

## American Montessori Society – Teacher Education

### CORE MATERIALS AND ACTIVITIES FOR SECONDARY PROGRAMS

These materials and activities are for Secondary I & II grade levels (7<sup>th</sup> – 12<sup>th</sup> grade). Their placement and how they are used in the classroom/school will depend on whether there is one large open space for the program or individual classrooms.

The intent of this list is to provide AMS Montessori teacher education programs with a list of developmentally appropriate materials and activities that credentialed Montessori teachers of adolescents ages 12 through 18 years (grades 7-12) are advised to have available in their classrooms. This list is not exclusive or prescriptive and teacher education program instructors may present other activities.

*\* Starred items indicate suggestions that may not be available, but will contribute to the Montessori program.*

Physical Environment	
	Space and furnishings to accommodate whole group and small group work
	Variety of comfortable personal work spaces
	Designated storage space for each student's personal and work items (e.g. lockers)
	Restrooms nearby - stocked with personal hygiene products
	Mirror ( <i>Optimal: full length mirror</i> - an adolescent's entire body is undergoing significant physical changes)
	Easy access to filtered drinking water
	<i>* Nearby kitchen for use by students</i>
	<i>* Science sink and lab area</i>
	<i>* Large windows and natural lighting</i>
	<i>* Access to nearby outdoor work space</i>
	<i>* Opportunities for outdoor/land experiences</i>

<b>Basic Equipment and Supplies</b>	
	Handbook for Secondary students & parents describing specific secondary class policies, procedures and curriculum (either separate from or included as part of whole school handbook)
	Classroom computers and/or student laptops/tablets or similar
	Printer
	Dry erase markers & board(s) - large & individual size as appropriate
	Office equipment - accessible to students e.g. scissors, hole punch, pencil sharpener, stapler
	Office supplies and art materials - accessible to students e.g. pens, regular & colored pencils, markers, paints, poster board, glue
	Paper - ruled, unruled, graph, color
	Cleaning supplies for care of the environment by the students e.g. broom, dustpan, rags, soap, cleaners (non-toxic)
	First Aid supplies: Cold pack, band-aids, ointments, etc.
	* <i>Copier</i>
	* <i>Tools, equipment, materials for real-life experiences/activities per each program</i>

<b>Curriculum and Resources</b>	
The <i>specific</i> subject area resources are as appropriate to a MS/HS student body and state/country requirements	
	<b>Language:</b> writing for many purposes, grammar, culturally relevant literature, varied genres
	<b>Math:</b> appropriate manipulatives especially for initial presentations
	<b>Sciences:</b> materials for experiments and hands-on work – microscopes, properly stored chemicals, etc
	<b>Social Studies:</b> primary resources; varied secondary texts that present multiple perspectives
	<b>Additional or world languages</b>
	<b>Intra/Interpersonal:</b> sources for positive identity development, communication skills, conflict resolution, goal setting, dealing with stress, sex education, etc
	<b>Technology:</b> thoughtful and ethical use of technology
	<b>The Arts:</b> variety of offerings, separate from or embedded in courses e.g. performance, visual, musical, pottery, dance, sculpting, graphic design, etc
	Multiple information resources e.g. wi-fi access, books, charts, graphs
	Variety of dialogue resources e.g. texts, visuals, videos, music selections
	Variety of media supporting all areas of the curriculum

	Secondary I or Secondary I-II AMS credentialed teacher
	Student body consists of multi-age grouping of students in the Third Plane of Development (two grade levels – or more – within 7 <sup>th</sup> - 12 <sup>th</sup> grade level range)
	Core subject multi-age grouping of students in the Third Plane of Development (minimum of two grade levels in at least two core subjects if core subjects are separated)
	Easy access to traditional Montessori materials and charts for transition lessons
	Resources for short term electives for adolescents to explore interests such as pottery, yearbook, cooking, creative writing, videomaking, etc.
	Real-Life Work Experience: <ul style="list-style-type: none"> <li>* <i>Operating a small business</i></li> <li>* <i>Gardening or farm work</i></li> <li>* <i>Care of animals</i></li> <li>* <i>Food preparation and cooking</i></li> <li>* <i>Service learning</i></li> <li>* <i>Business internships</i></li> <li>* <i>Infant simulator doll</i></li> </ul>
	Outdoor/indoor physical activities and games
	Other subjects and electives as relevant, or as needed to meet local/state/country requirements

Key Activities	
	Daily routines that are consistent, simple, and dependable e.g. most if not all days follow the same schedule
	Systems in place e.g. how & when to problem solve whole class issues; turn in work; what must occur before a retest, etc.
	Orientation at beginning of school year (inclusive with at least two grade levels) e.g. establish classroom systems; team building activities; integration of new students
	Regular whole group student-led community meetings (inclusive with at least two grade levels)
	Regular opportunities for small group work (inclusive with at least two grade levels)
	Regular opportunities for choice in academic work
	Regular opportunities for students to practice time management
	Regular opportunities for student self-assessment

## Key Activities

	Regular opportunities for structured student discourse/dialogue (inclusive for at least two grade levels. There are several dialogue guidelines from which to choose for structured dialogue)
	90- to 120-minute periods of uninterrupted work time
	Regular protected time for solo/personal reflection/mindfulness
	Regular opportunity for physical exercise
	Daily student care of their environment
	Opportunities for partnering with families e.g. student-lead parent conferences
	<i>* Field studies</i>
	<i>*Opportunities for micro community living 24/7</i>
	<i>*Opportunities for time on the land to connect with the earth</i>