

2022-2023



Grades 6-8

Description of Courses

Waterford Montessori Academy
4350 Elizabeth Lake Road
Waterford, MI 48328

Vision Statement

Waterford Montessori Academy's middle school program graduates will have the necessary academic skills and knowledge, personal confidence and discipline, and social-emotional expertise to succeed in the high school program of their choice

Mission Statement

The mission of Waterford Montessori Academy is to assist its students to reach their full potential in all areas of life while promoting academic rigor, moral leadership, and personal responsibility.

Middle School Program

This program targets middle school preparations for future success in high school and beyond. The middle school program of studies is organized developmentally for sixth, seventh, and eighth-grade students. The intent of the program is to provide a gradual transition into high school studies while promoting enrollment in the high school of choice.

A trademark of the middle school experience is program flexibility. To accommodate the unique needs of students, differentiation of instruction is emphasized. Grade-level content is presented to all students while maintaining various ways to reach students who need additional support or those who are learning well above their grade level. Additionally, elective classes enhance the regular core curriculum and provide the student's choice.

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Non-Discrimination Policy

Waterford Montessori Academy does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information in its educational programs or activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mr. Jeremy Gilliam

Director

4350 Elizabeth Lake Rd.

Waterford, MI 48328

Phone: 248-674-2400

Email: jgilliam@waterfordmontessori.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the Head of School at:

Head of School

Mr. Theo Papatheodoropoulos

4860 Midland Ave.

Waterford, MI 48329

Phone: 248-674-2400

Email: info@waterfordmontessori.org

RESEARCH SKILLS

Middle school library curricula are integrated primarily into sixth-grade ELA courses. It is enhanced in later grades during content-area research projects. Students will reinforce basics while improving their acquisition, evaluation, and integration of information into research. Topics include library organization, text and web reference acquisition, database, and web research (including copyright law and evaluations).

Program of Study

2022-2023

Required Courses

COURSE

6th Grade

- English Language Arts (ELA) – Five days per week
- Mathematics – Five days per week
- World Area Studies – Five days per week
- Science – Five days per week
- Spanish – 1 Semester – Five days per week
- Health – 1 Semester – Five days per week
- Technology – Five days per week

7th Grade

- English Language Arts (ELA) – Five days per week
- Mathematics – Five days per week
- World History – Five days per week
- Science – Five days per week
- Spanish – 1 Semester – Five days per week
- Speech/Writing or Algebra – Five days per week or Algebra
- Unified Science – 1 Semester – Five days per week

8th Grade

- English Language Arts (ELA) – Five days per week
- Mathematics – Five days per week
- US History – Five days per week
- Science – Five days per week
- Spanish – Five days per week
- Speech/Writing, Geometry, or Algebra – Five days per week

Flexible grouping patterns and multiple learning options provide enrichment, challenge, and acceleration.

Elective Courses

Students complete their schedules with one or more of the following courses:

Academic Seminar
Algebra
Art
Boomerang
Geometry
Yoga
Journalism (Yearbook)
Physical Education
Music

Note: Courses may be added or deleted. Student preferences are surveyed each semester with multiple options. Electives are provided based on student choice.

COURSE DESCRIPTIONS

ACADEMIC ASSISTANCE

ACADEMIC SEMINAR 6th – 8th M-F (Elective)

Academic support, designed specifically for those students who require additional support, is recommended for students struggling with organizational skills, study skills, and academic challenges. Students may be recommended for this program by teachers, parents, and/or administrators. This may be taken more than once. This course is offered either Tuesday/Thursday each week or Monday/Wednesday/Friday each week.

THE ARTS

ART (Elective)

Students will develop and apply skills and knowledge to create, perform, analyze, evaluate, and understand the visual arts. They will be applying these skills to arts from different historical, social, and cultural contexts.

In doing so - students will utilize various art media – two-dimensional, three-dimensional, and digital. They will experiment with various techniques and modalities of artmaking to constitute expression and communicate ideas.

Students will be making connections between the visual arts and other forms of art, visual arts and other disciplines, and visual arts and everyday life. Students will come to better understand that art surrounds us everywhere - we just have to recognize it.

MUSIC (Elective)

In this course, we will explore music through the use of song, movement, and dramatic storytelling. Our focus will be on promoting individual musical growth and the development of group singing fundamentals. Students will be introduced to 2- and 3-part singing through rounds, canons, and partner songs, as well as a variety of musical styles including folk songs and dances, African American spirituals, and contemporary music. The goal of this course is to nurture a love for music using play-based 'song experience games' that engage students in song, dramatic storytelling, social interaction, creative

thinking, and movement. To build confidence and performance skills, students may be asked to present some of their work at an informal showcase for family and friends.

English Language Arts

ENGLISH LANGUAGE ARTS 6

This is an everyday course focusing on reading, writing, speaking, and listening. For reading, students will explore various reading genres, including realistic fiction, fantasy, action/adventure, and nonfiction. Some potential book club readings include *Peak*, *A Tree Grows in Brooklyn*, *Hoot*, *Homecoming*, *Christmas Carol*, *Tales of King Arthur*, *City of Ember*, *Walk Two Moons*, and *The Hobbit*. For non-fiction, students will read *Chew on This* as a whole-class novel to examine text structures and features, the author's purpose, and rhetorical strategies. Students will write personal narratives, argument paragraphs, and biographies, compare & contrast literary essays on character, and poetry. Emphasis will be on research strategies and close reading skill development. Word study and the study of grammar, usage, capitalization, punctuation, and spelling are integrated also.

ENGLISH LANGUAGE ARTS 7

This is an everyday course focusing on reading, writing, speaking, and listening skills that align with the Grade 7 Common Core State Standards. For reading, students will apply close-reading strategies as they explore various genres including realistic fiction, biographies, dystopian literature, short stories, narratives (personal and historical), poetry, essays, and speeches. Potential book club readings for this course include but are not limited to *Uglies*, *City of Ember*, *The Hunger Games*, *Divergent*, *Among the Hidden*, *Gathering Blue*, *Scythe*, *Freak the Mighty*, *Ghost*, *Insignificant Events in the Life of a Cactus*, *The Crossover*, and *The House on Mango Street*. *The Outsiders* and *The Giver* will be used as whole-class novels. Students will write letters, informative research papers, argumentative research papers, expository essays, personal narratives, literary analyses, and poems. They will develop a writing portfolio at the end of the year that traces their development as writers. Word study and the study of grammar, usage, capitalization, and punctuation are integrated throughout the year and individualized.

ENGLISH LANGUAGE ARTS 8

This is an everyday course focusing on reading, writing, speaking, and listening skills that align with the Grade 8 Common Core State Standards. For reading, students will apply close-reading strategies as they explore various genres including realistic fiction, historical fiction, short stories, narratives (personal and historical), poetry, essays, and speeches. Potential book club readings for this course include but are not limited to Anne Frank: The Diary of a Young Girl, Surviving the Angel of Death, The Red Pencil, A Long Walk to Water, I Am Malala, Of Mice and Men, The Crossover, Insignificant Events in the Life of a Cactus, and The House on Mango Street. Copper Sun and Night will be used as whole-class novels. Students will write a résumé, letters, book reviews, informative research papers, argumentative research papers, expository essays, personal narratives, literary analyses, and poems. They will develop a writing portfolio at the end of the year that traces their development as writers. Word study and the study of grammar, usage, capitalization, and punctuation is integrated throughout the year and individualized.

SPEECH/WRITING (7th & 8th Grades)

In this class, students will develop skills, both written and oral, that will help them become more confident, creative, and successful writers and presenters. Students will prepare various types of written speeches, develop verbal and non-verbal delivery techniques, and deliver speeches in a fun and encouraging environment. Assignments will align with or complement what students are studying in their English language arts classes as much as possible.

HEALTH

HEALTH EDUCATION

Utilizing the Michigan Model for Health curriculum, students will learn about nutrition and physical activity, alcohol, tobacco, and other drugs, safety, social and emotional health, personal health and wellness, and HIV Prevention.

MATHEMATICS

ALGEBRA (7th & 8th Grade by Invitation)

In the course, students will learn about algebra concepts such as integers, linear equations, inequalities, and factoring. Students will learn to see structure in expressions, will perform arithmetic with polynomials and rational expressions, will learn to create equations, and they will learn to reason with equations and inequalities.

GEOMETRY (8th Grade by Invitation)

In this course, students will learn and apply the concept of congruence, begin to understand trigonometric functions involving right triangles and apply theorems involving similarity. They will also begin to understand circles and how to apply theorems about circles. Finally, they will learn to model with geometry and express geometric properties with equations.

MATHEMATICS 6

Sixth-grade students will be further developing their understanding of ratios and proportions, the number system, geometry, expressions and equations, statistics, and probability. Students will be exploring these key areas from a real-world perspective utilizing a program that is flexible enough to allow self-motivated students the ability to work at more advanced levels throughout the program.

MATHEMATICS 7

Seventh-grade students will be further developing their understanding of ratios and proportional relationships, expressions and equations, the number system, geometry, statistics, and probability. Students will be exploring these key areas from a real-world perspective utilizing a program flexible enough to allow self-motivated students the ability to work at more advanced levels throughout the program.

MATHEMATICS 8

Eighth-grade students further develop their understanding of ratios and proportional relationships, expressions and equations, geometry, statistics, and probability. Functions is a new topic introduced in eighth grade and leads

naturally into Algebra. Students will be exploring these key areas from a real-world perspective utilizing a program flexible enough to allow self-motivated students the ability to work at more advanced levels throughout the program.

PHYSICAL EDUCATION

PHYSICAL EDUCATION (Elective)

This co-ed course is for students to explore various games and activities with an emphasis on cooperation, teamwork, and healthy competition. A lifelong foundation of strategizing, troubleshooting, and communication, as well as cooperation and teamwork, will help achieve this goal. Fitness will be incorporated into this course.

YOGA (Elective)

In This class, we will utilize yoga practices, meaningful class themes, games, and discussions to become more physically, mentally, and emotionally aware. Yoga means union and refers to the union of the body, mind, and breath. It is a system of self-care that was developed in India and is practiced all over the world. The emphasis in this class will be on building community through self-awareness, peer connection, social-emotional learning, and asana practice. Yoga students will learn essential life tools such as self-esteem & confidence, inner & outer strength, attention & concentration, and heightened awareness of oneself and others.

SCIENCE

SCIENCE 6

The focus of the sixth-grade science curriculum, utilizing the FOSS Next Generation Science Curriculum, includes explorations in variables and design, weather and water, diversity of life, and heredity and adaptations. The students will also participate in learning about engineering and how engineering impacts every aspect of science in our lives.

SCIENCE 7

Using the FOSS textbook and the online resources provided as a foothold for the curriculum, students will also be applying field research to obtain both qualitative and quantitative data. They will be implementing various research methods throughout the school year that align with science and engineering practices. The students will follow the framework for science education by cross-cutting concepts as well as focusing and expanding on the core ideas in each lesson.

The 7th-grade curriculum will expand on the foundations of the very structure and properties of all matter to the growth and development of organisms. They will explore how those organisms relate to their environments while applying concepts of experimental design, creative problem-solving, and scientific inquiry.

Both 7th and 8th will be conducting a science fair project and research paper in a field of study they have been exposed to and are interested in. This project is going to be research and experimental based. Students will apply their prior knowledge as well as further their inquiry in their scientific field of interest and present their findings at WMA's annual science fair.

SCIENCE 8

Using the textbook FOSS and the online resources provided as a foothold for the curriculum, students will also be applying field research to obtain both qualitative and quantitative data. They will be implementing various research methods throughout the school year that align with science and engineering practices. The students will follow the framework for science education by cross-cutting concepts as well as focusing and expanding on the core ideas in each lesson.

8th grade will build off of the concepts from previous years while additionally exploring the energy in all phenomena - from chemical reactions to matter, organisms, and the ecosystems wherein they exist, and the forces and interactions that underlie them all.

Both 7th and 8th will be conducting a science fair project and research paper in a field of study they have been exposed to and are interested in. This project is going to be research and experimental based. Students will apply

their prior knowledge as well as further their inquiry in their scientific field of interest and present their findings at WMA's annual science fair.

UNIFIED SCIENCE

This is a laboratory class offered to our 7th-grade students. In conjunction with their curriculum, they will be applying the concepts learned in class to a lab setting. This is purely a hands-experimental experience and exploration for our 7th-grade students. They will also be learning about careers and applications that extend beyond the classroom. The concepts and connections found within the classroom will be developed through research and scientific inquiry.

SOCIAL STUDIES

WORLD REGIONS STUDIES 6

Sixth-grade students will be introduced to the physical and human geography of the world. Students will explore patterns of natural and human characteristics to examine how the physical environment has provided both benefits and obstacles to human society. Students will examine a variety of global issues that come from human activities such as migration and settlement, culture, population and demographic changes, resource use, and increasing networks of trade and economic interdependence. Students will investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues. The different regions of the world will be used to illuminate examples of how these global issues or problems affect people in places around the world. They will deepen their understanding of the disciplines of history, geography, economics and political science.

WORLD HISTORY 7

Seventh-grade students will study Eras I – V: The beginnings of human society through feudalism. Calling on the geography, economics, and civics that they previously studied, they will learn about the earliest humans and explore early migration and settlement patterns. Students will learn how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of skills and ideas. In addition,

students study the emergence of religion and the similarities and differences between world religions.

AMERICAN HISTORY 8

The purpose of this course is to develop the student's understanding of the heritage that shaped the United States as a democratic nation. United States history is surveyed from the declaring independence to 1877 by looking at political, economic, and social changes in our nation. Native Americans, colonization, and the American Revolution will be reviewed; the formation of our national government, the westward movement, and the Civil War and Reconstruction will be studied. The course will periodically include the study of core democratic values and U.S. foreign affairs. The study of American history will prepare students to become responsible citizens.

WORLD LANGUAGES

SPANISH IA (6th & 7th Grades)

This course will expose students to basic Spanish words and phrases, emphasizing sound/symbol association and proper pronunciation. Students will learn some basic conversation skills which include asking and answering simple questions, counting, making personal descriptions, learning days of the week, months of the year, greetings, and introductions. Students will also be learning about Spanish-speaking cultures.

SPANISH IB (8th Grade)

This year-long course will familiarize students with basic conversational Spanish and introduce vocabulary in thematic units. Students will listen, converse, read, and write in the target language. In addition to basic vocabulary, students will be introduced to grammatical features with the aim of increasing fluency. Themes will include hobbies and pastimes, describing oneself and others, discussing daily activities, and learning about foods, and other basic needs. The cultures of Mexico, Spain, and Latin America will be explored.

OTHER

6TH GRADE TECHNOLOGY AND COMPUTER SKILLS (Elective)

Foundational skills are further developed from the elementary level in 6th-grade technology. In addition to continued keyboarding practice, the special emphasis during the sixth-grade year is given to online resourcing, Google classroom, blogging, interactive projects utilizing Google products, file/account, and machine security in addition to writing.

APPLIED VISUAL ARTS (PHOTOGRAPHY) (Elective)

Students will develop and apply skills and knowledge to create, perform, analyze, evaluate, and understand the visual arts. They will be applying these skills to arts from different historical, social, and cultural contexts. Students will be making connections between the visual arts and other forms of art, visual arts and other disciplines, and visual arts and everyday life. Students will come to better understand that art surrounds us everywhere - we just have to recognize it.

BOOMERANG (LEADERSHIP) (Elective)

This course is designed around the idea that whatever you put out into the world will come back to you. Students design and implement various community events while learning about ways to be a leader both in and outside of the classroom.

JOURNALISM (YEARBOOK) (Elective)

In collaboration with the Visual Arts/Photography class, students will work together to produce WMA's middle school and elementary yearbooks from start to finish. Students will create a yearbook theme, explore principles of photography and graphic design, write captions and articles, edit text, sell ads, and promote the yearbook within the WMA community. Students will also develop leadership, teamwork, and interviewing skills.