



PROGRAM OF STUDIES

2024-2025

Dear Families,

Rising Tide Charter Public School (Rising Tide) offers a choice in public education to families. While Rising Tide has many components that families would expect in a middle and high school, there are also many unique aspects to the program at Rising Tide. Our school culture is centered around trust, honesty, respect and responsibility; our staff and students work together to create an environment that is safe physically, emotionally, and intellectually. Our faculty has worked in collaboration to develop a program that is accessible to all student and holds high expectations for all students. At Rising Tide, the adults work hard to know each child. In such an environment, we are able to focus our attention on teaching and learning, where students can develop the self-confidence to take risks, ask questions, and work to find solutions. Central to the identity of our school program is our approach to teaching and learning. At Rising Tide, we use an inquiry and skills-based approach, for both personal and academic growth.

The inquiry and skills-based approach is used to support personal growth by encouraging students to reflect, take ownership for their actions, and build skills to resolve conflicts. Questioning is at the heart of the inquiry and skills-based approach. When a challenging social or disciplinary issue arises with a student, the adult takes time to listen to and question the student about the situation. In this way, the student is given an opportunity to reflect upon the situation and is supported in the process of understanding and resolving the issue. Student mistakes are treated as teachable moments from which students may learn and grow. In a social or disciplinary setting, this approach encourages students to take responsibility, advocate for themselves, and develop an awareness of themselves and others.

The inquiry and skills-based approach is used to support academic growth by encouraging students to think critically and ask questions. Teaching and learning at Rising Tide is approached as a process of exploration rather than a reporting of information and memorization of facts. In an inquiry and skills-based classroom, teachers and students engage in meaningful questions and discussions, collect and analyze information, draw conclusions, and communicate an understanding of the material. The inquiry and skills-based approach is not limited to project-based learning; the approach may be used in posing challenges where direct skill instruction is taking place, such as working with a piece of literature, a mathematical pattern, or a scientific problem. In this academic environment, a teacher acts as a facilitator for student learning, encouraging and leading the questioning, listening and directing student discovery, and constructively critiquing for better understanding or development of skills. At Rising Tide, each student is acknowledged as a critical thinker who brings valuable prior knowledge and experiences to the classroom. Students are expected to be active learners, and teachers are expected to help students build skills as well as navigate and make sense of the world.

This Program of Studies provides an overview of the program at Rising Tide program. If you have questions, feel free to visit our school website, come to an informational Open House session, or call to schedule a tour.

Sincerely,

A handwritten signature in black ink, appearing to read "M O'Keefe", written in a cursive style.

Michael O'Keefe
Head of School

TABLE OF CONTENTS

Curriculum at Rising Tide	2
Commitment to Diversity, Belonging, Inclusion, and Equity.....	3
Access to the Educational Program.....	3
Mission, Goals, and Key Design Elements	4
Guiding Questions,Schoolwide Objectives and Benchmark Skills.....	5
Middle School Program	10
Upper School Program and Graduation Requirements	11
Academic Disciplines: Guiding Statements, Essential Questions, and Course Descriptions	
The Arts: Dance, Music, Theatre, Visual Art	12
English	20
Mathematics and Computer Science	23
Physical Education	28
Science.....	29
Social Studies	33
World Languages: Classics, Modern World Languages	37
Advisory Curriculum	42
Schoolwide Objectives and Benchmark Skills References	43
Sources	45

CURRICULUM AT RISING TIDE CHARTER PUBLIC SCHOOL

At Rising Tide, teachers work with Department Chairs and School Leaders to develop courses that reflect our school's philosophy, explore the central questions and ideas in each discipline, and align with state requirements.

The curriculum at Rising Tide is guided by our Mission and Goals and by the four Schoolwide Objectives listed on page six. By the time each student graduates from Rising Tide, they should feel confident in their ability to be an effective Communicator, Investigator, Self-Directed Learner, and Community Steward. Teachers use these Schoolwide Objectives to set expectations, design teaching and learning activities, and assess student progress in all school-related activities. The Schoolwide Objectives and Benchmark Skills remain the same across grades levels, but students are expected to complete tasks with greater complexity as they move into higher grade levels. Students also engage with their grade-level Guiding Question to help them connect the work of school with their daily lives.

Each academic discipline has developed a Guiding Statement and a set of Essential Questions from which to design units of study. Each unit is designed to help students build skills, gain content knowledge, and develop understandings. This process of curriculum development has been strongly influenced by design frameworks such as those found in *Understanding by Design* (McTighe and Wiggins) and *The Teaching for Understanding Guide* (Blythe, et al.).

As a public school, we are required to align our curriculum with the Massachusetts Curriculum Frameworks. When designing units, teachers use the Frameworks to help determine what content knowledge and skills should be included when exploring a particular topic. Teachers collaborate to ensure that our courses are aligned with each of the Frameworks: Arts, Comprehensive Health and Physical Education, Digital Literacy and Computer Science, English Language Arts and Literacy, History and Social Science, Mathematics, Science and Technology Engineering, Vocational Technical Education, and World Languages. The faculty also reviews the national frameworks for various academic disciplines when designing units.

Using Rising Tide's inquiry and skills-based approach, teachers have the flexibility and autonomy to teach the students in front of them, differentiating instruction to ensure that all students have opportunities for success. We provide a rigorous program in which all students are held to high academic standards. Courses at Rising Tide are not leveled, except at the Advanced level in the Upper School, and we do not weight grade point averages or rank students.

Through our curriculum design and implementation, we foster the development of skills, the exploration of content, and the deepening of understanding. We believe that this approach fully prepares students for success on outside measures. Three times a year, students in grades 5 through 10 take STAR Assessments in English and Mathematics. Data from these assessments provide faculty and School Leaders with information on students' strengths, areas of need, and growth over time. Students in grades 5 through 10 take the Massachusetts Comprehensive Assessment System (MCAS), and students in the upper grades are encouraged, though not required, to take the SAT, ACT, and/or the Advanced Placement exams. At Rising Tide, we are committed to preparing all students for college and beyond.

COMMITMENT TO DIVERSITY, BELONGING, INCLUSION, AND EQUITY

Rising Tide is committed to building a safe, supportive, and inclusive community that honors diversity, so that all members know that they are welcome and that they belong. Each member of our community will treat one another with respect and integrity so that everyone may receive equitable access to opportunities for personal and academic growth. We will remain committed to this growth, and we will continue to protect, support, and honor all of the students, staff members, and families that make our school community one we are proud to be a part of.

At Rising Tide, each and every aspect of an individual's identity matters, including but not limited to: race and ethnicity; gender identity and gender expression; physical and/or intellectual disability or impairment; sexual orientation; religion or belief system; home language(s); family structure; age; body type and body shape; nationality and citizenship status; socioeconomic status; and living situation. We stand united in our commitment to creating and maintaining an environment that consciously and consistently fosters diversity, belonging, inclusion, and equity. We stand up against racism, inequality, injustice, and discrimination. We strive to provide every community member at Rising Tide with access to the opportunities, resources, and support they need to attain their full potential.

We must continue to confront and condemn systemic racism, bias, and oppression. The development of cultural proficiency and cross-cultural skills is critical for the current and future success of all individuals in our community and beyond. We believe in teaching and learning that authentically faces history, that honors diverse perspectives, and that listens to and elevates underrepresented voices. We strive to develop students and citizens who learn about structures of oppression in order to help dismantle them and who recognize bias and help eliminate it. We must all work toward the common goal of addressing, confronting, and eliminating oppression by humanizing the voices, experiences, and perspectives of those who have been marginalized and oppressed in both the recent and distant past.

We must address incidents of bias as soon as they occur, every time they occur. Both verbal and nonverbal acts of bigotry, hate, and discrimination have no place at Rising Tide. We are committed to supporting all targets of hurtful and hateful behavior, and it is our responsibility to create and maintain a space where members of all marginalized and underrepresented groups are safe and feel welcome. We must also hold accountable those who engage in such acts to help them understand the impact of their actions, whether intentional or unintentional. Using restorative practices that help them to understand the harm they have caused, students will learn from their mistakes, atone for their actions, and strive to rebuild trust within our school community in order to ensure a safe environment for all.

ACCESS TO THE EDUCATIONAL PROGRAM

At Rising Tide, all students have access to the full range of the educational program. Rising Tide does not discriminate based on race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, homelessness, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement. Students with disabilities have access to a free, appropriate public education (FAPE) in the least restrictive environment (LRE). English learners (ELs) have access to the full range of academic opportunities and supports afforded to non-ELs and are not segregated from non-ELs except when programmatically necessary in the implementation of the English learner program. The faculty has thoughtfully developed a program with pathways accessible to all students.

MISSION

The Rising Tide Charter Public School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community, a tie with those who have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor.

GOALS

- To foster in each student a love of learning and high achievement through encouragement to continuously improve in the acquisition of basic skills through work on integrated projects that reflect life's real challenges.
- To create a safe, supportive environment where each person treats others with respect, and where a student can try new things and take risks without fearing teasing or failure.
- To encourage each student to grow and take increasing responsibility, both academically and socially.
- To create and develop in each student an awareness of the diversity both within and outside of the Rising Tide community and encourage tolerance, acceptance, and celebration of differences.
- To create a close community of students, teachers, parents/guardians and community members who work together to encourage students to develop into successful students and, later, into successful members of their local communities.

KEY DESIGN ELEMENTS

- Provide a strong academic program that fosters the development of skills.
- Provide opportunities for students to connect to the Plymouth region.
- Provide students with a strong school community.

GUIDING QUESTIONS

Rising Tide uses Guiding Questions that help connect academic, community building, and service learning activities to the growth and progress of students.

The work of school is connected to our daily lives, and to the questions that we each try to answer about ourselves and our community as we grow and learn. The adults at Rising Tide believe that students should be treated as young people who are active members of the school community.

The following are the Guiding Questions for Grades 5-12:

Overall: Who am I?

Grade 5: What is my place in the community?

Grade 6: How can I connect with others?

Grade 7: How can we face challenges?

Grade 8: How can we take responsibility for ourselves and one another?

Grade 9: How can we recognize and demonstrate courage?

Grade 10: How can we recognize and demonstrate integrity?

Grade 11: How can we be mindful of and prepare for the future?

Grade 12: What is my place in the world?

SCHOOLWIDE OBJECTIVES & BENCHMARK SKILLS

Additionally, Rising Tide has Schoolwide Objectives that help guide the curriculum in addition to the Massachusetts Curriculum Frameworks. By the time each student graduates from Rising Tide, they should feel confident in their ability to be an effective **Communicator**, **Investigator**, **Self-Directed Learner**, and **Community Steward**. Teachers use these Schoolwide Objectives to set expectations, create teaching and learning activities, and assess student progress in all school-related activities. Each Schoolwide Objective contains **Benchmark Skills**. These Benchmark Skills remain the same across each grade level; however, as students move into a higher grade level, they are expected to complete tasks with greater complexity, independence, and awareness.

COMMUNICATOR

Receptive Skills

Expressive Skills

INVESTIGATOR

Inquiry Skills

Innovation Skills

SELF-DIRECTED LEARNER

Self-Awareness Skills

Skills in Taking Responsibility

COMMUNITY STEWARD

Skills in Awareness of Others

Collaboration Skills

COMMUNICATOR

Receptive Skills

Skills related to observation, discrimination, and comprehension

An individual with receptive skills:

1. Attends
2. Uses available senses: sees, hears, touches, tastes, smells
3. Surveys
4. Notices details
5. Identifies
6. Sorts
7. Determines relevant information
8. Decodes
9. Perceives the intended meaning of the expression of others
10. Remembers

Expressive Skills

Skills related to organization, construction, and articulation

An individual with expressive skills:

1. Organizes ideas
2. Develops purpose
3. Selects and employs mode of communication
4. Considers audience and circumstance
5. Selects and employs tools and techniques
6. Selects and employs format and structure
7. Attends to the use of standard expectations and conventions
8. Selects and employs basic units of expression
9. Arranges parts and/or elements of expression
10. Follows logical sequence
11. Maintains clarity
12. Maintains focus
13. Demonstrates fluency
14. Adapts for change in audience and/or circumstance
15. Conveys intended meaning

INVESTIGATOR

Inquiry Skills

Skills related to curiosity, critical thinking, and meaning making

An individual with inquiry skills:

1. Wonders
2. Examines
3. Questions
4. Prioritizes questions
5. Identifies prior knowledge and experience
6. Connects prior knowledge and experience
7. Conjectures
8. Identifies sources
9. Evaluates sources
10. Gathers data
11. Analyzes data
12. Connects data
13. Synthesizes data
14. Builds evidence
15. Develops a claim
16. Evaluates claim using new data
17. Amends claim, as needed
18. Generates new questions

Innovation Skills

Skills related to creativity and problem-solving

An individual with innovation skills:

1. Plays
2. Imagines
3. Challenges assumptions
4. Takes reasoned risks
5. Identifies problems
6. Applies prior skills, knowledge, and understandings
7. Transfers prior skills, knowledge, and understandings
8. Contextualizes problems
9. Frames problems from different angles
10. Creates a vision
11. Strategizes approaches
12. Experiments
13. Designs solutions
14. Makes representations
15. Incorporates personal voice and style
16. Invents

SELF-DIRECTED LEARNER

Self-Awareness Skills

Skills related to mindfulness, reflection, and self-management

An individual with self-awareness skills:

1. Recognizes own body and movement
2. Recognizes own feelings, interests, curiosity, motivation, and effort
3. Analyzes causes of own feelings, interests, curiosity, motivation, and effort
4. Manages feelings, interests, curiosity, and motivation
5. Recognizes own strengths and successes
6. Analyzes the circumstances, beliefs, and practices that enabled strengths and successes to develop
7. Leverages strengths and successes
8. Recognizes own challenges and acknowledges mistakes
9. Analyzes the circumstances, beliefs, and practices that led to challenges and mistakes
10. Identifies areas for own growth
11. Identifies own need for guidance, support, or collaboration
12. Monitors own progress
13. Evaluates own products
14. Analyzes own processes
15. Recognizes own personal bias
16. Recognizes own place in a community
17. Recognizes own behavior and how it relates to a community's established norms

Skills in Taking Responsibility

Skills related to organization, time-management, growth, self-advocacy, commitment, and perseverance

An individual with skills in taking responsibility:

1. Engages
2. Prepares
3. Seeks to understand assigned expectations
4. Clarifies and fulfills assigned expectations
5. Sets goals for self based on assigned expectations and self-identified areas for growth
6. Identifies or develops and clarifies a process for achieving goals
7. Follows and evaluates a process for achieving goals
8. Identifies need for, creates, and uses systems of organization of materials and time
9. Prioritizes tasks that best achieve goals
10. Initiates, works through, and completes tasks
11. Follows up on any missed or incomplete tasks
12. Manages own time
13. Challenges oneself
14. Puts forth effort even when faced with challenges
15. Seeks and uses available resources and supports
16. Incorporates feedback
17. Revises, practices, and refines work
18. Assumes ownership of ideas, words, and actions
19. Advocates for own ideas
20. Credits the work of others when it is incorporated into own work
21. Adapts based on past experiences, including successes, challenges, and mistakes

COMMUNITY STEWARD

Skills in Awareness of Others

Skills related to consideration, professionalism, empathy, and taking different perspectives

An individual with skills in awareness of others:

1. Demonstrates respect, patience, and open-mindedness toward individuals and groups
2. Demonstrates respect toward others' personal space, our shared spaces, and our environment
3. Seeks to understand a community's established norms
4. Recognizes others' differences, including strengths and challenges
5. Recognizes others' perspectives, feelings, and needs
6. Observes others' non-verbal communication
7. Listens to others
8. Relates to the experiences of others through remembering how one felt or imagining how one might feel in similar situations
9. Clarifies others' perspectives, feelings, and needs
10. Looks at events, experiences, and objects from diverse points of view
11. Recognizes own impact on others
12. Makes amends for own mistakes
13. Makes connections to the experiences, perspectives, and feelings of others

Collaboration Skills

Skills related to leadership, cooperation, flexibility, compromise, and advocacy

An individual with collaboration skills:

1. Seeks to understand and achieve the goals and scope of the collaboration
2. Supports others to understand and achieve the goals and scope of the collaboration
3. Identifies or develops and clarifies a process for achieving the goals of the collaboration
4. Follows and evaluates a process for achieving the goals of the collaboration
5. Manages time with others
6. Participates in a variety of roles in the collaboration
7. Takes on the appropriate amount of responsibility for one's role
8. Asks that others take on the appropriate amount of responsibility for their roles
9. Demands evidence-based contributions
10. Makes contributions based on own perspectives, experiences, and ideas
11. Seeks out contributions from others based on diverse perspectives, experiences, and ideas
12. Considers and responds to the contributions of others
13. Seeks and analyzes feedback to own contributions
14. Advocates for the contributions that best achieve the goals of the collaboration
15. Incorporates contributions that best achieve the goals of the collaboration
16. Relinquishes contributions that do not best achieve the goals of the collaboration
17. Prioritizes goals of the collaboration
18. Motivates and inspires others
19. Supports others through words and actions
20. Encourages others to support one another

MIDDLE SCHOOL PROGRAM

Courses

The Middle School operates on a six-day, cascading block schedule. Each day includes six 58 minute periods, including an elective period. Each core class meets five out of six days in the cycle. Students meet at the start and end of each day with their Advisory groups.

Grade 5

English 5
Mathematics 5
Physical Education (one semester)
Science 5
Social Studies: US History
STEM
Visual Art (one semester)

Grade 6

Dance & Theatre (one semester)
English 6
Humanities
Mathematics 6
Music (one semester)
Science 6
Social Studies: World Geography & Ancient Civilizations I

Grade 7

English 7
Mathematics 7 or Pre-Algebra
Physical Education (one semester)
Science 7
Spanish I
Social Studies: World Geography & Ancient Civilizations II
Visual Art (one semester)

Grade 8

English 8
Dance & Theater (one semester)
Latin 1
Mathematics 8 or Algebra I
Music (one semester)
Science 8
Social Studies: Civics

Additional Program Components

In the period before lunch each day, all students participate in three components of the Rising Tide program: Academic Support, Skills Workshops, and Discover.

For further details about Advisory, please see the Advisory Curriculum section later in this Program of Studies.

Academic Support provides teachers and students the opportunity to work together to further develop students' skills, content knowledge, and understandings. Students also participate in targeted academic support and enrichment during this time. Academic Support occurs twice per week.

The Skills Workshops provide an opportunity for students to practice Benchmarks Skills while exploring Digital Literacy, Library Skills, and Wellness. Skills Workshops occur twice per week for two terms for each grade level.

Discover courses are designed by teachers to help students build skills while exploring academic, artistic, and athletic topics. These courses occur twice per week for two terms for each grade level. A wide range of offerings have included courses such as Robotics, Cross-Stitching, Music Tech, Animation, and Jump Roping.

UPPER SCHOOL PROGRAM

The Upper School operates on a six-day, rotating block schedule, with four 75 minute periods per day. Courses meet on alternate days, and students have an expected course load of eight courses, including six core course blocks and two elective blocks per semester. Additionally, students meet four times a week with their Advisory groups and have Academic Support four days a week.

Graduation Requirements

Twenty-eight (28) credits are required for graduation from the Upper School at Rising Tide. Full-year courses are given one (1) credit. Semester courses are given a half (.5) credit. Once a student is enrolled at Rising Tide, only credit earned at Rising Tide is accepted for the student's course placement or graduation requirements. Each student must also earn a Competency Determination from the state in English, Mathematics, and Science and Technology/Engineering.

English 4 credits
Mathematics 4 credits
Science 4 credits
Social Studies 3 credits

World Languages 3 credits in one language
Arts 3 credits
Physical Education 2 credits

Grade 9

Arts: Theatre Foundation (one semester)
Visual Art Foundation (one semester)

English I

Mathematics: Algebra I or Geometry

Science: Introductory Physics

Social Studies: U.S. History I

World Languages: Latin or Spanish

Grade 11

English: English III or Advanced English Composition

Mathematics: Algebra II, Algebraic Functions & Trigonometry, Advanced Pre-Calculus

Science: Biology

Social Studies: Modern World History, 1500-Present or Advanced Modern World History, 1500-Present

World Languages: Latin, Spanish

One Choice Block: Arts, Mathematics & Computer Science, Science, Social Studies, World Languages

Grade 10

Arts: Dance Foundation (one semester)
Music Foundation (one semester)

English II

Mathematics: Geometry or Algebra II

Science: Chemistry

Social Studies: U.S. History II

World Languages: Latin or Spanish

Grade 12

English: English IV or Advanced Literature Study

Mathematics: Algebraic Functions & Trigonometry, Advanced Pre-Calculus, Advanced Calculus, Applications of Probability & Statistics, Advanced Statistics with Programming

Science: Advanced Biology, Advanced Chemistry, Advanced Physics, Earth & the Environment, Technology & Engineering

Three Choice Blocks: Arts, Mathematics & Computer Science, Science, Social Studies, World Languages

In exceptional cases, a student may be offered an option for an Independent Study course if the student excels in a discipline and the existing program offerings are not sufficient to meet the student's needs.

Additional Program Components

Each year, Upper School students participate in a semester Wellness and Physical Education course. All grade 9 students participate in a Digital Literacy and Computer Science Principles course.

Students also have a choice of elective courses each semester. Elective courses either introduce students to or allow students to explore in greater depth topics, fields, or skills in a cohesive manner.

Rising Tide offers a number of advanced Dual Enrollment courses through a partnership with Southern New Hampshire University (SNHU). Rising Tide also offers an Aviation Maintenance Pathways Program through a partnership with Cape Cod Community College (4Cs).

Additionally, Rising Tide offers a Senior Internship Course, a semester-long community-based internship program, where students gain career experience in an unpaid internship in a field of their choice, and meet regularly at school with a faculty member.

ACADEMIC DISCIPLINES

THE ARTS

The Arts in the Rising Tide curriculum represent a wide array of opportunities for students to further develop their expressive skills and gain exposure to the many ways artists use various tools, techniques, and concepts to observe and creatively respond to life.

DANCE

Guiding Statement

The Dance program enriches and invigorates students physically, cognitively, and creatively using movement as a springboard for investigation and as a modality of self-expression. Through frequent dance practice, students can expect to improve their flexibility, coordination, rhythm, muscle memory, endurance, and strength. Students develop awareness of their individual bodies in space and in conjunction with the group ensemble to enhance kinesthetic awareness and spatial reasoning. Each course focuses on the technique and practice of particular styles and highlights pertinent historical and cultural connections through research projects and presentations. Tools to develop individual and group choreography aid in the development of the total artist. Most importantly, the dance program is guided by the intention of giving each student an outlet to experience joy through movement and to create meaningful connections to and through dance. Dance classes help to develop and reinforce student skills that can be applied across the curriculum, including: remembering, understanding, applying, analyzing, evaluating, and creating.

Essential Questions

- How can we use dance to broaden our understanding of human emotion, experience, history, and traditions?
- How can we challenge ourselves to reach our fullest physical potential and performance ability?
- How can we use dance as a method of self-expression and communication?
- How can we design movement, independently and through collaboration?

Course Descriptions

Grade Six: Dance & Theater

In this course, students explore the art forms of theatre and dance, building basic skills and increasing their comfort in presenting and performing. Students learn the fundamentals of acting, creating theatre, and telling stories using their voices, bodies, and imaginations. They also learn basic dance warm-ups, steps, and short combinations, completing across-the-floor work and choreographed dances. Throughout the course, students explore what it means to work as an ensemble, creating and performing puppetry, tableaux, and short scenes in groups and with partners. Students develop communication and critical thinking skills through presenting and performing.

Grade Eight: Dance & Theater

Students build upon their exposure to theatre and dance and deepen their skills and experience with these art forms. They investigate character emotion and motivation by preparing scenes and monologues to present and perform. Students explore different styles of dance, discussing multi-cultural dance styles and participating in warm ups, across-the-floor steps, and choreography. Continuing to focus on working as an ensemble, students create their own scenes utilizing props and blocking. Throughout the course, students continue to develop their communication and critical thinking skills through presenting and performing.

Grade Ten: Dance Foundation

This course is designed to introduce students to their expressive potential using dance as a lens and modality. Dancers are introduced to the language of dance through the study of formal class structure including floorwork and centerwork. Here they develop their physical and technical skills while developing the discipline and attention to detail that also increases neuroplasticity and brain

development. As the class continues, students learn a series of choreographic pieces that increase in complexity and explore multiple genres of dance and musical complexity. They are introduced to storytelling through dance beginning with Musical Theatre Dance, and continuing with classical Jazz, West African, Hip Hop, and Contemporary dance. Students also study units of folk dance and how those dances represent and connect cultures and communities. Within each unit, students work in duets and small groups to explore and design their own movement phrases. Students explore and practice the many roles of a dancer. They hone their presentation skills as soloists and as members of a corps of dancers. Ultimately the dancers bring their work to full production, acting as a dance ensemble. This work culminates in a full performance on stage which is presented to a broader audience at the end of the term.

Upper School Dance: Ballet (Semester I)

Students develop their dance knowledge and technique through the exploration of the artistic form of ballet. Students build ballet skills and vocabulary based on a blend of Vaganova and Cecchetti techniques. Through the creation of original choreography, students communicate with their peers. Students place ballet in its historical context and observe its communicative power through observation of full-length ballets in both the classical and contemporary styles. Dancers in this course enhance their overall endurance, flexibility, and traditional technique. Proper ballet attire and slippers are required. *Prerequisite: Dance Foundation*

Upper School Dance: Cultural Traditions (Semester II)

Students explore and perform dances connected to particular cultures by learning new techniques specific to those dances. Students investigate how cultural values and norms are expressed through dance practices in both their own and other cultures. Students have the opportunity to learn about additional cultures of interest and their associated dances through a long-term research project. Dances that have been learned in the past include West African, Samba, and Bhangra. *Prerequisite: Dance Foundation*

Inactive Courses for 2024-2025

Upper School Dance: Choreography

This course challenges students to create, rehearse, refine, and present choreography in a formal performance setting. Dancers learn how to design using AB, ABA, base phrase and remix, rondo, canon, storytelling, and narration methods. Dancers create movement using a variety of resources as a catalyst including, but not limited to, videos, poems, and current events. Students discuss safe and effective ways to constructively critique their own work as well as the work of their peers so that they can continuously enhance their signature work. The course concludes with a final presentation of a group work including student-run costume, lighting, and sound design, program notes, and promotional materials. *Prerequisite: Dance Foundation*

Upper School Dance: Contemporary

In this course, students delve into modern, contemporary, and post contemporary techniques through practice and analysis. The course includes a modern-based warm up utilizing the legacy of Cunningham, Horton, and Dunham techniques with an emphasis on floor work, release swing, the x, and other codifications. Dancers experience increasingly complex spatial and rhythmic patterns and movement sequences in order to advance their movement proficiency. Dancers are exposed to and critique current work in the form of excerpts, collaborative films, and live performances when possible. Dancers learn reconstructed and/or new repertory to be shared in a culminating performance. *Prerequisite: Dance Foundation*

MUSIC

Guiding Statement

Music education is an opportunity for each student to gain an understanding of the technical and conceptual aspects of music and of being a musician. Students gain knowledge of music history, instruments, and concepts, while developing the skills necessary to create, perform, and analyze music. Music education develops multiple intelligences and often combines physical and cognitive skills into one activity. Students not only learn to create their own music but also gain an understanding and appreciation of music and the arts. Through creating, performing, and analyzing music, students are able to experience the arts in a uniquely immediate and personal way.

Essential Questions

- How do people communicate through music?
- What are the tools that musicians use to communicate?
- How do history, culture, and environment shape music?

Course Descriptions

Grade Six

Students begin this course by discussing the definitions of fundamental music concepts such as beat, tempo, volume, and rhythm, exploring examples of these in and outside of music, and emphasizing the universality of these concepts. The class also discusses how these concepts can be used to communicate certain emotions and meanings, connecting to the essential question of how people communicate through music. Students practice applying these concepts to composition, as well as to their playing skills and technique on instruments, on a variety of percussion instruments such as drums and glockenspiels. The class explores some influential artists throughout history, as well as the musical traditions of other cultures, continuing to emphasize the universality of essential music concepts, and connecting to the overall themes of creativity and communication through music.

Grade Eight

In this course, students continue to develop their musical skills and knowledge on an increasingly advanced level. They continue to explore more complex rhythms, which are common in many musical traditions around the world. Students also focus on the concept of pitch and practice combining pitch with rhythms when reading and writing on the music staff. Students utilize more advanced compositional techniques and apply concepts such as chords, arpeggios, tempo, volume, and texture to communicate various emotions and meanings through their music. They are asked to compose music that tells a story and conveys the appropriate emotions, which helps them connect to the overall essential question of how artists can communicate through music. Students also explore the role that music has played throughout history, starting with the innovations and influence of great Classical music composers, as well as African American music and its role and influence on American music and history.

Grade Ten: Music Foundation

In this course, students engage with the fundamental elements of music, including rhythm, melody, harmony, form, texture, and instrumentation. Through listening, viewing, and in-class performance, students first explore what music is, how its elements function, and the ways those elements are used in various cultures and genres. The course then hones in on Western musical practices through which students learn the principles of music notation—how to express the elements in written form—and the basics of piano keyboard practice. By the end of the course, students are able to read and play simple melodies and create their own works of music.

Upper School Music: Harmony and Composition (Semester II)

In this course, students build on the knowledge and skills acquired in Music Foundation to create and perform their own works of music. Through composing original pieces, students will learn the intricacies of time and key signatures, fundamental tonal harmonies, and instrumentation, as well as the habits and practices of being a composer. *Prerequisite: Music Foundation*

Upper School Music: Worlds of Music (Semester I)

In this course, students explore musical traditions from around the world. After a review of the fundamental elements of music—rhythm, melody, harmony, form, texture, and instrumentation—students learn how various cultures apply these elements to their music and how that music fits into broader cultural contexts, including history, geography, and religion. Countries/regions to be visited include the Middle East and northern Africa; sub-Saharan Africa; the pre- and post-colonial Americas; and south, central, east, and southeast Asia. *Prerequisite: Music Foundation*

Inactive Courses for 2024-2025

Upper School Music: Experiencing and Creating Music-Theatre

In this course, students explore the elements of music-theatre—theatrical works of which music is a major part—including music, lyrics, story, and stage production. They also examine various works of music-theatre from different times and places, including Europe, North America, Japan, and Indonesia. At the end of the course, students combine the insights gained from this exploration with the knowledge and skills acquired in Music Foundation to create, as a class, their own music-theater scene. *Prerequisite: Music Foundation*

Upper School Music: History and Creation of Song

In this course, students explore the elements of song, including melody, harmony, and lyrics. They also track the history of song development in the U.S. by first engaging with Native American songs and then by examining European and West African musical habits and how they were combined in North America. At the end of the course, students combine the insights gained from this exploration with the knowledge and skills acquired in Music Foundation to create their own songs. *Prerequisite: Music Foundation. NB: The ability to sing or play an instrument is not required.*

THEATRE

Guiding Statement

The purpose of Theatre education is to help students develop the skills they need to collaborate with others, demonstrate leadership in a variety of situations, communicate effectively, and be confident in their own creativity, knowledge, and identity as artists. Students need to work effectively as members of an ensemble or community, demonstrate support and observation skills as members of an audience, and give constructive feedback to others. Theatre education provides the opportunity for students to work on understanding different perspectives through analyzing a variety of dramatic texts as well as writing their own. Students gain the courage to express their thoughts and ideas in an artistic way, learning the skills of self-assessment and revision throughout the rehearsal process. Students should demonstrate spontaneity and quick thinking, taking positive risks while exploring and developing a variety of characters. Theatre education helps students to believe in the strength of their own creativity and share that creativity with the world.

Essential Questions

- Why is improvisation an important part of theatre and life?
- How can actors portray believable characters and scenarios on stage?
- How can we interpret the text of a scene or play?
- How and why do people write plays?
- How might Theatrical Technical Design support and enhance a live event?

Course Descriptions

Grade Six: Dance & Theatre

In this course, students explore the art forms of theatre and dance, building basic skills and increasing their comfort in presenting and performing. Students learn the fundamentals of acting, creating theatre, and telling stories using their voices, bodies, and imaginations. They also learn basic dance warm-ups, steps, and short combinations, completing across-the-floor work and choreographed dances. Throughout the course, students explore what it means to work as an ensemble, creating and performing puppetry, tableaux, and short scenes in groups and with partners. Students develop communication and critical thinking skills through presenting and performing.

Grade Eight: Dance & Theatre

Students build upon their exposure to theatre and dance and deepen their skills and experience with these art forms. They investigate character emotion and motivation by preparing scenes and monologues to present and perform. Students explore different styles of dance, discussing multi-cultural dance styles and participating in warm ups, across-the-floor steps, and choreography. Continuing to focus on working as an ensemble, students create their own scenes utilizing props and blocking. Throughout the course, students continue to develop their communication and critical thinking skills through presenting and performing.

Grade Nine: Theatre Foundation

This course explores theatre for one semester. Through group projects, oral presentations, class discussions, scene work, reading and writing of scenes and plays, performances, and other projects, students are able to make connections from the Theatre and apply the new skills they learn to their own lives. There are four units of Theatre Foundation: Improvisation, Playwriting, Acting, and Technical Design. Through these units of study, students develop the performance skills of spontaneity, listening, and creating with a group before building upon their improvisational skills to learn to structure and write scripts for playwriting. Students also learn the fundamentals of acting by learning about the importance of the voice and working on scenes from student-scripted works. This course also explores elements used in live productions and culminates with performances of short student-written plays.

Upper School Theater: Directing and Technical Design (Semester I)

In this course, students explore the four elements of Technical Theatre and Directing: set/scenic, costume, lighting, and sound design. They acquire skills related to directing, technical design, and performance. Through this work, students learn to develop leadership abilities, transfer the written word to the stage, and communicate with an audience through technical design in the areas of lighting, scene, costume, and sound. Students work to take on the audience's perspective while also investigating and communicating their own points of view and those of their peers. The course culminates with a public performance. *Prerequisite: Theatre Foundation*

Upper School Theater: Improvisation (Semester II)

This course allows students to build on the improvisational skills they developed in Theatre Foundation. Students begin the course with an exploration of the genre of improvisation and its place in the world of theatre and our lives. Students examine the many forms of improvisation before beginning to build skills in them through playing improvisational games, completing mime work, creating and sustaining characters, acting in sketch comedy, and completing short- and long-form improvisation, including Harold structures. With this foundation in place, students create, design, and produce a final improvisation project to present to the community. Throughout the course, students learn to collaborate as part of an ensemble, listen and respond spontaneously, and take artistic risks. *Prerequisite: Theatre Foundation*

Inactive Courses for 2024-2025

Upper School Theater: Acting

How do you portray a character realistically and believably on stage? In this course, students explore this question by acting in a variety of monologues, scenes, and improvisation activities. Throughout the semester, students work on both contemporary and classical texts in order to understand how to fully develop characters in many different styles of theatre. At various times during the course, students also participate in mock auditions in which they receive feedback on their work and preparation. For students interested in Musical Theatre, there is also an opportunity to work on songs and scenes from musicals. This is not a required part of the course but is available to students who are interested. *Prerequisite: Theatre Foundation*

Upper School Theater: Playwriting and Production

What does it take to write and produce a 10-minute play? In this course, students explore this question by learning about play structure and different techniques used by playwrights. Students read a variety of 10-minute plays as a class before writing their own plays and submitting them for production. A small number of these plays are selected to be produced and performed for a public audience. Students learn about the variety of roles and responsibilities both on and off stage when working on a play and take on some of those roles. At the end of the semester, students perform original 10-minute plays that are directed, acted, technically designed, and produced completely by the students in the course. *Prerequisite: Theatre Foundation*

VISUAL ART

Guiding Statement

Visual Art education empowers students to observe, break down, and reassemble visual elements, furthering their understanding of the physical visual world and providing students with the opportunity to develop ideas through multiple stages. Idea development is nurtured by giving students time for brainstorming and developing comprehensive sketches to ensure clear and convincing visual communication. Students' overall communication skills are strengthened through guided practice and experimentation and editing while working with the creative process. Students practice the skills of observation and critique, analyzing a variety of successful examples, in class and during museum visits. In Visual Art, fundamental concepts and skills are presented and mastered, empowering students to expand on them with a variety of multi-step projects.

Essential Questions, Technical

- How does a visual artist communicate convincingly?
- What are the tools and techniques used in successful visual communication?
- What are successful (drawing, building, etc.) habits?

Essential Questions, Conceptual

- Why do we make art? What role does art play in my life?
- How do artists choose their subject matter?
- What is the message that I'm trying to convey with my work? What is my artwork about?

Course Descriptions

Grade Five

This course focuses on establishing the core drawing, painting, sculpture, and compositional skills needed to present subjects accurately and with confidence. Throughout the semester, students are given the opportunity to explore demonstrated techniques and experiment with a variety of drawing mediums such as graphite, oil pastel, and India ink in an encouraging and empowering classroom studio. Best practices and successful habits for visual representation are reinforced daily along with regular instructor demonstrations and regular opportunities to view and respond to the works of artists in group discussions. Additionally, students explore the conceptual side of art making and work to refine their communication skills both representationally and abstractly.

Grade Seven

This course builds on students' existing structural and observational drawing skills and offers an opportunity to develop their compositional skills while expanding their visual communication skills through focused studio practice. Students begin with an in-depth exploration of perspective and the representation of spatial depth. Through an exploration of structural drawing, students learn to accurately represent basic three-dimensional geometric volumes using one- and two-point linear perspective before progressing to increasingly complex forms. Students practice observational skills and spend an extensive amount of time working with the strategies of life drawing. Additionally, students examine the concept of visual contrast and light source within two-dimensional compositions. Working with value-rich mediums such as charcoal and paint, students learn practical approaches to rendering realistic forms with convincing highlights and shadows. The students' observational skills are further strengthened through an introduction to figure drawing basic human proportion and anatomy. The course culminates with a self-portraiture project that offers students the opportunity for the creative application of all of the technical and conceptual skills introduced in class.

Grade Nine: Visual Art Foundation

In this foundational course, students establish strong observational drawing skills using a variety of demonstrated techniques and media. With focused studio time, students are given the opportunity to apply the concepts of class to their compositions in an inspiring atmosphere. Students also maintain a sketchbook throughout the course that serves as both a place for skill building as well as a vehicle for

concept development. Additionally, students explore and make connections with the works of historical and contemporary artists.

Upper School Visual Art: Painting (Semester I)

Students in this course apply observational drawing skills learned during Visual Art Foundation to establish strong observational painting skills. They explore color theory and become acquainted with the color properties of paint through a variety of assignments, demonstrated exercises, and paint-handling techniques. With focused studio time, students have the opportunity to apply the concepts of class to their compositions in an inspiring atmosphere. Students also maintain a sketchbook throughout the course that serves as both a place for skill building as well as a vehicle for concept development. Additionally, students explore and make connections with the works of historical and contemporary artists. *Prerequisite: Visual Art Foundation*

Upper School Visual Art: Sculpture (Semester II)

This course explores additive and subtractive sculpting using cardboard, soap, plaster, and foam and exposes students to hands-on strategies to enhance three-dimensional awareness. Students learn techniques to physically manipulate materials and focus on form, volume, and composition while constructing three-dimensional forms. Various sculpting strategies are taught, and students use a wide range of tools, including exacto knives, saws, chisels, and sandpaper. *Prerequisite: Visual Art Foundation*

Inactive Courses for 2024-2025

Upper School Visual Art: Drawing

This course is a studio class designed for students who want to build upon the fundamental aspects of art production and focus specifically on the completion of two-dimensional work using charcoal, graphite, pastel, colored pencil, ink, and watercolor. Studio projects focus on the development of an advanced technical skill set and allow students an opportunity to explore a personal connection to their artwork. Specific projects are assigned and are general enough so that students can form their own approach to each assignment. Students are expected to exhibit an increasing level of responsibility and initiative in the completion of projects, as they are the guiding force behind the ideas found in their work. *Prerequisite: Visual Art Foundation*

Upper School Visual Art: Printmaking

This class explores the fundamental aspects of relief-block printing and screen printing. Students learn to carve multiple surfaces, including foam, rubber, and wood, and explore various ways to apply and print with water-based ink. The first term culminates with a reductive-block print, for which students follow a multi-step process that allows each printmaker to work with a multi-color palette. During this project, students gain experience with registration techniques and the strategy of printing from lighter to darker values. The second term focuses on screen printing, and students complete a multi-color image using a series of masked out areas and registration techniques. The semester culminates with a t-shirt design. Students generate their own content for each project and are expected to explore the technical and conceptual facets of their projects. *Prerequisite: Visual Art Foundation*

ENGLISH

Guiding Statement

The purpose of English Language Arts education is to develop the skills that students will need for the diverse literacy demands that they will face throughout their lives. Students need to be capable of critical thinking and skilled in listening, reading, speaking, and writing. Students need to effectively use language for obtaining and communicating information, for comprehending and evaluating texts, for literary response and expression, for learning and reflecting, and for problem solving and application. They need to develop clear, organized, and engaging ideas with respect to audience and purpose. Students need to read for understanding, expanding comprehension by questioning, analyzing, interpreting, and synthesizing sources of information to help them connect to and understand others, the world, and themselves. Through reading a broad range of literary and informational texts, writing, listening, and speaking, students should build an understanding of their own identities and develop empathy for diverse perspectives in order to gain insight into the human experience.

Essential Questions

- How do we convey ourselves clearly, creatively and persuasively to be better understood?
- How do we adjust our speech and writing to respond to specific audiences, purposes and situations?
- How does the use of evidence help to support our ideas and to make an argument more convincing and support interpretations of a text?
- How can we use the organization of a text to help us understand what we are reading?
- How do authors use different genres to communicate in different contexts, for different purposes and with different audiences?
- How does reading high-quality, complex and challenging works of literature and nonfiction texts help us to gain critical thinking skills and develop effective writing skills?
- How does reading a diverse set of authentic texts balanced across genres, cultures and time periods help us to deepen our understanding of others' perspectives?
- How does writing for a variety of audiences across multiple genres (creative, expository, analytical, persuasive) help us to develop empathy, understand our shared values, and become independent, analytical thinkers.

Course Descriptions

Grade Five: English 5

Students in this course develop their reading, writing, and oratory skills in English Language Arts. An overarching theme is the organizational aspect of writing in different genres such as short narratives, persuasive essays, and expository reports. Students utilize graphic organizers, practice grammatical concepts with different types of sentences and paragraph structure, and incorporate figurative language to enhance their writing. Concurrently, students read a variety of texts including short stories, novels, and nonfiction in an effort to expose them to new ideas, cultures, and styles. Activities such as written responses, group discussions, and artistic impressions help develop close reading skills and an appreciation for literature. Texts may include *The Westing Game* by Ellen Raskin, *The Phantom Tollbooth* by Norton Juster, and *Show Me A Sign* by Ann Clare Lezotte.

Grade Six: English 6

Using McGraw Hill's literacy program *Wonders*, students continue to explore a variety of texts and further develop their skills as readers, writers, speakers, and active listeners. Students read across connected text sets and write in the genre using a mentor text. Students learn the elements of writing effective narratives, the structure of response to literature essays including argumentative, persuasive, and expository writing. Vocabulary, spelling, and grammar lessons are integrated into daily lessons. In addition to a variety of short stories and poems, texts may include *Esperanza Rising* by Pam Munos Ryan, *Lizzie Bright and the Buckminster Boy* by Gary D. Schmidt, and *The Swifts: A Dictionary of Scoundrels* by Beth Lincoln.

Grade Six: Humanities

Students in this course acquire and practice the literacy skills necessary to effectively read, write about, and orally communicate on topics studied in their English and Social Studies classes. While engaging with different types of texts, students deepen their understanding of global cultures and are able to connect their experiences to those of people in the local region from the past and present. This course helps students strengthen their public speaking, persuasive writing, active listening, and close reading skills. They also develop their language skills through their study of English grammar and the mechanics of writing. Texts include a variety of nonfiction texts, myths, folktales, and the novel *A Long Walk to Water* by Linda Sue Park.

Grade Seven: English 7

In this course, students strengthen their skills in paragraph and multi-paragraph writing for persuasive, explanatory, and narrative purposes. Vocabulary is developed through studying challenging words in texts, using literary terms, and deciphering context clues. Students study grammar and usage, emphasizing sentence structure and the use of phrases and clauses. Reading comprehension focuses on analyzing elements of fiction and nonfiction and interpreting essential ideas, arguments, and perspectives of a text. In addition to a variety of short stories and poems, texts may include *The Giver* by Lois Lowry, *Resistance* by Jennifer Nielson, *Cyrano De Bergerac* by Edmond Rostand, and *Escape From Aleppo* by N.H. Senzai.

Grade Eight: English 8

Students in this course hone their comprehension and critical thinking skills by reading a variety of fiction, nonfiction, and poetry. They practice their writing skills, with a particular focus on argumentative, narrative, and informative essays, paying particular attention to the value of effectively organizing and expanding their ideas, developing a thesis statement, and using textual evidence. Students expand their knowledge of literary devices, text-based vocabulary, and grammar, particularly phrases and clauses. In addition to a variety of short stories, poems, and podcasts, texts may include *Of Mice and Men* by John Steinbeck, *To Kill a Mockingbird* by Harper Lee, *Inside Out & Back Again* by Thanhha Lai, and *Lord of the Flies* by William Golding.

Grade Nine: English I

In this course, students explore the genres of fiction, poetry, drama, and nonfiction. They strengthen their reading and writing skills, with an emphasis on textual analysis and communicating through different styles of writing. Students also engage in text-based vocabulary acquisition and a comprehensive review of grammar and usage, which fosters their continued growth as writers. Texts may include *Night* by Elie Wiesel, *The Glass Castle* by Jeannette Walls, *A Midsummer Night's Dream* by William Shakespeare, *Fences* by August Wilson, and *Animal Farm* by George Orwell. Additional texts may include works by January Gill O'Neil, Langston Hughes, and Naomi Shihab Nye.

Grade Ten: English II

This course continues to explore the genres of fiction, poetry, drama, and nonfiction with the goal of thoroughly grounding students in more refined understandings of these literary types. Students engage in close reading of texts, critical and informative writing based upon textual details and literary devices, and clear, precise oral and written communication. Texts may include *The Things They Carried* by Tim O'Brien, *Macbeth* by William Shakespeare, *In the Time of the Butterflies* by Julia Alvarez, and *Things Fall Apart* by Chinua Achebe. Additional texts may include works by Chen Chen, Rita Dove, Carrie Chapman Catt, Katherine Mansfield, Rainy Dawn Ortiz, Carlos Montezuma, and Kate Chopin.

Grade Eleven: English III

Students read and analyze fiction, nonfiction, poetry, and dramatic works of major American and British writers. Readings reflect a wide variety of styles and perspectives but feature recurring themes of metamorphosis and transformation. Students are encouraged to uncover common themes and historical perspectives. Student writing ranges from literary analysis and criticism to imitations of various writing styles. Each unit concludes with a Socratic Seminar in which students demonstrate their close reading

of texts. Students also workshop and write a personal narrative essay connected to the Grade Eleven Guiding Question, “How can we be mindful of and prepare for the future?” Texts may include *The Metamorphosis* by Franz Kafka, *Henry IV, Part 1* by William Shakespeare, and *The Great Gatsby* by F. Scott Fitzgerald. Additional texts may include works by Charlotte Perkins-Gilman, Pamela Zoline, Ray Bradbury, Virginia Woolf, Henry David Thoreau, and Samuel Beckett.

Grade Eleven: Advanced English Composition

This college-level writing course introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes including exposition, description, analysis, and argumentation. They are required to both complete out-of-class writing assignments and also compose in-class essays in response to readings and other prompts. Through their work, students are introduced to process-writing techniques, library and online research, and MLA documentation procedures. They read a variety of texts to support the development of their writing and analytical skills, including *Jazz* by Toni Morrison, *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, and *The Trial* by Franz Kafka. The primary focus of the course is on helping students to acquire the writing skills they need to succeed in higher education.

Students enrolling in this course may be eligible to earn college credit through SNHU’s Dual Enrollment Program. Prerequisite: B- or higher in English II and English Department approval

Grade Twelve: English IV

This course approaches the content through the lens of the Grade Twelve Guiding Question, “What is my place in the world?” Students read and analyze fiction, nonfiction, and poetic works from around the world that address global concerns. Analyses of texts focus on close reading and on finding common threads between authors, styles, regions, and forms of expression. Students respond to texts through writing, visual references, debates, and presentations. Student-led Socratic Seminars invite students to investigate and question texts according to their own interests and ideas. Students also conduct research in order to connect texts to real-world issues and experiences. Texts may include *Orlando* by Virginia Woolf, *The Stranger* by Albert Camus, and short stories from global authors such as Nikolai Gogol, Jorge Luis Borges, Chinua Achebe, Ken Liu, and Intan Paramaditha. Students also engage with a wide assortment of poetry in English and in translation.

Grade Twelve: Advanced Literature Study

This college-level course engages students in close reading and appreciation of literature. Students acquire the skills and vocabulary necessary for analyzing literary works of a variety of genres: fiction, poetry, drama, and nonfiction. Students consider the Hero’s Journey in epic poems such as *The Iliad*, *The Odyssey*, and *Beowulf* as well as *The Canterbury Tales* by Geoffrey Chaucer. Through their reading of *Frankenstein* by Mary Shelley, students explore archetypal characters and genres. In a drama unit, students consider the ideologies that led to the first Russian Revolution and how they influenced plot and character in selected plays by Anton Chekhov. Students analyze short stories from around the world through Marxist, Psychoanalytic, and Feminist critical lenses. In their final unit, students study post-Colonial Literature through the works of Jean Rhys, Joseph Conrad, Chinua Achebe, Chimamanda Ngozi Adichie, and Marjane Satrapi. In each unit, students write essays of analysis and also engage in Socratic Seminars, investigating, evaluating, analyzing and debating themes in the texts.

Students enrolling in this course may be eligible to earn college credit through SNHU’s Dual Enrollment Program. Prerequisite: B- or higher in English III and English Department approval

MATHEMATICS and COMPUTER SCIENCE

Guiding Statement

The purpose of a mathematics education is to enhance students' critical thinking skills. Students not only solve multi-step equations but also learn to apply the step-by-step processes needed to tackle problems encountered inside or outside of the classroom. Through learning and applying the fundamentals of arithmetic, algebra, geometry, calculus, statistics, and computing, students will be able to understand and utilize the increasingly specialized skills and concepts necessary for higher level mathematics and STEM careers. Through a well-rounded mathematical education, students will be able to reason both abstractly and quantitatively using information from a variety of sources and apply these critical skills to their lives as students, workers, citizens, and informed decision-makers.

Essential Questions

- What is the purpose of having a defined mathematical language?
- How can technological tools be used to communicate ideas, improve efficiency of calculation, and enable more sophisticated analysis of problems?
- What can we learn from studying the relationships between numbers, symbols, figures, and operations?
- How can mathematical models be used to understand real-world phenomena?
- How does computational thinking enable one to solve progressively deeper, broader, and more sophisticated problems?

Course Descriptions

Grade Five: Mathematics 5

Students work to consolidate and apply the knowledge that they previously gained in elementary school. They spend much of the first half of the year becoming proficient with all operations of whole numbers, fractions, and decimals. Students are then introduced to algebra and learn the significance of variables. They improve their understanding of geometry and measurement by learning about the properties of polygons, as well as area, perimeter, and volume. Students also study ways to represent and interpret data, including line plots and stem-and-leaf plots, and they learn about measures of central tendency. The primary text for this course is Savvas *enVisionmath 2.0*.

Grade Six: Mathematics 6

Students work to extend previous understandings of operations with rational numbers. They learn about rates, and they solve problems by exploring proportional relationships. Students further their understanding of algebra and continue to learn how to solve single-variable equations. They improve their understanding of geometry and measurement by learning about the properties of polygons, as well as area, perimeter, circumference, volume, and surface area. Students also study ways to represent and interpret data, including circle graphs, and they look extensively at simple probability. The primary text for this course is Savvas *enVisionmath 2.0*.

Grade Seven: Mathematics 7

In this course, students solidify skills related to number sense through an exploration of integers, fractions, and rational numbers. Students explore concepts related to percents, ratios, and proportions. They further their investigation of these topics by solving application problems dealing with taxes, discounts, tips, and interest. Students continue to develop their skills in manipulating algebraic expressions and learn to solve multi-step equations and inequalities. In their study of geometry, students identify and describe relationships among figures in two and three dimensions, solve application problems involving measurement, and examine similarity as it relates to figures. Additionally, students learn how to draw inferences about populations based on samples in their study of probability and statistics. The primary text for this course is Savvas *enVisionmath 2.0*.

Grade Seven: Pre-Algebra

In this accelerated course, students explore integers, decimals, fractions, mixed numbers, and rational numbers in greater depth. Equipped with an understanding of rational numbers, students solve application problems using algebraic expressions, equations, and inequalities. In their study of geometry, students construct geometric figures and describe relationships between them. Students determine characteristics of similar and congruent figures, identify and use transformation rules, and apply formulas to geometric figures. A study of probability and statistics includes concepts such as random sampling, drawing inferences, and making predictions. Additionally, students are introduced to the concept of slope and develop an understanding for writing and graphing linear functions. The primary text for this course is Savvas *enVisionmath 2.0*. *Placement in this course is based on student readiness as determined by the Mathematics Department.*

Grade Eight: Mathematics 8

In this course, students work to become proficient with their understanding of real numbers, focusing on approximating and performing operations with irrational numbers. They further their understanding of exponents and begin to apply properties of integer exponents to solve expressions in scientific notation form. They use square and cube roots to represent solutions to equations and then apply these skills to solve problems involving the Pythagorean Theorem. Students continue their study of solving equations and eventually graph and solve linear equations and systems of linear equations, while connecting these to proportional relationships. Students identify, graph, and compare functions, as well as explore geometry concepts. Students distinguish between similarity and congruence, apply volume formulas, perform transformations across a coordinate plane, and make connections between angle sums and triangles. Lastly, students analyze bivariate data through scatter plots and two-way tables. The primary text for this course is Savvas *enVisionmath 2.0*.

Grade Eight: Algebra I

This accelerated course includes the study of real numbers, with a greater emphasis on approximating and performing operations with irrational numbers. Students apply the laws of exponents to solve expressions in scientific notation form, as well as use rational exponents to simplify expressions. Students spend an extensive amount of time writing, solving, and graphing linear equations, systems of equations and linear inequalities. This knowledge of linear equations is then applied to solving, writing, and graphing quadratic equations, with a foundational understanding of polynomials. Students connect their understanding of absolute value equations, inequalities, square root, and exponential equations to graphical representations. Students: define, evaluate, and compare functions that model linear, quadratic, and exponential relationship; apply the Pythagorean Theorem; learn about and apply triangle congruence theorems; and represent and interpret bivariate data through scatter plots and two-way tables. The primary text for this course is Savvas *Algebra I*. *Placement in this course is based on student readiness as determined by the Mathematics Department.*

Upper School: Algebra I

This course extends the study of real numbers to apply the properties of exponents to rational numbers and to use rational and irrational numbers to reason quantitatively with units. Students spend an extensive amount of time writing, solving, and graphing linear equations, systems of equations, and linear inequalities. This knowledge of linear equations is then applied to solving, writing, and graphing quadratic equations, with a foundational understanding of polynomials. Students connect their understanding of absolute value equations, inequalities, square roots, and exponential equations to graphical representations. In this course, students define, evaluate, and compare functions that model linear, quadratic, and exponential relationships. They also apply the Pythagorean Theorem. In addition, students represent and interpret data on a single count or measurement variable and summarize, represent, and interpret data on two categorical and quantitative variables. The primary text for this course is McGraw Hill's *Reveal Algebra I*.

Upper School: Geometry

This course focuses on plane Euclidean geometry with an introduction to solid geometry. Emphasis is placed on improving students' deductive reasoning skills through writing mathematical proofs and problem solving. Topics include geometric constructions, writing proofs, properties of triangles and polygons, congruence, similarity, circles, coordinate geometry, triangle trigonometry, transformations, and geometric probability. The primary text for this course is McGraw Hill's *Reveal Geometry*.

Prerequisite: Algebra I

Upper School: Algebra II

This course solidifies and builds upon the skills acquired in Algebra I and Geometry with continued emphasis on problem solving. Students apply their knowledge of linear and quadratic functions to work with a variety of new functions, including polynomial, exponential, logarithmic, and trigonometric functions. Other topics explored include systems of equations, matrices, complex numbers, advanced factoring, polynomial division, fractional exponents, exponential and logarithmic equations, trigonometric identities and equations, and probability. The primary text for this course is McGraw Hill's *Reveal Algebra II*. *Prerequisite: Geometry*

Upper School: Algebraic Functions & Trigonometry (AFT)

This course begins by weaving together previous studies of functions including linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions. Students explore these topics through applications in data analysis using systems of equations and matrices. In the second semester, students analyze trigonometric ratios and functions, inverse trigonometric functions, applications of trigonometry in physics and navigation using vectors, the laws of cosine and sine, and representations of complex numbers in trigonometric form. *Prerequisite: Algebra II and Mathematics/Computer Science Department approval*

Upper School: Applications of Probability & Statistics (APS)

In this course, students explore the use of statistics and probability in the analysis of data and its use in decision making. The first half of the course focuses on how to properly collect, organize, describe, and analyze data. Students employ programming in Google Sheets to find measures of central tendency and create distributions. Then, students work to understand the concepts of causation, correlation, and bias, while analyzing different data sets. In the second half of the course, students learn the fundamentals of statistical inference and probabilistic methods for decision making. Some projects include an economic analysis of baseball and a small business price-setting simulation. Throughout the course, students use computer software to organize and visualize data. *Prerequisite: Algebra II (Due to prerequisite, this course is only available to Grade 12 students.)*

Upper School: Advanced Statistics with Programming

Students begin this course by exploring probability and basic counting principles such as independent vs. dependent events and the choice function. They then focus on sampling and exploratory data analysis, including regression, contingency tables, and probability distributions. Students practice the skills of using simulations and making statistical inferences by predicting and creating models. Computer programming labs are used during the course to provide students with a powerful tool to explore and analyze data, culminating with the creation of experimental models. By the end of the year, students are expected to design and implement statistical surveys and experiments, gather and analyze data, and formally present results. *Students enrolling in this course may be eligible to earn college credit through SNHU's Dual Enrollment Program. Prerequisite: B- or higher in Algebra II and Mathematics/Computer Science Department approval*

Upper School: Pre-Calculus

In this course, students continue to build upon their knowledge of functions, exploring them from a more abstract perspective. Students progress with their in-depth study of trigonometry and are introduced to polar and parametric equations, trigonometry with complex numbers, and vectors. Other topics explored include nonlinear inequalities, rational functions, conic sections, and sequences and

series. This course concludes with an introduction to limits in preparation for Calculus. *Prerequisite: Algebra II and Mathematics/Computer Science Department approval*

Upper School: Calculus

In this course, students continue their exploration of limits and continuity. They study derivatives, second derivatives, and their applications. Students then focus on antiderivatives and their applications. Through their explorations, students come to understand the Fundamental Theorem of Calculus, as well as integrals and differential equations. Graphing calculators and mathematical software are used throughout the course to model and solve problems. *Prerequisite: Pre-Calculus and Mathematics/Computer Science Department approval*

Upper School Computer Science

Grade Nine: Digital Literacy & Computer Science Principles

This required course introduces students to the foundational concepts of computer science and challenges them to explore how computing devices and technology on the whole continue to impact the world. This course explores many of the foundational ideas of computing and computer science, such as programming, physical computing/networking, data, and digital citizenship. Through their learning, students understand how to be more informed producers and consumers of the technology transforming the world in which they live.

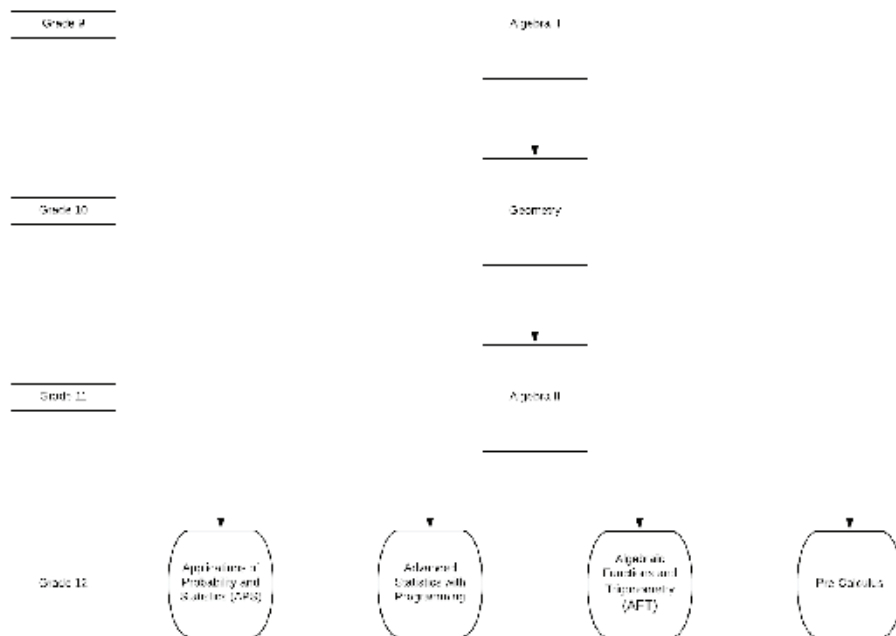
Upper School: Computer Science

Students in this course study problem solving, logic, and language in order to understand the adaptability and power of computational thinking and computing. They examine the logic of algorithmic problem solving to design iterative solutions to complex problems and implement their solutions using the Java language. Topics include syntax, style, classes, data structures, object-oriented programming methodology, algorithm development, iteration, program design analysis, recursion and debugging. Students work individually and collaboratively with the goal of producing efficient and adaptable programs. Students also broaden their computational perspectives by examining the ethical and societal impact of computing. *Prerequisite: Algebra II and Mathematics/Computer Science Department approval*

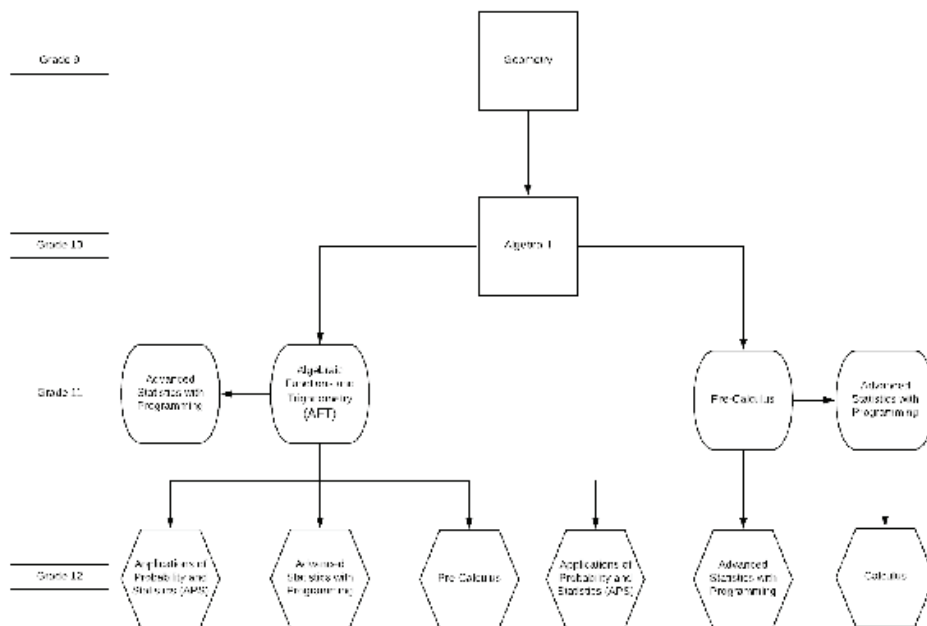
Mathematics Pathways

The following flow chart shows the sequence of courses available to students at Rising Tide, in alignment with the Massachusetts Curriculum Frameworks. Students may follow the standard pathway, beginning Algebra I in grade nine. Other students follow a compacted pathway, combining the standards from grades seven, grade eight, and Model Algebra I into two years of study in Middle School. These students begin Geometry in grade nine. Students, families, and Rising Tide faculty may work together, when appropriate, to change a student's pathway.

Rising Tide Mathematics Standard Pathway Options
For Students Entering Grade 9 in Algebra I



Rising Tide Mathematics Compacted Pathway Options
For Students Entering Grade 8 in Geometry



PHYSICAL EDUCATION

Guiding Statement

The purpose of Physical Education is to increase the physical capability, fitness level, self-responsibility, and enjoyment of physical activity for all students so that they choose to be physically active for life. Students are given the opportunity to participate in a wide range of developmentally appropriate activities that provide them with the chance to be leaders, reduce stress, cooperate with others, and accept responsibility for their own behavior. Physical Education also provides students the opportunity to increase their motor skill development, muscular strength, flexibility, muscular endurance, and cardiovascular endurance to give students the confidence to participate in all activities safely. With the knowledge and skills gained in Physical Education class, students develop more confidence to participate in sports and other physical activities outside the school environment.

Essential Questions

Sports & Fitness

- How can increased fitness improve our skills?
- What feedback will enhance or improve performance most?
- What does it mean to be fit?

Teamwork

- How can communication improve teamwork?
- How can failure lead to success?
- What makes a good team player or partner

Course Descriptions

Grade Five

In this course, students work on improving their endurance by doing timed runs or jump-roping, and they also improve their muscular strength by completing push-ups, planks, and sit-ups. Qualities of a good teammate and leader are discussed throughout the year and emphasized in competitive and noncompetitive play. Some of the topics explored have included flag football, pickleball, floor hockey, fitness, team handball, group games, and lacrosse.

Grade Seven

Students in this course continue to work on increasing their fitness levels from previous years. They are introduced to a variety of abdominal exercises and unique upper body exercises to increase muscular strength. Students are expected to demonstrate an understanding of game rules, begin to use more advanced strategies during games and activities, and demonstrate sport-related skill techniques with greater precision. Some of the topics explored have included flag football, pickleball, team handball, floor hockey, soccer, and lacrosse.

Upper School: Fitness

Students in the Upper School participate in physical fitness activities offered at Plymouth Fitness for one semester each year. Classes have included Cardio Sport, Weight Training, Spinning, and Pilates. Students rotate through a number of training activities, with a focus on setting and achieving individual fitness goals.

SCIENCE

Guiding Statement

The purpose of a science education is to help students develop the conceptual foundations necessary to use the methods of scientific inquiry and engineering design. Students learn to make observations, ask questions, analyze problems, develop solutions, create conclusions supported by evidence, and communicate ideas clearly. These skills enable students to approach new questions and problems independently. Students become critical thinkers who are able to understand the complexity of issues such as those presented in the sciences. Modeling inquiry and design in the science classroom helps to foster a life-long curiosity that inspires students to ask questions, investigate how things work, and look for new and creative ways to solve challenges in everyday life.

Essential Questions

- How can science help us to understand the world and to meet global challenges?
- How can collaboration on scientific endeavors help us to effectively communicate our ideas?
- How can science enhance critical and analytical thinking skills, as we continue to problem solve?
- How do we develop and analyze models to represent abstract ideas?
- How can mathematics and literacy skills help to deepen our understanding of science?
- What are the methods of scientific inquiry?
- What makes an effective observer?
- What kinds of evidence are useful in science?

Course Descriptions

Grade Five: Science 5

Students explore the connections and relationships within and between systems through an integrated science approach, investigating topics within life, physical, and earth and space sciences. Students are introduced to the scientific method using an inquiry-based approach and discover how to think like scientists. Some specific investigations include mixing substances to determine their individual properties and the properties of the product, germinating and planting seeds to explore plant structure, and teacher demonstrations of scientific principles. Students also develop understandings of the periodic table, water cycle, rotation and revolution, and animal classifications. A variety of text, media, and web-based resources are used in this course.

Grade Five: STEM

Students in this course explore topics and skills connected to science, technology, engineering, and mathematics. Students embark on the engineering design process, tackling problems and designing solutions. Through explorations and investigations in this course, students hone foundational skills of mathematics and science, as well as observational, analytical, and questioning skills. Students also explore digital literacy and computer programming, building skills in logic and problem-solving. Throughout the course, students reflect on challenges and solutions in the local community, exploring issues related to local ecology, industry, and energy.

Grade Six: Science 6

In this course, students explore topics along a broad narrative arc of origin stories: the universe, our solar system, the Earth, life on Earth, and humans. Various space, earth, and life science topics are explored by focusing on the structure and function of different phenomena, using models to understand micro-and macro-scale objects and processes. Students continue to practice the scientific inquiry method by conducting more quantitative investigations, strengthening basic skills such as collecting data, diagramming, using mathematics, graphing, and writing conclusions. Particular emphasis is placed on diagramming core concepts and being able to provide complete, accurate written explanations that cite scientific evidence for support. A variety of text and web-based resources are used in this course, including Integrated Science: McGraw Hill Education.

Grade Seven: Science 7

Students in Science 7 explore systems and cycles while continuing to develop scientific inquiry skills to help answer scientific questions. Through an integrated science approach, students explore Earth's systems and cycles as well as the human impact on our planet. Students investigate the structure and processes of our natural world, especially focusing on organisms, ecosystems, energy, and engineering. Students participate in design challenges to build working boats and paper airplanes using the technology design process. A variety of text and web-based resources are used in this course, including Integrated Science: McGraw Hill Education.

Grade Eight: Science 8

In this course, students explore how cause and effect can be observed through an integrated approach to science disciplines. Students investigate topics within earth science, life science, physical science, and technology and engineering. Students continue to develop scientific inquiry skills, making connections between science and their daily lives through research projects, investigations, and building and analyzing models. Examples include researching genetic diseases, building and testing toothpick bridges, and creating paper roller coasters. An emphasis is placed on developing and practicing scientific research skills. A variety of text and web-based resources are used in this course, including Integrated Science: McGraw Hill Education.

Grade Nine: Introductory Physics

Students in this course explore the physical world around them, from the local community to places as distant as the stars. Students apply mathematical skills and formulas to calculate and understand concepts such as motion, forces, velocity, work, acceleration, and potential and kinetic energy. Topics of study include conservation of energy and momentum, heat and heat transfer, waves, electromagnetism, and electromagnetic radiation. Laboratory and scientific skills are developed through hands-on laboratories such as measuring the motion of a variety of objects, investigating collisions of carts, and exploring the properties of light. Students examine many of their own questions and discover ways to collect data to support or refute hypotheses. Students learn the difference between scalar and vector quantities, improve graphing skills, and gain practice designing experiments. A variety of text and web-based resources are used in this course.

Grade Ten: Chemistry

In this course, students investigate the composition, properties, structure, and transformations of substances. Students strengthen their science practices by asking questions and defining problems, developing and interpreting models, planning and carrying out investigations, analyzing and interpreting data, using mathematical and computational thinking, engaging in evidence-based argument, and obtaining, evaluating, and communicating information. Students develop these skills while learning topics such as kinetic molecular theory, properties, types, and components of matter, atomic theory, periodic trends, predicting products of chemical reactions, stoichiometry, acids and bases, reaction rates, equilibrium, and properties of materials.

Grade Eleven: Biology

Students in this course develop an understanding of the diversity of life and interactions of organisms with each other and the environment, improve scientific literacy skills, and gain an appreciation for the natural world and local biological communities. This course includes regular laboratory investigations that help students to understand the central concepts and fundamental principles of the living environment. Students explore topics in biochemistry and cell biology, genetics, evolution, basic anatomy and physiology, and ecology. Emphasis is placed on learning science by doing science and on understanding biological interactions within a system. Students complete a wide range of independent and cooperative learning activities to develop experimental design, data analysis, communication, and laboratory skills. Laboratory investigations include biomolecule digestion, experiments on photosynthesis in plants, Kirby-Bauer antibiotic resistance experiments, and an in-depth dissection of a fetal pig.

Upper School: Advanced Biology

Advanced Biology students build upon their prior knowledge of biology while developing more advanced skills such as interpretation and critique of data, scientific writing, and statistical analysis. These skills are emphasized by reading and analyzing scientific publications and discussing current events in biological science. The course includes topics on evolution and biodiversity, advanced genetics, the flow of energy through biological systems, and the interactions between living things. Laboratory investigations include experiments on osmosis and diffusion, genetic manipulation of *E. coli*, agarose gel electrophoresis, and several experiments involving microscopy. The primary text is the tenth edition of *Campbell Biology* by Reece et al. *Students enrolling in this course may be eligible to earn college credit through SNHU's Dual Enrollment Program. Prerequisite: B- or higher in Biology and Science Department approval (Due to prerequisite, this course is only available to Grade 12 students.)*

Upper School: Advanced Physics

In this course, students build upon their prior knowledge of physics in order to discover how the mathematical disciplines of Algebra and Trigonometry are applied to explain a wide range of natural phenomena. Students continue to explore the role of physics on Earth and throughout the universe. Students participate in hands-on and inquiry-based in-class activities and laboratory work to investigate phenomena. Additionally, students practice and develop the skills of problem solving, experimental design, and scientific reasoning, ultimately gaining a better understanding of connections between physics and society. The primary text for this course is *Physics* by Giancoli. *Prerequisite: B- or higher in AFT or Algebra II and Science Department approval*

Upper School: Earth & the Environment

This course combines an introduction to the science of Earth's systems and a study of human impact on the environment. Earth science concepts may include global climate patterns, plate tectonics and mineral formation, properties of ecosystems, and the role of water on Earth. Some laboratory investigations may include weather prediction, soil creation, and mineral identification. The study of these concepts is linked to analysis of issues facing the local region, through case studies on topics such as climate change, electricity generation, fisheries management, and reliance upon a sole source aquifer. The aim of each case study is to prepare students to participate in current debates that arise from these regional issues and to evaluate what should be done. Students learn to formulate arguments that compare the relative importance of economic, environmental, and social factors. During the final term, students choose their own environmental issue to explore, honing research and presentation skills as they delve into these challenges and discuss practical solutions.

Upper School: Technology & Engineering

In this course, students develop a hands-on understanding of the engineering design process and how technology is shaped by and affects society. The course emphasizes skills in research as well as how to define design problems, articulate and develop possible solutions, and communicate results. Through collaborative student-driven projects, students investigate how to solve practical problems by developing technologies based on scientific knowledge and mathematical principles. Students develop the ability to create and interpret schematics and technical drawings as well as build and test prototypes. Topics of study include the properties of materials and mechanical, electrical, fluid, and thermal systems. Students also examine how human values, economics, and environmental considerations influence design choices when seeking solutions to complex local and global challenges and needs.

Inactive for 2024-2025

Upper School: Advanced Chemistry

Students in this course build upon their prior knowledge of chemistry through inquiry-driven investigations into topics such as atomic structure, intermolecular forces and bonding, chemical reactions, thermodynamics and equilibria, and reaction kinetics. Students participate in a variety of laboratory investigations designed to encourage them to ask questions, develop thoughtful hypotheses,

design experiments, and analyze data. Finally, students learn to share the results of their work with the scientific community through different mediums, including a lab notebook, formal lab reports, and oral presentations. *Prerequisite: B- or higher in Chemistry and Science Department approval*

SOCIAL STUDIES

Guiding Statement

The purpose of Social Studies education is to help students become globally-conscious, engaged, and informed citizens. Through the study of culture, history, geography, civics, and economics, students learn about perspectives of people who have lived throughout history and up to the present day. They consider humanity's effort to create societies, interact through commerce, and adapt to change over time. Students work to understand the causes, costs, and consequences of historical conflict and the varied ways humans have sought to solve complex problems. They analyze how governments work, the roles and responsibilities of citizens, and the efforts of people to create positive and democratic change. They will gain critical thinking skills by interpreting an array of primary source texts and materials, learning to identify factual evidence and bias. Students are able to effectively communicate their ideas through writing and speaking, asking relevant questions, and making direct connections to issues in the present day.

Essential Questions

- How do we understand the past?
- How is history recorded and information passed down over time?
- How do we identify credible sources?
- What has driven historical change over time?
- How does cultural perspective shape our understanding of the past?
- How are events of the past connected to the present and future?
- How are social or political conflicts resolved by groups?
- How have people formed societies over time?
- How are people, places, and cultures globally connected?
- How do we conduct effective independent research?

Course Descriptions

Grade Five: US History

In this course, students explore early colonization and growth of the colonies, the Revolutionary War, the formation of the U.S. government, and the legacy of the Civil War. Interspersed is discussion and connection to current events that is better understood through the students' developing historical knowledge. Students practice finding and utilizing reliable sources. They examine primary sources such as the *Mayflower Compact*, the *Olive Branch Petition*, the *U.S. Bill of Rights*, and the *Declaration of Independence*. Students use these sources in order to compare and contrast and make personal connections to history. They regularly practice map-reading skills and are introduced to the research process, collaborating to develop and explore questions related to the themes of exploration, democracy, freedom, and leadership.

Grade Six: Humanities

Students in this course explore topics and skills connected to gaining insight into the human experience with an emphasis on literacy and communication as a means to understand and document that experience. Students work to hone their oral communication skills, focusing specifically on listening, public speaking, and debate. Through the study of philosophy, students build skills in logic and argumentation. Students also practice the skills of close reading and analysis, particularly of nonfiction texts. Throughout the course, students connect their experiences to those of people in the local region from both the past and the present.

Grade 6: World Geography & Ancient Civilizations I

Students examine foundational concepts of human origins, geography, and civilization. Students apply these concepts to create a framework for exploring the dawn of mankind and the emerging civilizations of the Fertile Crescent, Nile, and Mediterranean regions. Students compare and contrast the civilizations of Mesopotamia, Egypt, Phoenicia, and Ancient Greece, to identify common themes and

unique characteristics and environmental adaptations. They assess how these civilizations interacted and influenced each other in an increasingly complex Mediterranean world that continues to impact modern western and eastern civilizations. An emphasis is placed on analyzing source documents and developing critical thinking skills. Primary sources may include selections from *Hammurabi's Code*, *The Epic of Gilgamesh*, *The Book of the Dead*, George Washington Williams' "Letter to King Leopold on the Congo, 1890," newsreel footage, songs, political cartoons, and older textbooks that illustrate Western bias.

Grade Seven: World Geography & Ancient Civilizations II

Students explore the development of humanity's earliest civilizations throughout the globe. Students compare and contrast how different civilizations adapted to their local environments and created complex societies and cultures. They then observe how early civilizations interacted through commerce and conflict. Students make past-to-present connections relating to modern-day conflicts and cultures rooted in the ancient world. Students spend extensive time studying the ancient empires of Egypt, India, and China as well as the development and expansion of the Greek and Roman empires. Students continue to develop their research skills by locating a variety of credible resources, using factual evidence to support their assertions, and developing thesis statements. Students examine the universal themes of history, as expressed by both ancient and modern cultures, through the analysis of numerous primary sources. Primary sources may include the following: *The Book of the Dead*, *The Vedas*, Confucius' *Analects*, Ashoka's *Rock Edicts*, the *Bhagavad Gita*, and Pericles' *Funeral Oration*.

Grade Eight: Civics

Students explore the development of the U.S. Government and the importance of civic life in a democratic society. This course emphasizes civic responsibility in students to help them become thoughtful and active participants in society and in the complex world. Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. Students explore the U.S. Constitution with a focus on the separation of powers between the different branches, the roles and responsibilities of citizens, and the impact of challenges and controversies regarding the amendments to that founding document. Students are challenged to break down complex primary sources and to question and analyze the language and meaning of documents including the *Magna Carta*, the *Declaration of Independence*, the *U.S. Constitution*, and the *Federalist Papers*. Through their analyses of these documents, students develop an understanding of the development of the American government and how it works on the local, state, and federal levels. Students hone their research skills by conducting an in-depth research project connected to a civic theme, culminating in a major individual and group Civics project.

Grade Nine: U.S. History I

In U.S. History I, students examine the early development of the United States from the sixteenth through nineteenth centuries. Main topics of exploration include an introduction to Native American societies and histories; European settlement of the continental United States; the economic, social, and political development of North American colonies; the origins and impact of the American Revolutionary War; the debate over the Constitution and the foundation of U.S. political institutions; Westward Expansion; early industrialization; the function of the American slavery system and debates over its continued existence; the rise of abolitionist and other social reform movements; the origins and history of the U.S. Civil War; and Reconstruction. Students work toward a mastery of questioning and analysis skills on a variety of primary and secondary sources. They regularly conduct independent research on diverse topics, engage in argument-driven writing, and practice verbal discussion skills. Their work culminates in a final research paper. Students in the course use a variety of primary and secondary sources to illuminate the time period, such as political cartoons, speeches, government documents, photographs, and legal records.

Grade Ten: U.S. History II

In U.S. History II, students explore the time period from the late 1800s through to the present day. Main topics of exploration include immigration to the United States, the Progressive Era and labor movements, American expansionism and involvement in WWI, The Great Depression, World War II, The Cold War, the Civil Rights Movement, the 1960s, and contemporary issues. In the process, students study concepts such as industrialization, war, genocide, economic development, feminism, democracy, propaganda, diplomacy, and equality. Students work toward the development of their critical thinking and analysis skills by studying these histories through primary sources, first-hand accounts, and visual images. They regularly conduct independent research and write short and long form essays, and their work culminates in presentations and a formal research paper.

Grade Eleven: Modern World History, 1500-Present

This course provides students with an understanding of the history of the modern world and helps to broaden students' perspectives on modern world issues. This course centers on the histories of Central and South America, Asia, Africa, the Middle East, and Europe and takes students from the 1500s to modern-day events and trends. While each region has its own history, the interactions between these areas challenge students to understand world history as single and continuous. The class moves chronologically but revolves around themes such as imperialism and globalization, technological advancement and economic development, governance and governmental experimentation, repression and resistance, foreign policy and diplomacy, and social change and progress. Students build their understanding of how these central concepts and processes have shaped and interconnected the modern world. Throughout the course, they develop their skills in research, mapping and geography, critical reading of primary sources, argumentative writing, and verbal articulation of complex ideas.

Grade Eleven: Advanced Modern World History, 1500-Present

This college-level course provides students with an understanding of the history of the modern world and helps to broaden students' perspectives on modern world issues. Studies in this class center on intensive analysis of primary sources, classroom discussions, reflective essays, frequent analyses of the global connections of current events, and individual research projects. Thematically, the class surveys the histories of Central and South America, Asia, Africa, the Middle East, and Europe and takes students from the 1500s to the events and trends of the modern day. While each region has its own history, the interactions between these areas challenge students to understand world history as single and continuous. The class moves chronologically, but revolves around themes such as imperialism and globalization, technological advancement and economic development, governance and governmental experimentation, repression and resistance, foreign policy and diplomacy, and social change and progress. Students build their understanding of how these central concepts and processes have shaped and interconnected the modern world. Students build upon skills in research, mapping and geography, critical reading of primary sources, argumentative writing, and verbal articulation of complex ideas.

Students enrolling in this course may be eligible to earn college credit through SNHU's Dual Enrollment Program. Prerequisite: B- in Grade 10 Social Studies and Social Studies Department approval

Upper School: Advanced Philosophy (Semester I)

Philosophy translates to "love of wisdom." In this college-level course, students examine a variety of viewpoints in order to begin to answer fundamental philosophical questions. Students explore central categories of philosophical analysis including epistemology, metaphysics, ethics, and logic. In the process, they read, analyze, and critique arguments from influential philosophers including Plato, Descartes, Locke, Aquinas, and Hume, among others. Essential questions explored in this course include, "What kinds of knowledge are possible?" "What is the purpose of human life?" "What is the nature of identity?" and "How should we tell right from wrong?" Students consistently apply their understandings of readings and assess the cogency of philosophers' arguments through analytical essays, dialogues, and debates.

Students enrolling in this course may be eligible to earn college credit through SNHU's Dual Enrollment Program. Prerequisite: B- or higher in Social Studies course and Social Studies Department approval

Upper School: American Politics (Semester I)

This course offers students a look into the interactions between American citizens and their government and provides an opportunity to engage with the mechanics of the federal government. Students develop a command of our nation's founding documents, court decisions, and political processes. Units of study include foundations of democracy, institutions of government, civil liberties and rights, and contemporary political issues. Through these units, students reflect on the role and purpose of the U.S. government and the promises and perils of individual liberties within the American democratic system. The course also examines the dissonances between how our modern political system works in theory and in practice. Students conduct and present original research that represents their ability to show causation and draw comparisons and to develop an argument based upon data, source analysis, and application of key concepts.

Upper School: Contemporary Issues & Media Literacy (Semester II)

This course offers students the opportunity to learn about, examine, and question current issues and events happening around the world today. Through the critical study of how news media work, the variety of different forms of news content, the reliability of online information, and the ethics of journalism, students will meet to read, survey, and discuss the up-to-date events transpiring in the local, national, and international communities. Students are challenged to research contemporary topics in order to develop deeper and more contextual understanding of topics' origins and consequences. The course focuses on the development of specific skills such as primary and secondary research, critical reading, debate, and oral presentation.

Upper School: International Relations (Semester II)

In this course, students learn how nations cooperate, compromise, and manage conflict. They explore the different theoretical approaches of international relations and use these approaches to analyze issues such as international trade, peacekeeping, war, and global environmental concerns. Students investigate historical and present-day case studies to better understand the roles and responsibilities of individual nations and international organizations in a global society. Case studies may involve nuclear proliferation, global terrorism, economic sanctions, and environmental treaties. To conclude the course, students conduct an original case study of an area, issue, or conflict. They research the historical, social, and economic context, apply different theoretical approaches, and make foreign policy recommendations based on evidence.

Inactive for 2024-2025

Upper School: Comparative Religion

Students explore and draw connections between major world religious traditions, exploring how these traditions continue to shape the cultures of their followers as well as be shaped by their followers. The course involves an anthropological perspective of religion writ large, before diving into studying specific religions. Students study the two of the dharmic religions, Hinduism and Buddhism, before systematically studying the three Abrahamic religions. Students analyze religious texts, scholarly commentaries, and memoirs of adherents to explore the relationship between religion and culture.

Upper School: Local History

Using the rich historical resources of the Plymouth region, students in this course hone historical research skills, analyzing primary sources and archives to more fully understand the past and its people. Students collaborate with local historians and access resources in the community to conduct and present research about local artifacts to the public. Students utilize skills from a variety of fields in the social sciences, including geography, economics, anthropology, and political science. In doing this work, students create resources that bridge the gap between academic history and public history. By conducting rigorous authentic research and regularly practicing historical thinking and writing, students do the work of a historian and leave the course ready to analyze other time periods and places beyond our harbor.

WORLD LANGUAGES

MIDDLE SCHOOL WORLD LANGUAGES

Guiding Statement

Studying world languages helps students to communicate more effectively and also develop a sense of their place and role within the local and global community. By developing their interpersonal, interpretive, and presentational skills in a world language, students gain skills and awareness that help them to understand the grammar and syntax of the target language and also of English. Studying Spanish helps students gain an appreciation of the products, practices, and perspectives of many different Spanish speaking communities around the world and in our own backyard. Studying Latin allows students to look deeply at the linguistics behind language in general, see the evolution of both culture and language, and see all the ways in which Roman culture and the Latin language influenced the United States. The study of both of these languages enables students to participate in their own communities as informed global citizens.

Essential Questions

- What is the purpose of language?
- Why should we study a language other than English?
- How do we develop insight into the nature of language and culture?
- How can we gain knowledge and understanding about the perspectives, practices, and products of other cultures?
- How can we participate in multilingual communities at home and around the world?
- How does studying a new language and culture connect to our lives?

Grade Seven: Spanish I

This course introduces students to the Spanish language by developing students' interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing skills. The course presents students with authentic audio, video, and text resources, thus giving students the opportunity to gain an appreciation of various cultures as well as the language. In this course, students learn the basics of the language and communicate in the present tense about a variety of familiar topics. Throughout this first level, students are expected to be actively engaged in interpretive tasks such as reading and listening comprehension, interpersonal tasks such as conversations and email exchanges, and presentational tasks such as short letters and brief oral presentations. The course is conducted mostly in Spanish in order to help students build fluency in the target language.

Grade Eight: Latin I

Students are introduced to the basic skills needed to learn a classical language, including study techniques for learning vocabulary and recognizing parts of speech. The students also learn aspects of language that are more particular to Latin. Using a grammar and reading approach, students learn the present, imperfect, future, and perfect tenses in the active voice and indicative mood, along with positive and negative imperatives. Students also learn to form, recognize, and understand the function of nouns in the six main cases in first, second, and third declensions, while learning about noun-adjective agreement. Over the course of the year, students work to develop attention to detail, efficiency, and accuracy in their translation skills as well as skills in reading comprehension in Latin. The class explores cultural topics in both Latin and English, including myths, history, historical legends from the Trojan War through the beginning of the Roman Republic, geography, and daily life. Throughout the course, there is a focus on teaching the skills necessary for learning any language while also teaching skills in logic, decoding sentence structure, and recognizing derivatives of Latin words in English and romance languages. The primary textbook for this course is *Ecce Romani I*.

UPPER SCHOOL WORLD LANGUAGES: CLASSICS

Guiding Statement

The purpose of a Classics education is to help students communicate more effectively and understand cultural perspectives. Through translating Classical languages, students better understand how to interpret the syntax of other languages, including English, and they gain skills that enable them to determine the meanings of unfamiliar English vocabulary. Students become able to recognize how societies and languages evolve, how they are influenced and influence others, and how to take perspective. With the benefit of a Classics education, both linguistic and cultural, students are able to make connections to other disciplines and comparisons to their own language and culture. In this way, the study of Classics enables students to participate both in their own communities and in communities other than their own.

Essential Questions

- What is the purpose of language?
- How do we comprehend a classical language?
- What makes a culture successful?
- How does studying a classical language and culture connect to our lives?

Course Descriptions

Upper School: Latin I

Students in this course are introduced to the basic skills needed to learn a classical language, including study techniques for learning vocabulary and recognizing parts of speech. The students also learn aspects of language that are more particular to Latin. Using a grammar and reading approach, students learn four of the six Latin verb tenses (i.e. present, imperfect, future, and perfect) in the active voice and indicative mood, along with positive and negative imperatives. Students also learn to form, recognize, and understand the function of nouns in the six main cases in first, second, and third declensions while also learning about noun-adjective agreement. Over the course of the year, students work to develop attention to detail, efficiency, and accuracy in their translation skills as well as skills in reading comprehension in Latin. The class explores cultural topics in both Latin and English, including myths, history, historical legends from the Trojan War through the beginning of the Roman Republic, geography, and daily life. Throughout the course, there is a focus on teaching the skills necessary for learning any language while also teaching skills in logic, decoding sentence structure, and recognizing derivatives of Latin words in English or romance language. The primary textbook for this course is *Ecce Romani I*.

Upper School: Latin II

Through learning the passive voice, participles, infinitives, and new constructions such as the indirect statement which do not always have direct English equivalents, students in Latin II use new constructions and read more complex texts in order to discover more of the nuances of the Latin language. Students continue their investigation of Ancient Rome by focusing on the history of the Roman Republic as well as exploring the narratives of Greek and Roman mythological heroes. By the end of the year, students have had exposure to many of the basics of Latin grammar and are prepared to begin taking on the task of reading adapted texts from authentic Latin authors in Latin III. The primary textbook for this course is *Ecce Romani II*.

Upper School: Latin III

In this course, students strengthen their skills in translating and build on their awareness of Latin grammar, such as the subjunctive system, uses of both the gerund and gerundive, and rarer usages of noun cases. Once they have learned these, they delve into authentic Latin by reading the letters of Pliny the Younger, starting with his first-hand account of the eruption of Mt. Vesuvius. In addition, students explore the early days of the empire in cultural lessons themed around analysis of the question, “What makes an effective leader?” Students also explore cultural topics related to the Latin

stories that they read and translate. Texts used in this course include *Ecce Romani III*, Julius Caesar's *De Bello Gallico*, and Pliny's *Epistulae*.

Upper School: Latin IV and Latin V

In this upper level survey course, students explore a wide range of authors and text types in their original unadapted Latin Prose and Poetry. Authors may include Caesar, Cicero, Pliny, Sallust, Catullus, Ovid, and Virgil. By reading these authors, students gain a wide view of the historical period known as the Golden Age of Latin literature in order to hone their reading, analysis, and translation skills. Students develop additional classical skills in conjunction with reading the Latin text, including poetic meter analysis, rhetoric skills, and composition. The curriculum and units for this class alternate year to year to ensure students in Latin V do not explore the same material as the previous year.

Upper School: Advanced Latin IV and Advanced Latin V

In this college-level course, students explore a wide range of authors and text types in their original unadapted Latin Prose and Poetry. Students engage deeply with authentic texts from authors including Caesar, Cicero, Pliny, Sallust, Catullus, Ovid, and Virgil. By closely reading these authors, students gain a wide view of the historical period known as the Golden Age of Latin literature in order to hone their reading, analysis, and translation skills. Students read authentic Latin texts while developing additional classical skills, including poetic meter analysis, rhetoric skills, and composition. The curriculum and units for this class alternate from year to year to ensure that students in Latin V do not explore the same material as they did the previous year. *Prerequisite: B- or higher in previous Latin course and World Language Department approval*

UPPER SCHOOL WORLD LANGUAGES: MODERN WORLD LANGUAGES

Guiding Statement

Studying a modern world language helps students to communicate more effectively and also develop a sense of their place and role within the local and global community. By developing their interpersonal, interpretive, and presentational skills in a modern world language, students gain skills and awareness that help them to understand the grammar and syntax of the target language and also of English. As they practice their communicative skills, students also gain an understanding and appreciation of the products, practices, and perspectives of the cultures they study. The study of a modern world language helps students become more aware of the ways that they can use communication as a way to connect with and learn about other people both locally and globally.

Essential Questions

- Why should we study a language other than English?
- How do we develop insight into the nature of language and culture?
- What can we learn about the history, heritage, and identity of various cultural groups while acquiring a new language?
- How can we gain knowledge and understanding about the perspectives, practices, and products of other cultures?
- How can we participate in multilingual communities at home and around the world?
- What connects us to other people and places?

Course Descriptions

Upper School: Spanish I

This course introduces students to the Spanish language by developing students' interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing skills. The course presents students with authentic audio, video, and text resources, thus giving students the opportunity to gain an appreciation of various cultures as well as the language. At this level, students learn the basics of the language and communicate in the present tense about a variety of familiar topics. Throughout this first level, students are expected to be actively engaged in interpretive tasks such as reading and listening comprehension, interpersonal tasks such as conversations and email

exchanges, and presentational tasks such as short letters and brief oral presentations. The course is conducted mostly in Spanish in order to help students build fluency in the target language.

Upper School: Spanish II

Students in this course continue to work on their proficiency in the language through thematic units. Students work with a variety of authentic resources, such as articles, infographics, videos, and magazines. Students continue developing their communicative skills in all three modes of communication: interpretive, interpersonal, and presentational. As students engage in spontaneous conversations with each other and work on adding details to their writing, they concentrate on communicating in the past using the preterite and imperfect tenses. Most communication takes place in the indicative mood. To increase their interpretive skills, students improve their ability to understand the main idea of authentic sources and identify the meaning of keywords in context. The course is conducted mostly in Spanish in order to help students build their fluency in the target language.

Upper School: Spanish III

In this course, students continue developing their communicative skills in all of the modes of communication. Units are planned under specific themes with the intention to facilitate the integration of language, content, and culture and to promote the use of the language in a variety of contexts. As students work with a variety of authentic sources, such as videos, magazines, short stories, news articles, infographics, and news reports, they familiarize and express themselves using the different tenses of the present, the past, and the future while also communicating with more awareness of the subjunctive mood. Students are expected to engage actively in their own language learning, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, and plan, produce, and present spoken and written presentational communications. The course is conducted almost entirely in Spanish.

Upper School: Advanced Spanish III

Students in this college-level course continue developing their communicative skills focusing on the three modes of communication. Units are planned under specific themes with the intention to facilitate the integration of language, content, and culture and to promote the use of the language in a variety of contexts. As students work with a variety of authentic sources, such as videos, magazines, short stories, news articles, infographics, news reports, etc., they familiarize and express themselves using the different tenses of the present, the past, and the future and an introduction to the subjunctive mood. Students are expected to engage actively in their own language learning, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, and plan, produce, and present spoken and written presentational communications. The course is conducted almost entirely in Spanish. *Students enrolling in this course may be eligible to earn college credit through SNHU's Dual Enrollment Program. Prerequisite: B- or higher in Spanish II and World Language Department approval*

Upper School: Spanish IV and Spanish V

These courses focus on guiding students to communicate effectively and confidently in Spanish. At this level, students deepen their understanding of grammatical structures in the indicative and subjunctive moods in the present and in the past. Students also focus on the sequence of tenses in their communication. This is accomplished through a variety of creative, communication-based assignments focused on the three modes of communication: interpretive, interpersonal, and presentational. Context for the language is gained through in-depth inquiry into the culture of the Spanish-speaking world, its peoples, and their historical and current achievements, issues, and concerns. These courses also seek to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening students' awareness and understanding of the cultural diversity of the Spanish-speaking world. The courses are organized by themes based on contemporary social, political, and cultural issues of Spanish-speaking societies such as cultural identity, the changing roles of women and family, immigration issues, the impact of the arts in people's lives, economic development and its effects on cultural heritage and the environment, and individual rights in a political system. Although students in Spanish

V work on the same units as students in Spanish IV, they are held to higher expectations due to their extra year of experience working with the language. The curriculum and units for this class alternate from year to year to ensure that students in Spanish V do not explore the same material as they did the previous year. These courses are conducted entirely in Spanish.

Upper School: Advanced Spanish IV and Advanced Spanish V

These college-level courses focus on guiding students to effectively and confidently communicate in Spanish. At this level, students complete their understanding of grammatical structures in the indicative and subjunctive mood in the present and in the past. Students also focus on the sequence of tenses in their communication. This is accomplished through a variety of creative, communication-based assignments focused on the three modes of communication: interpretive, interpersonal, and presentational. Context for the language is gained through in-depth inquiry into the culture of the Spanish-speaking world, its peoples, and their historical and current achievements, issues, and concerns. These courses also seek to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening students' awareness and understanding of the cultural diversity of the Spanish-speaking world. The courses are organized by themes based on contemporary social, political, and cultural issues of Spanish-speaking societies such as cultural identity, the changing roles of women and family, immigration issues, the impact of the arts in people's lives, economic development and its effects on cultural heritage and the environment, and individual rights in a political system. Although students in Spanish V work on the same units as students in Spanish IV, they are held to higher expectations due to their extra year of experience working with the language. The curriculum and units for this class alternate from year to year to ensure that students in Spanish V do not explore the same material as they did the previous year. These courses are conducted entirely in Spanish. *Students enrolling in this course may be eligible to earn college credit through SNHU's Dual Enrollment Program. Prerequisite: B- or higher in previous Spanish course and World Language Department approval*

ADVISORY

Throughout the year, grade-level Advisory teams work together to support the personal and academic growth of students. Teams collaboratively develop and implement an Advisory curriculum connected to the grade-level and school-wide guiding question and Schoolwide Objectives and Benchmark Skills that addresses Community Building and Future Planning. Students engage in Circle Discussions and other structured activities in order to develop their identities, further their sense of belonging, and navigate their pathways toward the future.

Community Building

School Philosophy and Practice

- Develop the knowledge, understandings, and skills needed to recognize and meet Rising Tide's Community Standards of Behavior
- Explore the grade-level Guiding Question and its connections to Advisory curriculum, including the Community Book, and to students' daily lives in and outside of school
- Learn about school structures and logistics (program components, schedules, etc.)
- Review and use school resources including the Student Handbook and Family Agreement

Relationship Building

- Identify effective and realistic ways to serve the community in our school, our region, and our world
- Engage in leadership and mentorship opportunities
- Develop the skills to advocate for and educate others
- Participate in group discussions, projects, trips, and other community activities
- Engage in activities that challenge students to go beyond their comfort zones, exhibit various strengths, and develop confidence
- Develop resilience in order to solve problems and overcome challenges
- Promote a healthy sense of competition and learn ways to manage conflict

Future Planning

Personal Exploration

- Set appropriate short- and long-term goals
- Identify interests, values, and transferable skills
- Explore connections to current academic/personal life and future goals

College and Career Planning

- Build awareness of and explore career opportunities
- Identify opportunities for immersion and experience
- Prepare for post-secondary pathways (college, military, apprenticeships/trades, careers, and gap year programs)

Personal Financial Literacy

- Understand how to earn money and how to build an appropriate budget
- Build awareness of banking, credit, investing, and insurance
- Explore the various forms of post-secondary financial aid
- Understand how one's physical, emotional and social health are all connected and dependant on each other

SCHOOLWIDE OBJECTIVES & BENCHMARK SKILLS

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