, which at this age is inspirational for young people.

HEALTH & PHYSICAL EDUCATION

Physical Education is still taught twice a week. Students' physical skills are further developed and they learn more about team play, strategy and formal rules. Physical Education also strongly supports social and cognitive development in areas such as teamwork, leadership, sportsmanship and healthy competition. Students have the chance to participate in extra-curricular cross country, track and field, hockey, basketball and intramural events.

Healthy human sexuality, diseases, substance abuse, and general physical and emotional wellness are discussed frankly and openly. In Upper Elementary and Junior High, students are taught by professionals in the field of Health and Sexuality. These professionals lay the foundation of accurate knowledge for children about sexuality, their changing bodies, building self-esteem, and promoting a healthy and positive body image. Also in Upper Elementary, students participate in workshops led by local counsellors; topics include relational aggression, bullying, social relationships, empathy and strategies for positive peer dynamics.

The Junior High physical education program encourages students to build upon the skills that have been developed in previous years. The students participate in several curricular and extra-curricular competitive sports, both individual and team based, and work on areas such as communication, perseverance, leadership, sportsmanship, coaching, refereeing and cooperation. Health education topics include making positive choices, stress management, positive relationships, healthy sexuality, the law and consequences. Similarly to the Upper Elementary level, experts, guest educators and members of the police force visit the students throughout the year to share their expertise.

