



WMPCS Secondary Program Vision and Requirements

Program Vision, Changes, and Graduation Requirements

Darla Prescott
Austin Smigel

Overview

The goal of our program is to have a continuous system of education that builds on each level from the 7th Years to graduation. Our system focuses on the whole child not just the regurgitation of facts and figures. We want to create an environment that constructs students who:

- Think critically and independently
- Analyze problems
- Develop systems
- Become well-rounded citizens
- Develop skills and adapt to a changing world
- Develop a worldview
- Connect relationships and
- Become caring and involved citizens

“Education is a natural process carried out by the child and is not acquired by listening to words but experiences in the environment.”

Maria Montessori



Agenda

- Program Vision
- Why the Evolution?
- Secondary Program Changes
- Graduation Requirements

“The essential reform is this: to put the adolescent on the road to achieving economic independence. We might call it a ‘school of experience in the elements of social life.’”

(Maria Montessori, *From Childhood to Adolescence*, p. 64)



Program Vision

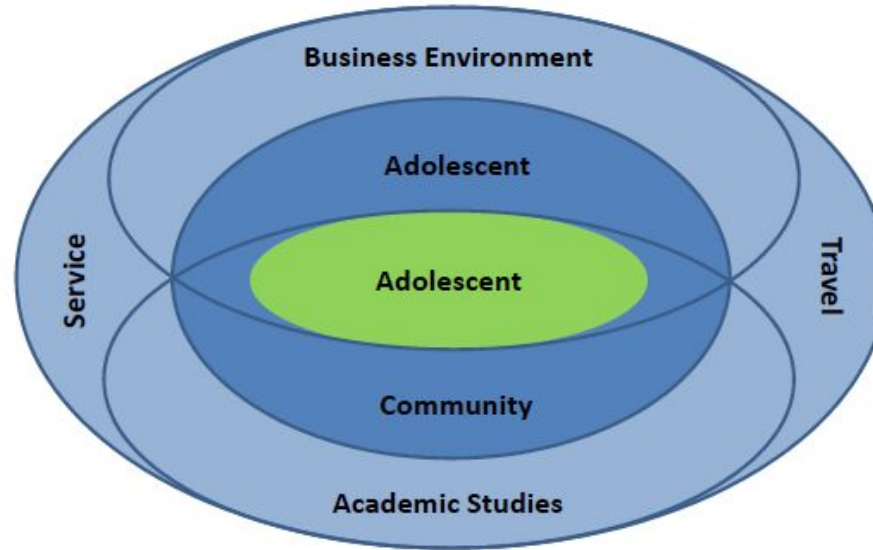
- System and Structure
- Educational Environment
- Transcendent Adolescent
- Physical Environment

“Education should not limit itself to seeking new methods for a mostly arid transmission of knowledge: its aim must be to give the necessary aid to human development...” (Maria Montessori, *From Childhood to Adolescence*, p. 84)

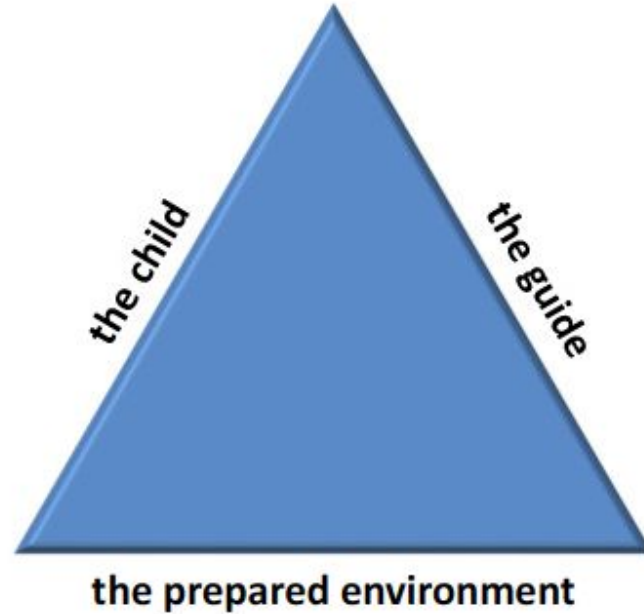


System and Structure

WMPCS Secondary Program



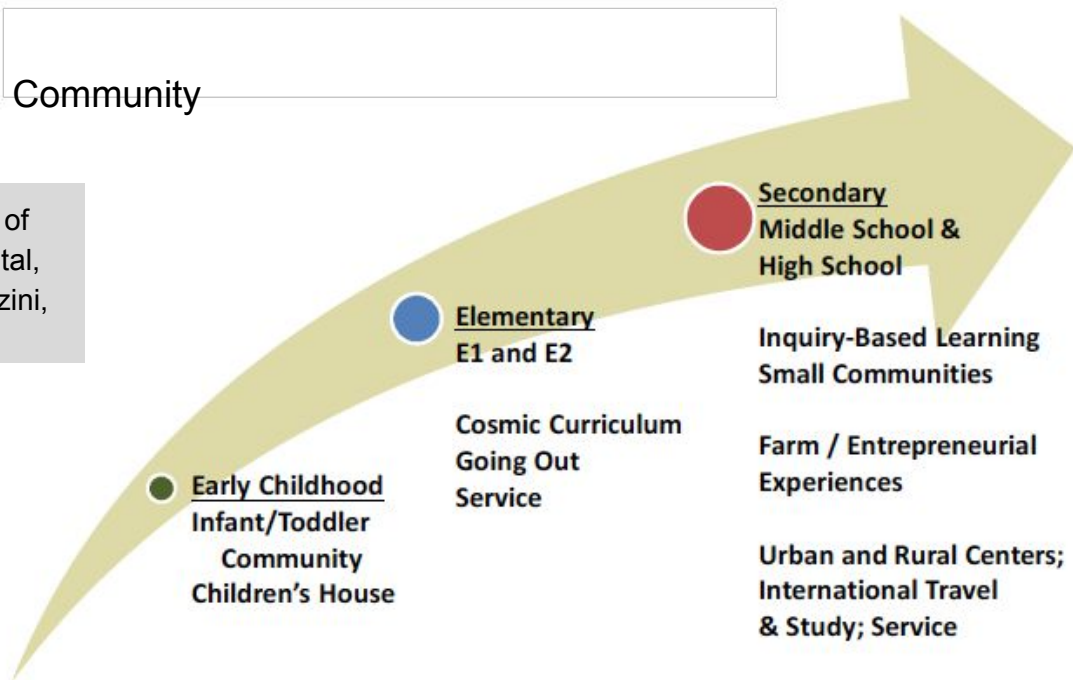
Montessori System



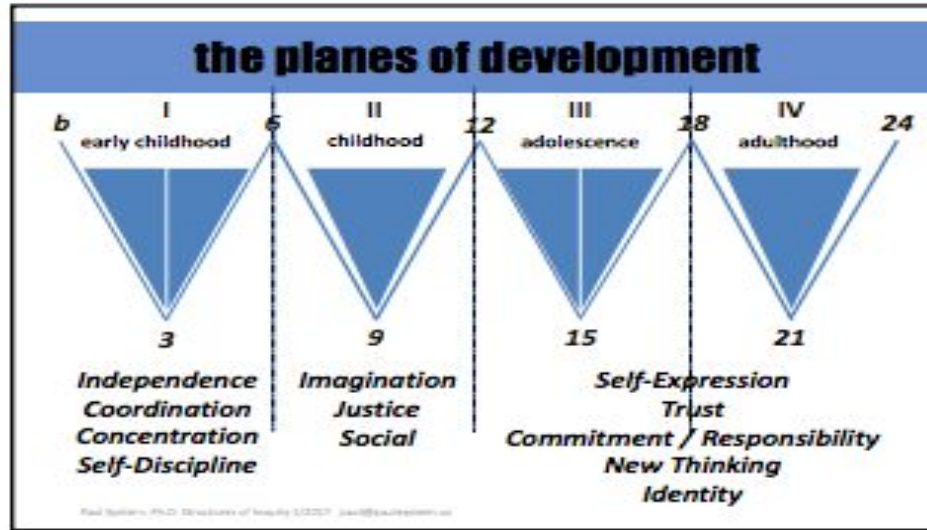
Montessori Educational Environment

The Montessori Community

“Thus the individual passes from one plane of interdependence to another - physical, mental, moral, economic, spiritual...” (Camillo Grazzini, *The Four Planes of Development*, p. 38)



The Transcendent Montessori Adolescent



I have found that in his development, the child passes through certain phases, each of which has its own particular needs. The characteristics of each are so different that the passages from one phase to another have been described by certain psychologists as 'rebirths'. (Montessori, "The Four Planes of Education", p.1, reprinted in 2004)



The Environment

- Encourages individual growth and development
- Promotes independence and personal accountability for adolescents' choices
- Provides an appreciation of and opportunity for silence: meditation, journaling, mindfulness
- Fosters a desire for lifelong learning
- Constantly and consistently offers modeling of our expectations
- Allows for freedom within the constraints of the community

“The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences.

Maria Montessori



Montessori System

| Child | Guide | Environment |
|------------------------------|--------------------------|--------------------------|
| inner potential | personal preparation | structure and order |
| movement | an observer | reality and nature |
| think with objects | personalizes learning | beauty |
| the process of normalization | prepares the environment | the Montessori materials |



Why the Evolution?

In our organization, we are not at our final stage of development.



Constraints and Complications

- NC Charter School (are obligated to follow state educational legislation requirements and adhere to the Montessori pedagogy).
- Creating a whole child environment
- Developing a unique system that will be a national model
- Multiple points in our program that are fluid, child dependent, structured, changing



Secondary Program Changes/Progress

- Structure
- Training (BoT authorized sending up to 8 additional teachers to training)
- Physical Structure (process of concept design for new Secondary I building)
- Enrollment (continuation of internal growth not external growth in Secondary)
- Education method (continued development of Montessori model)



Secondary Structure

Secondary Program = Secondary I + Secondary II
(6-year program)

Organizational structure to mirror the whole school,
whole child model.

Questions about assignments or specific classes
contact the classroom teacher



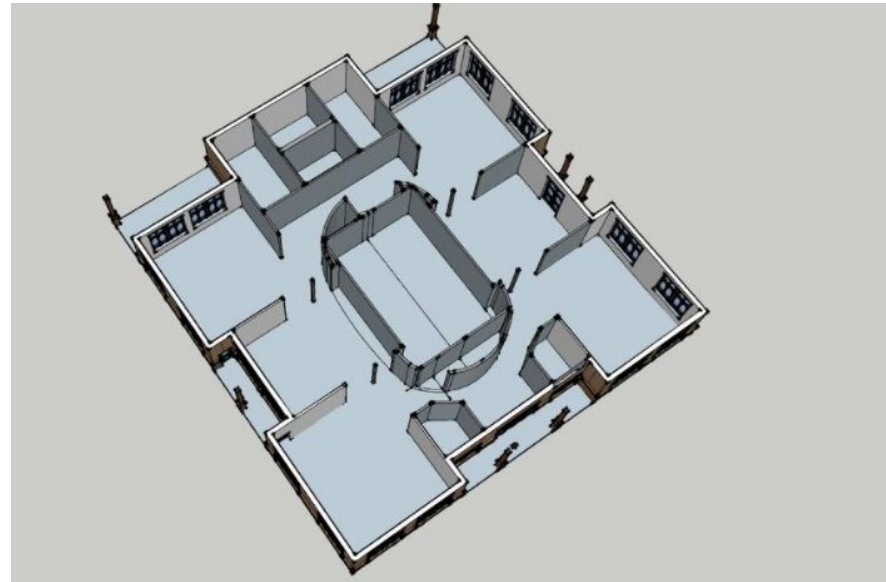
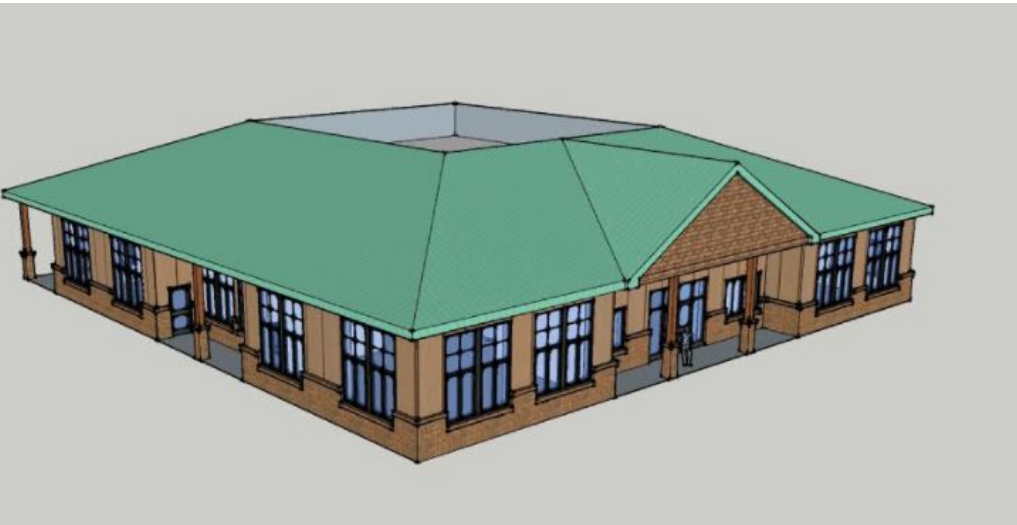
Secondary Training

- Training site in summer 2018 for 2 cohorts in the Center for Guided Montessori Studies - Secondary Training Program
- 4 staff currently halfway through
- Up to 8 additional staff to start in March 2018



Secondary Building

- Initial design phase completed for the Secondary I Building
- 6-12 month timeline for possible groundbreaking



Secondary

- No external openings for Secondary II again this year
- Secondary I openings dependent on attrition (no openings at this point)

Current Secondary enrollment = 167

Planned enrollment = 135

Physical capacity = 275 (per traditional school environment)



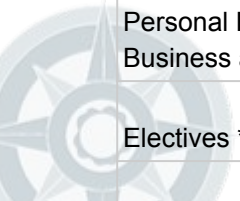
Secondary Education Method

- Addition of Jocelyn Swanson as a Secondary Curriculum Coordinator for both levels in the program
- Modifications and evolution of the Study Guide Model
- Moving toward inquiry-based, project-based model
- Evolving/increasing rigor and learner independence to prepare students for post secondary choices



Secondary Graduation Requirements Core

| Subject | | Required Credits | Required Courses | | | |
|---|--|------------------|---|---|--|-------------|
| English | | 4 | Eng. I | Eng. II | Eng. III | Eng. IV |
| Math | | 4 | Math I | Math II | Math III * | Math IV * |
| Science | | 4 | Earth Science | Biology | Anatomy | Chemistry |
| History | | 4 | World | Civics | American I | American II |
| Health/PE | | 1 | Health/PE | (CPR certification must occur in 9th grade) | * Math III and IV not required for graduation. Third and fourth math classes can be replaced with alternate non-UNC system math courses Indicated by green shading in electives. Math III and Math IV (or other 4th math) are required for UNC System schools. | |
| Spanish ** | | 2 | Spanish I | Spanish II | | |
| Personal Finance/Principles of Business and Finance | | 1 | Either Personal Finance OR Principles of Business and Finance | | | |
| Electives **** | | 8 | Total / 2 arts based | | | |



Secondary Graduation Requirements Electives

| Art Elective | | 2 |
|-------------------|--|---|
| Art I | | |
| Art II | | |
| Drama I | | |
| Drama II | | |
| Graphic Design | | |
| Graphic Design II | | |
| Music I | | |
| Photography I | | |
| Photography II | | |

| Other Electives | | 6 |
|--|--|---|
| American Literature | | |
| BCCC Courses *** | | |
| British Literature | | |
| Carpentry I | | |
| Carpentry II | | |
| Computer Science | | |
| Economics | | |
| Food and Nutrition | | |
| Independent Study | | |
| Landscape and Design I | | |
| Landscape and Design II | | |
| Philosophy | | |
| Principles of Business or Personal Finance | | |

| Other Electives (cont.) | | 6 |
|---|--|---|
| Psychology | | |
| Social Psychology | | |
| Spanish III ** | | |
| Spanish IV ** | | |
| Statistics | | |
| Yearbook I (.5 credits) | | |
| Yearbook II (.5 credits) | | |
| Yearbook/Journalism (year long 1 credit) (Starting Fall 2018) | | |

** Spanish III and Spanish IV are NOT required for UNC System schools but may be for some private colleges.
 *** BCCC Career College Promise courses are offered to 11th and 12th graders only and is determined by the entrance requirements into BCCC.
 **** Courses are not guaranteed to be offered every semester



Secondary Graduation Requirements

Independent Studies

| Past Independent Studies | |
|--------------------------|---|
| | 3-D Printing and Design |
| | American Literature (specific authors explored) |
| | Animation and Design |
| | Computer Hacking and Ethics |
| | Computer Programing |
| | Production Illustration and Design |
| | World Politics |



Secondary Graduation Requirements Notes

Additional Notes:

Core Classes are looped 9th/10th and 11th/12th unless stated otherwise

Students are encouraged to volunteer 200 community hours for graduation.

State requirements may change.

Classes are not guaranteed to be offered annually.



Secondary: Drawing Board

Plans for:

- Addition of sports after school activities (none planned)
- Greenhouse (tabled to 2018-19)
- Erdkinder integration (Additional Parent Ed.)
- Additional teaching positions opening (to be released 2018)
 - Possible additions:
 - HS Math
 - Physics
 - Part-time core course teachers



Questions?

