

Landmark School



High School
Curriculum Guide
2011 - 2012

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LANDMARK SCHOOL
OFFICE OF THE HEADMASTER
PRIDES CROSSING, MA

Message from the Headmaster

As stated throughout our literature, Landmark's mission is to remediate and educate students with language-based learning disabilities. We endeavor to help students cope with their learning differences and social difficulties in order that they may realize their full learning potential and lead productive and useful lives.

Landmark's concurrent goal is to provide students with the most appropriate and individualized program possible and to emphasize the development of language and learning/study skills within a highly structured learning environment.

Landmark's growth over the last thirty years is evidence of the school's success in fulfilling its mission and goal, both of which form the threads that inextricably link Landmark's programs and curricula.

The upper school offers remedial programs beginning with basic language functions and progressing sequentially through higher level language and study skills. The core of Landmark's curriculum consists of a language tutorial, language arts class, and a mathematics class. Science, social sciences, reading, communications, specialized reading classes, and a wide variety of electives are available and assigned individually.

The Expressive Language Program intensifies the remedial language model for students experiencing severe difficulties with expressive language.

The Preparatory Program teaches higher level language and independent learning skills to students not in need of intensive individualized remediation through a traditional curriculum and classroom structure.

The curriculum represents a unique approach which integrates individualized instruction with language and skills development. Language and skills are the primary component of every class. WHY and HOW are the essential elements in learning to achieve success.

Landmark's High School Curriculum Guide is an outline of our academic program which we present with pride and confidence.

Robert J. Broudo
Headmaster

August, 2011



LANDMARK SCHOOL
 OFFICE OF THE DIRECTOR
 HIGH SCHOOL CAMPUS

Dear Students and Parents:

Welcome to the High School Campus! We hope you find this guide an informative and comprehensive look at our curricular offerings. Below you will find sample schedules for all three of the programs at the High School. The Standard, Expressive Language, and the Preparatory programs all remediate the language skills of students at the upper school.

Given the fact that the academic mission of Landmark is the remediation of language skills, the core of the curriculum is skills based. Although content is introduced and covered in all classes, the content is an instrument used to improve student reading, writing, and study skills.

Students are assigned schedules based upon their diagnosed needs. Upper school department heads group students according to skill level into small group classes. Then, the Academic Dean assigns electives with student input as to choice of scheduled elective. Academic Case Managers assist students and parents when questions or concerns arise around student schedules.

Samples of 10th grade schedules:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Standard Program	Language Arts	Geometry	Language Tutorial	Elective	Lunch	U.S. History II	Marine Science	Communications, Study Skills, Literature

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Expressive Language Program	Language Tutorial	Reading Literature	Expressive Language Arts	Geometry	Elective	Lunch	Biology, U.S. History II	Oral Expression

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Preparatory Program	Literature	U.S. History II	Study Skills	Biology	Lunch	Geometry	Elective	Grammar & Composition

Once again, schedules are assigned individually according to prescribed need. The samples above only exemplify the periods of our class day and possible classes a student might have. As you read through the guide feel free to contact us about questions that may arise.

Christopher F. Murphy
 Head of the High School
 August, 2011

STANDARD TUTORIAL

ORAL READING

Reading is taught in micro-units (small segments of new information), through a multi-sensory approach, involving auditory, visual and tactile-kinesthetic instructional techniques. Language patterns and syllabication skills are presented sequentially with the goal of reaching fluency. Daily activities and instruction involves introduction, drill, review and practice of these skills until automatization is achieved. Once the learner is able to decode, exercises to develop phrasing, intonation and expression are introduced to develop oral reading fluency.

SPELLING

Spelling instruction follows an ordered progression of patterns closely paralleling those in oral reading and includes explicit instruction, a systematic scope and sequence, and repeated practice. In all areas, a level of automatization is established, and remediation begins at that point. Basic skills, such as application of sound-symbol relationships and spelling of syllable types, are taught until automatized. More advanced patterns follow and multi-syllabic words are introduced. Emphasis at all levels is on the application of spelling principles rather than on rote knowledge of rules. Sight words and common sequences are drilled throughout the program until mastered. Lessons are in micro-units and involve auditory, visual, and tactile-kinesthetic instruction. Finally, students manipulate word features in order to generalize beyond isolated individual examples to groups of words that behave the same way.

READING COMPREHENSION

Reading comprehension is developed concurrently with oral reading and is stressed from the most primary reading level to the most advanced through exposure to a variety of genres. Beginning with individual word meaning, development of vocabulary is emphasized throughout as a basis for clear understanding. Students are encouraged to develop a purpose for reading and to monitor for understanding. The ability to recognize and retain specific details from the reading and to develop skills such as the ability to draw conclusions, to detect and relate sequence, to locate information and to recognize the main ideas of selections read is emphasized as well. Related skills such as outlining and summarizing, as well as the understanding of more advanced abstract concepts and the application of critical reading skills are stressed with more advanced students.

COMPOSITION

Composition instruction in the tutorial includes the introduction and the reinforcement of the structure of language (grammar and syntax) and focuses on enabling the student to produce detailed and clear written communication. The level and type of instruction varies according to the ability and needs of the individual. The spectrum of individual goals ranges from writing complete sentences, paragraphs, thesis driven essays, to analytical research papers. Most writing assignments utilize the five step writing process which provides support and structure for the student to brainstorm, outline, draft, proofread, and edit.

STUDY SKILLS

Study Skills is the organization of time, materials and information. Students will be taught and exposed to time management strategies, organizational systems and active learning methods. These strategies, systems and materials will be used for personal organization, note-taking, test preparation and research skills. Additionally, students will be introduced to various technological supports that will aid in their development of study skills techniques. Students will apply learned study skills to content-area classes, with the goal of independent implementation.

SUPPLEMENTAL INSTRUCTION

All students are involved in a transitional curriculum to assist with post-secondary planning. Topics include career interest inventory, learning styles, college essay writing and creating and updating a resume. In addition, supplemental areas of instruction are included in tutorial as dictated by the needs of the individual student. Instruction in oral expression and social skills are incorporated in tutorial as needed. Skills such as making eye contact, initiating and ending conversations, staying on topic, applying specific vocabulary when speaking, and understanding body language are included. Use of technology, such as word processing and email, are introduced when appropriate. Additionally, in some cases legibility in handwriting is addressed. Functional skills such as personal finance and check writing, interpreting visual information such as maps, and telling time may be practiced.

EARLY LITERACY TUTORIAL

An Early Literacy Tutorial at Landmark High School is a one-to-one tutorial aimed at serving students with a specific profile. Students in the Early Literacy Department often exhibit weak phonemic processing skills, word attack skills that are lower than word identification skills and difficulties in reading fluency. The curriculum primarily employs the use of the *Lindamood Phoneme Sequencing* program (LiPS). LiPS is used in daily lesson planning to integrate three senses: hearing, seeing and feeling during the task of reading. This program focuses on improving the students' ability to perceive, identify, and manipulate phonemes through oral-motor feedback. Students practice perceiving, identifying, and manipulating sounds by tracking changes in a series of nonsense words. Next, oral-motor feedback is applied to decoding and encoding both real and nonsense words. Along with phonemic awareness tasks, rules and patterns for reading and spelling are introduced and reviewed. The goal is to empower students to apply these strategies to contextual reading and spelling. Reading comprehension and vocabulary development, as well as basic writing and study skills, receive greater focus after phonemic awareness and decoding skills are established.

Several programs are utilized in addition to LiPS. To increase oral reading fluency skills, the *Great Leaps* and *Read Naturally* programs are incorporated. The *Seeing Stars* program is used to strengthen visual memory and to improve spelling skills. A number of the students benefit from the comprehension program *Visualizing and Verbalizing* (V/V). The Early Literacy staff also employs teacher generated or adapted materials, along with the *Logical Encoding and Decoding* (LEAD) program.

READING

Reading Literature

Classes are composed of students in all grade levels who need added support, instruction and practice with their decoding and comprehension skills. Class instruction begins with structured exercises that are drawn from linguistic and phonetic sources designed to build and apply both word attack and decoding skills. Vocabulary development and recognition and evaluation of literary elements are also emphasized. Students read from a variety of literature genres as well as, short stories, novels, plays and biographies. Using these materials they receive practice in applying their decoding skills, and engage in class discussions and directed questioning. Homework assignments reinforce the patterns and concepts studied in class as well as provide the opportunity for independent reading practice.

Reading Fluency

The term Reading Fluency refers to the ability to read connected text at an appropriate rate, smoothly and automatically. A fluent reader spends limited effort attending to the mechanics of reading; attention is focused on the comprehension or understanding of the text.

Students in Reading Fluency classes have generally developed phonemic awareness and are working to solidify their ability to decode text consistently. Their reading is generally accurate, but not fluid, and they typically demonstrate slow performance on timed reading tests. Reading Fluency classes help improve reading efficiency by focusing on reading rate, phrasing, expression and accuracy, which are all key elements in comprehension. These skills are reinforced by the reading of different literary genres. Homework includes repeated reading assignments, assignments to reinforce previously taught patterns or a concept studied in class, or the reading of an individually chosen book, which provides an opportunity for independent reading practice.

Mastery of Meaning

Mastery of Meaning classes are designed to increase students' knowledge of word meanings in order to enhance their comprehension and vocabulary usage. Students are exposed to a wide variety of words, concepts and topics through the varied exercises. Activities are structured so that students are required to process word meanings in active and generative ways both orally and in writing.

LANGUAGE ARTS

The major emphasis of Language Arts classes at Landmark is on writing instruction. A five-step model is used which includes brainstorming, organizing ideas (using outlines, semantic maps, graphic organizers, etc.), rough drafting, proofreading and editing, and final drafting. Paragraph framing techniques, including templates, are utilized at all levels of the writing hierarchy when needed. Although creative writing is touched upon occasionally, expository writing for academics and everyday life is the central focus. Specific skill work, such as sentence structures, punctuation and descriptive language, are taught in isolation and then applied to students' writing. All instruction is done within the context of thematic units which may be factually based, literature-based, or a combination of the two. Their content for written work moves from concrete to abstract, as students are able. As with all classes at Landmark, study skills are integrated into the curriculum as well. This includes instruction in writing reports and research papers. Instruction is provided at **three basic levels**: *single paragraph writing, multi-paragraph writing, and essay writing*. However, there is overlap within these three categories. Students are placed in a class based on their individual written expression needs.

Single Paragraph Level

Instruction at this level focuses on introducing and reinforcing basic paragraph structure. Once this format is automatized, students work on expansion and elaboration of ideas within paragraphs as well as writing various types of text structures (enumerative, sequential, descriptive, opinion, persuasive, cause/effect, comparison and contrast). Students at this level also begin to link two to three paragraphs together to begin forming multi-paragraph compositions.

Multi-Paragraph Level

After a thorough review of basic paragraph structure and expansion of ideas, instruction focuses on multi-paragraph writing. This includes learning how to divide a topic into sub-topics and elaborate on each, constructing transition sentences to link paragraphs, and writing overall topic and concluding sentences for the composition. Proper paragraph structure and elaboration of ideas are reinforced with every composition.

Essay Level

After a thorough review of multi-paragraph writing, instruction focuses on learning and practicing the five-paragraph essay. This includes writing thesis statements, introductory paragraphs, body paragraphs that support the thesis and concluding paragraphs. Various types of essays are also practiced (narrative, persuasive, etc.). Some classes at this level may work on writing longer essays as well as more formal research papers. As with previous levels, skills such as elaboration of ideas and constructing transition sentences are refined and practiced.

Literature I

Literature classes for students in the Standard and Expressive Language Programs are designed to acquaint students with classic and contemporary literature, expose them to different genres and give them practice in analyzing literature. In addition, specific skill work is done in comprehension (literal and abstract), literary elements, figurative language and vocabulary development. Students initially learn and practice applying literary elements within the context of a unit on short stories. Students then read and analyze a classic novel, a contemporary novel and a play. If time allows, students may also have a chance to read a work of nonfiction.

Literature and Film I

This class parallels a traditional Literature course in which students read a text and analyze it in terms of various literary elements. However, students in Literature and Film use the visual medium of movies as their text rather than the written word. In addition to literary analysis, students also learn the historical background of the film industry, film-making techniques, and recurring themes in films of the past and today. Written assignments as well as hands-on projects are used to enhance comprehension and assess students' understanding of the content.

Literature II

The focus of the second year literature class is to use literature to examine philosophy and life. Underlying philosophies and/or psychological theories are examined, then used to analyze pieces of literature in terms of what it can teach us about the world and the people in it. A variety of novels, short stories and essays are used, including The Great Gatsby, by F. Scott Fitzgerald, Slaughterhouse Five by Kurt Vonnegut, Jr., Brave New World by Aldous Huxley, and East of Eden by John Steinbeck.

Critical Perspectives in Literature and Film

In Critical Perspectives in Literature and Film, students will use their knowledge of literature and literary devices to deconstruct films through discussion, papers, and projects. During the course of the year, students will use selections from literature and the social sciences as guides to tackling major issues that are treated in films. In particular, student will examine how metaphors, themes, and a variety of filmmaking techniques function to comment on certain social phenomena. Each quarter, students will complete an independent project and paper that require synthesis between the social world and worldview of the main characters and the storytelling techniques of the film they have studied. As a result, students will draw their own conclusions about the life experiences of others and what they themselves believe about differing critical perspectives.

Course prerequisites are Literature I or Literature in Film I.

MATHEMATICS

The mathematics program at Landmark combines individualization with a systematic approach to the subject matter. Mathematical concepts are grouped and compared so that new concepts can be placed within the schema of previously learned concepts. The mathematics program balances procedural understanding with conceptual understanding. New procedures are presented in small segments or micro-units. Constant review and reinforcement accompanied by a micro-united approach allows the student to progress at an optimum pace. A class size of typically eight or fewer greatly facilitates this type of approach.

The overall goals for each class include the following: developing confidence by providing an experience of success doing math, improving some significant areas of weakness, filling in gaps in the student's math experience, working towards becoming a better problem solver, introducing and developing math study skills, and becoming better prepared for future math courses in a secondary or post-secondary setting. The study skills emphasized in each math class include: establishing and maintaining a system for organizing materials, developing and practicing a system for taking effective notes in math, managing both short and long term assignments and using a practical, successful approach to prepare for and take math tests. These goals are accomplished through Landmark teaching techniques and classroom instruction.

With the availability, accessibility and ease of use of technology, the math department has integrated the use of the graphical representation to add dimension, depth and an alternate view of mathematical concepts. Using tools to help understand and interpret mathematical structures will be a part of every math course at Landmark. It is necessary for students to have their own scientific calculator (TI-30X IIS solar calculator is recommended) and access to either graphing software (freeware programs will be recommended by math teachers) or a graphing calculator (TI-84plus is recommended) throughout their study of mathematics at Landmark. These tools are used to complement and enhance the student's level of understanding and facility with mathematics.

Foundations of High School Math

Students should have an understanding of the four basic operations of arithmetic as they apply to whole numbers and be reasonably comfortable with the operations on fractions and decimals prior to studying the topics in this foundations course. In this course, students work with graphing on the coordinate plane and various other forms of graphing and data collection. Students learn to perform the four basic operations on integers and become more facile with their ability to perform operations on all real numbers. Students will be introduced to the concept of the variable and practice using integers and variables while learning concepts and procedures such as the order of operations, working with exponents and roots, combining like terms, the distributive property and solving simple equations. Precision with math language and successful study strategies are explicitly explored and emphasized throughout this course. Students should have their own scientific calculator (TI-30X IIS solar calculator is recommended).

Text: Foundations of Algebra and Geometry (Addison Wesley) and teacher generated materials

Algebra I

Students entering this course should have a working knowledge of operations on all real numbers, order of operations and solving simple equations. Algebra I will be approached through the study of functions. First students will study algebraic relationships and become familiar with graphical, numeric, tabular and algebraic representations of functions. Then students will study linear and quadratic functions explicitly,

including simplifying expressions, solving equations and inequalities and graphing these functions. The emphasis of this course is on communicating their understanding algebraically, graphically, numerically and verbally. Emphasis will also be placed on a students' ability to use accurate mathematical language as well as produce complete, thorough and organized written work. In addition, study skills such as taking and using two-column notes, creating and using reference flappers, and managing both long and short term assignments will be explicitly addressed throughout the course. Students should have their own scientific calculator (TI-30X IIS solar calculator is recommended) and access to graphing software is highly recommended.

Text: department/teacher generated materials

Geometry

Students should have completed at least one year of algebra prior to exploring the topics in this informal geometry course. This year-long class focuses on understanding the concepts of geometry by applying postulates and theorems. Discovery methods are used in conjunction with thematic units, which allow students to acquire the concepts of geometry. Students acquire the new geometry content (vocabulary, constructions, theorems, applications of algebra) through their study of different units such as pyramids and mosaics. Geometry topics include: plotting points on a coordinate plane, angle relationships, triangles and congruence, parallel and perpendicular lines, quadrilaterals and other polygons, similarity and scale factor, special right triangles, the Pythagorean Theorem and an introduction to right triangle trigonometry. Specific emphasis is placed on problem solving and multi-step thinking. Students may take 2 math courses during the year that they take Geometry. Students should have their own scientific calculator (TI-30X IIS solar calculator is recommended).

Text: department/teacher generated materials and Informal Geometry (Addison-Wesley) text may be utilized

Algebra II

This year long course provides a review of the concepts taught in Algebra I as they continue their study of mathematics. Algebra II is designed to build on and clarify students' experiences from Algebra I while improving their understanding of linear and quadratic functions. This course accounts for many different levels of algebraic competence and is designed to fit the unique needs of the individual students and classes. The following topics are emphasized: solving linear equations and inequalities, working with relations and functions on the coordinate plane, graphing linear functions, solving linear systems, performing operations on polynomials, solving quadratics and higher degree equations. As time and student competency allows, other topics may be studied. Specific emphasis is placed on working with multi-step processes and manipulating the symbolic representation of algebra. Emphasis will also be placed on a students' ability to use accurate math language as well as complete thorough and organized written work. In addition, study skills such as taking and using two-column notes, creating and using reference sheets and templates, and managing both long and short term assignments will be addressed throughout the course. Students should have their own scientific calculator (TI-30X IIS solar calculator is recommended) and access to graphing software or graphing calculator.

Text: Holt Algebra with Trigonometry (Holt, Rinehart & Winston) and teacher generated materials

Advanced Algebra

This year long course is a direct continuation of the Algebra I and Algebra II courses. This course focuses on working with functions, increasing student facility with the symbolic and graphical representations. Advanced Algebra explicitly explores and connects these representations and the language that is associated with them. Students continue their study of Algebra with a thorough review of algebraic manipulations including radical and rational expressions. The majority of the course focuses on working with functions: linear, quadratic and cubic, absolute value, reciprocal, square root, exponential and logarithms, and the set of trigonometric functions. Emphasis is placed on working with all representations of these functions. This course pays special attention to taking and using notes as a tool for homework completion and studying, as well as developing effective strategies for preparing for and taking tests. Students should have their own scientific calculator (TI-30X IIS solar calculator is recommended) and access to graphing software or graphing calculator.

Text: department/teacher generated materials

Pre-Calculus

Students must have a working knowledge of all algebra concepts prior to admittance to Pre-Calculus. The goals of this course are to build on the student's algebra foundation exploring familiar ideas more in depth with the formal rigor of a content driven course. Students use the text and graphing calculators or graphing software for studies involving the following topics: functions and their graphs, linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, triangle trigonometry, identities, and equations. An introduction to limits and derivatives may be included. This course is a transition course and is designed to be content driven. While classes will continue to structure note taking and model best practice in class, the goal is for students to internalize these structures and use them more independently. Therefore emphasis is placed on utilizing the text, notes and class work for feedback and questions as well as advocating for themselves, developing useful references, managing their time effectively and being reflective on their individual learning needs. It is expected that students will seek extra help outside of the classroom as necessary. It is required for students to have their own graphing calculator or to have their own scientific calculator and access to graphing software.

Text: Pre-Calculus. Functions and Graphs (Addison Wesley) and teacher generated materials

Calculus

This course is a continuation of the pre-calculus course. Calculus is a distinct area of mathematics and the goal of this course is to give students a foundation in this branch of mathematics. The study of calculus is focused on building their knowledge and understanding of the material through exploration, analytic and graphical manipulations. The main focus of the course is a thorough study of derivatives and an introductory study of integrals. The study of derivatives includes the following topics: limits and continuity, differentiability, product and quotient rules, chain rule, implicit differentiation, modeling and optimization, related rates, and mean value theorem. The study of integrals will be an introduction to: Riemann sums, definite and indefinite integrals, antiderivatives, and the fundamental theorem of calculus. Integration by substitution, areas in a plane, and volumes will be topics discussed as time permits. While classes will continue to structure note taking and model best practice in class, the goal is for students to internalize these structures and use them more independently. Therefore emphasis is placed on utilizing the text, notes and class work for feedback and questions as well as advocating for themselves, developing useful references, managing their time effectively and being reflective on their individual learning needs. It is expected that

students will seek extra help outside of the classroom as necessary. Students may be given the option to take the AP Calculus AB exam. It is required for students to have their own graphing calculator or to have their own scientific calculator and access to graphing software.

Text: Calculus: Graphical, Numerical, Algebraic (Pearson Prentice Hall) and teacher generated materials

Calculus 2

This course was designed for those students who have completed the Calculus course as juniors. This course continues a student's study of calculus and delves deeply into applications for using the tools they learned in Calculus. This course works flexibly with, if available, a section of the Calculus course, so that students can continue to work on their mathematical communication skills by taking a leadership or instructive role in the Calculus class. At the end of this course students will be prepared and are encouraged to take the AP Calculus exam. It is required for students to have their own graphing calculator or to have their own scientific calculator and access to graphing software.

Text: Calculus: Graphical, Numerical, Algebraic (Pearson Prentice Hall)

Integrated Math

Students must have completed an Algebra and Geometry course prior to taking this course. Typically seniors participate in this course whose main goal is to help students deepen their understanding of mathematics and better manipulate applications of algebra. Students apply their algebraic skills to study problems within the following areas: probability, statistics, financial planning and economics. Emphasis is placed on helping students become more flexible with their mathematical tools and mathematical knowledge. In addition, presentation skills and critical reading skills are addressed as mathematics is used to communicate ideas. Students should have their own scientific calculator (TI-30X IIS solar calculator is recommended).

Text: A Survey of Mathematics with Applications (Addison Wesley) and teacher generated materials

Consumer Mathematics

This class is aimed at future consumers. Typically seniors participate in this class whose main goal is to expose students to the types of math problems a consumer in society would encounter. Topics include: hourly wages, salary, net pay and income tax, taxes in general, checking and savings accounts, charge accounts and credit cards, interest on loans, and the process of purchasing an automobile. This course is designed to help students understand how math is used in a real world context. Students should have their own scientific calculator.

Text: Consumer Mathematics (AGS)

SCIENCE

The science program strives to develop in students the skills necessary to thrive in a rapidly changing, scientifically and technologically orientated world. The objectives and goals of the program are for students to:

- understand and acquire the use of scientific methods and problem solving techniques including mathematical analysis of concepts
- gain a greater awareness and appreciation of natural and physical environments
- build a knowledge base in a variety of scientific topics that are relevant to today's technologically oriented world
- develop skills in oral and written communication
- develop critical thinking skills
- develop independent study skills
- develop an appreciation for the contribution of science to daily living

Classroom methods stress the development and application of study skills: notetaking, outlining, summarizing, paraphrasing, writing reports, using a textbook, studying vocabulary, reading for cause and effect, and proofreading. Current events are studied and presented to improve application of skills and to keep students aware of new research and technological progress. Oral presentations are prepared and presented by students to facilitate the development of research and oral presentation skills. Audiovisuals, supplementary readings, laboratory and/or field investigations are utilized in addition to the text. Field trips may be arranged at the discretion of the instructor and department head.

Laboratory exercises form an important component of all science courses and are used to develop students' skills in following directions, reading and writing, classifying, measuring, predicting, drawing inferences, forming hypotheses, organizing and communicating information, and applying mathematics to real problems. Laboratory exercises are designed to reinforce concepts that are taught in class, to teach common laboratory techniques, and to have students work constructively as part of a lab group. As part of the laboratory program, the students are taught how to write accurate and detailed laboratory reports, with each successive year adding incremental levels of complexity.

Physical Science

The physical science course presents an introduction to the study of physics and chemistry using a relevance and investigative approach, and is intended to help students develop reading, writing, math, and problem solving skills that are essential for further study. Course content includes: scientific methods, motion and energy, basic mechanical physics, waves, principles of electricity and circuits, plate tectonics and geology properties of matter, families of elements, and chemical reactions.

Marine Science

The marine science courses are designed to expose students to chemical, physical, geological, biological, and ecological aspects of coastal and ocean ecosystems, and are intended to help students develop reading, writing, and problem solving skills that are essential for further study. Course content includes: introduction to oceanography, research methods and tools, plate tectonics and geology, topography of the ocean floor, chemical properties of sea water, physical movement of water (waves, tides, currents), pressure, light, temperature variations, marine biology, and marine ecology.

Integrated Science

The integrated science course presents an introduction to the study of physics, chemistry, earth science, and biological concepts. The course is taught using a relevance and investigative approach, and is intended to help students develop reading, writing, math, and problem solving skills that are essential for further study. The content of the course will vary depending on the needs of the individual sections, and may include: scientific methods, motion and energy, basic mechanical physics, waves, plate tectonics and geology, properties of matter, families of elements, and chemical reactions, ecology, cell processes, genetics, human anatomy, biodiversity. Students in integrated science will participate in the Science Fair as a means to teach students to research topics, devise and perform an experiment, and present their finding both orally and visually.

Biology

The biology course presents an overview of a variety of biological topics and is intended to enhance students' natural interest in biology and provide a selective yet comprehensive introduction to practical biology. It is also structured to help students develop reading, writing, and problem solving skills that are essential for further study. The course provides familiarization with scientific terminology through studying prefixes, suffixes and root words. Course content includes: nature and methods of science, features of life and cells, evolution, classification of living things, animal systems, plant parts and their functions, human biology and health, genetics, reproduction and development, and ecology. Students in Biology typically participate in the Science Fair as a means to teach students to research topics, devise and perform an experiment, and present their finding both orally and visually.

Chemistry

The chemistry course is designed to provide a background that can be utilized both in future courses and to analyze current issues. Although the course is not heavily based on mathematical analysis, background knowledge of algebra is necessary. Course content includes: proportional problem-solving, laboratory methods, matter, energy, chemical and physical change, phases of matter, atomic structure, electron arrangement, periodic law, chemical bonding, chemical names and formulas, types of chemical reactions and equations, acids, bases, salts, oxidation and reduction, electrochemistry, and organic compounds. The material is presented in an issues oriented approach, with a substantial emphasis on the relevance of the material to a variety of everyday experiences.

Environmental Science

The environmental science course is designed to provide exposure to several types of written science material with the purpose of building an understanding of the relationships humans have with their environment. The primary focus of the course is centered on the concept of human use and abuse of shared natural resources and the sustainable or unsustainable choices of humans. Specific concepts covered in the course are: basic principles of ecology, types of ecosystems, renewable and nonrenewable resources, sources of energy, the First and Second Laws of Thermodynamics, natural and human populations, sources and disposal of garbage, types of pollution and their effects, and current events pertaining to the environment. A strong emphasis is placed on writing skills and on independently applying study skills. In addition, time is devoted to practicing oral presentation skills as well as developing note taking from oral sources such as lecture and discussions.

Physics

The physics course is designed to give students an understanding of important concepts and principles in physics using a variety of teaching techniques including lecture, demonstration, problem analysis and solution, and laboratory experience. As the school year progresses the students learn to rely on using a course syllabus, and to work toward greater independence. Students are expected to expand previously learned study skills to assist them in meeting course goals. Although the content is not heavily reliant on mathematical analysis, a solid background in math is helpful. A strong emphasis is placed on developing problem-solving skills, and relating the content to everyday experiences and to the content studied in prior classes. Course content includes: forces, Newtonian Laws, vector analysis, motion in a straight line and in two dimensions, work, power, mechanical physics, energy, states of matter, laws of thermodynamics, waves and energy transfer, sound, light, electricity, magnetism, atomic structure, and universal gravitation.

Anatomy and Physiology

The anatomy and physiology course provides an overview of general mammalian anatomy and physiology. As the year progresses, the students learn to rely on using a course syllabus, and to work toward greater independence. Course content includes: organic compounds, body tissues, body orientation, organ systems (skeletal, muscular, circulatory, nervous, digestive, endocrine, urinary, reproductive, and immune). Due to the nature of the material, this course is vocabulary intensive, and students are taught to use mnemonic devices and word analysis skills to master the new terminology.

Physics of Technology

The physics of technology course presents the concepts of physics and scientific methods in the process of creating, understanding, and operating technology. Through the use of hands-on activities and readings, students will learn to incorporate the scientific method while studying technological constructs. Students will apply Newton's laws, simple machines, and the principles of electricity, magnetism as well as computer technology in order to creatively solve challenges. Readings from various sources, including the internet, will augment class discussions and presentations. All students will maintain a written journal of observations, notes and questions.

SOCIAL SCIENCES

The courses offered by the Social Sciences Department are designed to meet a number of specific educational objectives. Utilizing a wide variety of content areas, the department seeks to meet the needs of students of all abilities: introductory courses stress the acquisition of necessary skills and concepts, higher level courses emphasize the application of previously learned skills to concepts addressed within the various courses.

In all courses, the specific objective is to aid students in developing skills pertinent to the awareness and effective integration of a variety of social sciences concepts and materials. The material is divided, structured, sequenced and related in such a fashion as to promote the retention of specific historical knowledge and to develop particular skills. These skills include the ability : to extract important information for structuring and organizing meaningful notes; to properly prepare for examinations; to locate, gather, organize and evaluate information; to formulate meaningful cause and effect relationships; and to secure a geographical historical sense of place and space. Further, the courses work to develop the skills necessary to understand a sense of time and chronology, to grasp concrete and abstract concepts through critical thinking, and to develop a sense of self, community and the world.

In addition, each student is encouraged to participate effectively within a class situation; to more fully understand our changing society through current events and their relationship to history; to develop an understanding and appreciation of the past in order to be cognizant of the present; to become aware of and understand the viewpoints of others through discussion, reading, and research; to understand the necessity of communication with other cultures; to respect the dignity of the individual.

United States History I: The Revolution through Reconstruction, 1763-1877

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

United States History II: Reconstruction to the Present, 1877-2005

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive moment and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

United States History Since 1945

This course offers an in-depth look at all aspects America's social and political history since the end of World War II. Units of instruction explore recent historical events and issues. Among topics presented are post WW II issues, the Korean War, the McCarthy Era, the Cold War, the Civil Rights Movement, the Vietnam War, Watergate, the Woman's Movement, and life in the Nuclear Age. Throughout the course emphasis is placed on the acquisition of study skills and their application to the material presented. The development of critical thinking skills is an integral part of the curriculum. In addition, current events are very important, and they are included in daily studies.

World History II: The Rise of the Nation State to the Present

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Local History

This course focuses on the history of the peoples and institutions of eastern Massachusetts, from approximately Boston to the New Hampshire border. Instruction begins with a study of local geology and geography, followed by units covering Native Americans, colonization and colonial Massachusetts, the revolutionary period, the growth and importance of the fishing industry, and the effect of the industrial revolution on the area's economy. Related current events are studied regularly. Throughout the course, emphasis is placed on the acquisition of study skills and their application to the historical material being presented.

Civics/American Government and Contemporary World Issues

This course studies the rights and responsibilities of American citizens in a participatory democracy. Units of instruction include the meaning of politics, citizenship, and government, the Constitution of the United States and the Bill of Rights, the structure and function of the federal government, political parties, and elections. An analysis of current domestic and foreign social and political issues is undertaken collaterally. Throughout the course, emphasis is placed on the acquisition of study skills and their application to the material being presented.

The American Legal System

Students study the history, theory, and practice of the United States legal system. How Congress creates statutes and how judges create case law will be examined and discussed via case examples. In addition, students will learn about the criminal justice system and review the different crimes, punishments, and workings of the system from a prosecution and defense perspective. The civil side of the legal system will also be studied in the context of the legal theory of negligence. This class will emphasize critical thinking, study skills, and discussion through the use of actual cases, practice trials, visits to courts, and current events.

Introduction to Sociology

This course is an introduction to the social science of sociology, stressing social problems. Areas explored include culture and cultural deviance, problems of adolescence, work and aging, problems of living in groups, social inequalities, the American family, social change and the future, the problems of mass society (pollution and energy). Throughout the course, emphasis is placed on the acquisition of study skills and their application to the material being presented. Current events are studied on a weekly basis.

Introduction to Anthropology

This course provides an introduction to the social science of anthropology. Areas explored, among others, include physical anthropology, human inventiveness, social organizations, and the human imagination. Throughout the course, emphasis is placed on the acquisition of study skills and their application to the material being presented. Related current events are studied regularly.

Survey of the Social Sciences

This course serves as a flexible senior elective in the Social Science department. The first quarter is spent in an in-depth study of the five themes of Geography, which prepares students for examination of a variety of historical and current event topics. Selection of the topics is ultimately at the discretion of the teacher, but can be responsive to areas of student interest. Throughout the course, emphasis is placed on the acquisition of reading, critical thinking, writing, and study skills, and their application to the material being presented.

STUDY SKILLS

The Study Skills program is designed to provide strategy instruction for students who struggle to independently implement executive function strategies. Three primary objectives are targeted in the Study Skills Department: the organization of time, materials and information. While this skill set is reinforced in all classes at Landmark School, Study Skills classes are offered to help students develop a more organized and independent approach to learning. Students are placed in Study Skills classes once they have developed prerequisite expressive language and reading skills. Instruction is aimed at developing higher-order thinking skills required to complete long-term assignments, research and organize ideas for in-depth presentations and papers, and utilize their own intellectual and academic strengths to help them succeed both in and beyond high school. Theoretical underpinnings of the need for the study skills curriculum come from educational research in multiple intelligences (Howard Gardner) and executive function (Peg Dawson and Richard Guare).

Study Skills 1

In first year classes, the focus of instruction initially is on teaching and practicing skills in isolation. Skills begin with the organization of materials through the Master Notebook System and progress to time management strategies for completing short-and long-term assignments. Students are introduced to and practice strategies so they can recognize and formulate main ideas, take a variety of notes, paraphrase and summarize information. Later, students apply these techniques to the more challenging tasks of reading textbooks, taking tests, writing essays and taking lecture notes. Students explore the research and essay writing process through locating and using a variety of information sources, many of which are web-based and incorporate current technologies. Overall, students are encouraged to explore and understand their learning styles more fully and to develop individual strategies for acquiring and expressing information more efficiently.

Study Skills 2

In second year classes, students review the basic skills learned in the first year and then expand upon them with respect to length, speed and level of abstract and critical thinking. Higher-level skills are the focus of this fast-moving course: students learn to incorporate textbook skimming and scanning, memory techniques, writing lengthier essays and continued lecture note practice. Also included is a skill-based unit that incorporates following a long-range syllabus, lengthier reading and note-taking exercises and an elaboration on the research process through the use of analytical skills. Students are encouraged to articulate their learning strengths and weaknesses and to employ self-advocacy skills.

COMMUNICATION

The primary objective of the Communication Department is to assist in the remediation of any weaknesses in a given student's communication and listening skills. All communication classes emphasize the value of intrapersonal (organization of thoughts) and interpersonal communication in an ever increasingly sophisticated and academically demanding world which emphasizes technological acumen. Whereas technology instruction (creative power point creation) and general lap top usage is important to be included in overall presentation technique in the communication classes, the focus of the program centers around developing intermediate level, face-to-face communication skills. These include instruction in effective one-to-one and group discussion with an emphasis on developing listening skills, building confidence and developing leadership skills.

Classes which are offered include instruction in semantics (vocabulary development), written and oral syntax, as well as direct application of instruction aimed at the college/job interview requirements and actual survival-on-the-job communicative technique. Student textbooks are utilized and all *communication* classes are defined as academic.

Student Advocates

The Student Advocate class, which presently is defined as a five day, elective, is designed to train selected students (who wish this remediation), to develop leadership skills. The primary mission of the Advocates is to increase awareness of learning differences among teachers and students as the Advocates travel about to colleges and universities in the Northeast. Along with this, the Advocates strive to serve and support the Landmark campus and the broader community through community service work.

A number of pragmatic skills are presented in the class. *Presentation Skills* are certainly emphasized. They include: effective public speaking, audience analysis, prep for delivering presentations and for Q & A, developing effective materials and hand-outs, and learning how to create effective power point presentations. *Study skills* are reinforced through: developing a routine organizational system for assignments and materials, note taking from both oral and written sources, summarizing and paraphrasing written material, understanding relevant vocabulary and concepts, utilizing "notes" in oral presentations, and learning how to role play to exhibit learned skills and concept knowledge. *Research Skills* are emphasized for all presentations as the audience (graduate class focus) is not constant. Learning styles and intelligences are also researched for accuracy in presentations as are a cross section of disabilities. Finally, *General Leadership Training* to include self awareness, decision making, conflict resolution, communication and listening skills, trust development and assertiveness training are all additionally emphasized.

PHYSICAL EDUCATION

Quality health and physical education should motivate individuals to voluntarily take an active role in protecting and improving their health throughout their lifetime. The purpose of health and physical education at Landmark School is to provide accurate up-to-date information, reinforce facts, skills, attitudes and behaviors so students will make well-informed decisions towards a healthy lifestyle.

Goals

- develop and maintain a positive self-concept
- develop decision making and problem solving skills necessary to positively affect total health
- expand communication and interpersonal skills
- provide individuals with resources and information necessary for a healthy lifestyle
- increase the students' sense of personal confidence by providing activities in a supported atmosphere where they can take risk and develop self-esteem
- increase students' skill levels and knowledge by introducing them to a wide variety of team and individual sport and game activities
- encourage the pursuit of leisure activities that promote physical fitness and help maintain wellness

Weight Lifting and Conditioning

Students will learn: proper technique of various weight lifting exercises; proper terminology of exercises and equipment; how to properly warm-up and stretch along with terminology of exercises and equipment; how to properly warm-up and stretch to increase flexibility; proper spotting techniques; how to effectively manipulate volume, intensity and rest periods to gain desired effects; the most current information on topics including nutritional supplements, performance enhancing drugs, dieting for desired results and preventing injuries.

Physical Education

Students will learn the skills and rules needed to play a variety of team and individual sports. These sports include archery, badminton, basketball, floor hockey, flag football, softball, tennis, soccer and volleyball. Students will also learn a variety of individual activities with the hope that they lead to a life long interest in their health and well being. These included weight training and aerobic exercise, cross country skiing, snow shoeing, and orienteering.

Women's Fitness and Nutrition

Students in this class will make consistent progress toward achieving optimum fitness appropriate for each individual's personal goals and abilities. Students' current fitness levels will be assessed and then individual fitness programs developed stressing the areas of nutrition, strength training and aerobic conditioning.

Basketball

Students will learn the rules and skills needed to play basketball. The skills that will be emphasized will include shooting, rebounding, ball handling, dribbling, passing and defense. The class also involves conditioning exercises and drills to help develop cardiovascular endurance; terminology of exercises and equipment; how to properly warm-up and stretch to increase flexibility; proper spotting techniques; how to effectively manipulate volume, intensity and rest periods to gain desired effects; the most current information on topics including nutritional supplements, performance enhancing drugs, dieting for desired results and preventing injuries.

VISUAL ARTS

The mission of the Visual Art Department is to enable and empower students with Language Based Learning disabilities to realize their full artistic potential. We strive to foster the development of personal expression and to expose students to a variety of skill based artistic disciplines layered upon a backdrop of art history and contemporary movements. Students are encouraged to use fine arts as an alternative form of communication in their daily lives or in their future careers.

Foundations of Art

This introduction course follows a curriculum that explores two and three-dimensional design. Students are taught the fundamental principles of art through step-by-step lessons targeted at specific skills. Through these practices students have the opportunity to explore, discover, and hone their visual talents and creativity. Students have the opportunity to work in a wide variety of media and disciplines including drawing, painting, ceramics and printmaking.

Ceramics/Sculpture

This course offers students a three dimensional vehicle for individual expression, teaching them to solve 3-D problems through the appropriate use of content and supplies. Students will gain an understanding of the nature of clay and the ceramic process through wheel-throwing, hand-building, glazing and kiln firing techniques. They will create multi-media sculptural works with a range of materials including wire, plaster and clay. The class will engage in criticism and reflection of their own work as well as the works of others.

Drawing & Painting

This intensive full year drawing and painting class puts emphasis on technique, composition and two-dimensional problem solving. This course focuses on observational drawing techniques with instruction on how to control and manipulate a variety of media to create original drawings and paintings. Students will learn skills in depicting line, value, volume, form, texture, and color in both media. Projects in still-life, portraiture, perspective, interior space, and landscape will be introduced. Students will also be given the opportunity to develop their personal style and concepts. Students will engage in criticism and reflection of their own work as well as the works of others.

Printmaking

This course provides students with the opportunity to learn about and explore printmaking techniques ranging from the traditional relief, intaglio, lithography and serigraphy. Students will create a variety of original prints and further explore the possibilities of mass production. The history of printmaking, master printmakers, and current commercial applications are some of the topics that will be covered. Students will engage in criticism and reflection of their own work as well as the works of others.

Foundations of Photography

This full year introduction to photography course examines photography from its infancy in the darkroom to the digital era. During the first half of the school year, student will learn how to shoot a manual 35 mm camera, process film, and print photographs in the darkroom. In the third quarter, students will learn to take effective compositions using a digital camera and edit their digital works using Adobe Photoshop. Project genres include landscape, concept, portrait, and still-life. This class is designed to improve perceptual thinking by analyzing visual experiences in terms of composition, foreground, background, form, shape, scale, value, perspective, concept, and metaphor.

Portfolio Art/Photography

This graded course is for advanced students who have progressed beyond the fundamental concepts and skills presented in the Foundations of Art/Photography course as well as any of the specialized art classes. This class covers disciplines and topics in greater depth and gives the student the opportunity to be more independent, expressive, and exploratory with the curriculum. This course will cover a range of mediums but will focus particularly upon visual problem solving and the creative process (from ideation to exhibition). Students will be required to keep a sketchbook and complete weekly assignments outside of class. The writing component will consist of a research/response paper, artist statement, and short responses throughout the year. A formal portfolio will be assembled mid-winter. Class critiques will provide students with instruction on how to give, accept, and implement constructive criticism.

Advanced Photography

This graded course is designed for students who have taken Foundations of Photography. This class covers topics in both black and white and digital photography in more depth. Students will explore how photography can be used in conjunction with other media such as printmaking, bookmaking, and sculpture. There will be a greater focus on the history of photography and there will be an emphasis on writing, group discussion, and presentations. Students are required to keep a sketchbook and complete weekly assignments outside of class. The writing component will consist of a research/response paper and short response papers throughout the year.

PERFORMING ARTS

Mission Statement: The Performing Arts Department at Landmark School strives to provide the highest quality instruction in the areas of dance, music, drama, musical theater and technical theater to individuals with language-based learning disabilities. We endeavor to be the finest program of this kind found anywhere, and, therefore, to be an example of what is possible for all students everywhere.

The Performing Arts Department includes offerings in the areas of dance, music, drama, and technical theater. The fundamental thrust of this department is the development of specific skills in these areas. This skill-based curriculum is enhanced by the secondary purpose of affording the opportunity for performance creativity on the part of students, which evolves from the skills that have been taught and learned. In addition to this, these performing arts areas also instill ensemble technique and sensitivity and have the added benefit of developing authentic self-esteem that is based upon actual challenge and accomplishment. The objectives and goals of the Performing Arts Department include:

- Development of specific dance, music, drama and technical theater skills
- Development of a creative outlet for students through performance
- Exposure to the classics of Western Dance, Music and Theater, as well as literature and performance from other cultures
- Development of effective practice techniques and strategies
- Development of critical thinking skills
- Development of an appreciation for the value that the arts have in the lives of the human person
- Development of ensemble technique and skill
- Development of an appreciation for both the collaborative and hierarchical structures of productions and ensembles
- Development of authentic self-esteem through real challenge and accomplishment
- Development of responsibility and commitment to long-term goals

Classroom methods emphasize the development of practice strategies for performance, while including necessary accommodations for students with language-based learning disabilities. In addition to skill development, the areas of applicable vocabulary/terminology, specific arts history and historical context, as well as specific technique are emphasized.

Performances occur throughout the academic year, both on and off campus. A variety of materials and venues are used. Off campus performances include events in the community, as well as annual competitions, festivals, and tours. Emphasis is placed upon the focused execution of performance, regardless of the medium. In addition to this, emphasis is also placed upon the enjoyment of the performance as the culmination of the long-term work that has preceded it. The single largest production of the year is the annual musical, which incorporates all areas of this department in a collaborative endeavor, one which has included the visual arts department and other school faculty, as well.

Course offerings include:

- The Landmark Chorus (an academic elective)
- Dance Class (an academic elective and evening activity)
- Drama Class (an academic elective)
- Drum and Percussion Class (an academic elective)
- Technical Theater Class (an academic elective)
- The Landmark Chamber Choir (an auditioned, after school activity)
- The Landmark Stage Company (an after school activity)

Music

The Landmark Chorus is open to all students at Landmark High School. The chorus performs almost a dozen times per year, both at Landmark and on our annual tour and at festivals (we happily receive many invitations!). All new students in the chorus receive voice lessons to help them learn to sing well and properly. The chorus performs a variety of challenging selections every year, ranging from Broadway Show Standards, to Medieval Polyphony and the works of the masters, such as Mozart. Meeting each day as a class, the chorus also offers the support of sectional work after school (about a half hour per week, with sensitivity to the schedules of the students). The Landmark Chorus has recorded six professionally-released CDs, which are available upon request. Our performances during the year include: Parents' Days, The Winter Concert, The Landmark Chorus Tour (March), The Landmark Auction (April), The Spring Musical and the Commencement Eve Concert.

The chorus goes on an annual tour to locales such as New Mexico, Washington, D.C., and most often, New York City. While on tour, students perform every day (including a kickoff concert at Fuller School the day before departure), attend workshops (typically with Broadway Actors and Directors from shows such as *Wicked*, *A Chorus Line* and *In the Heights*), sightsee (to places such as Ellis Island, Times Square, The Metropolitan Opera Backstage Tour, and The Empire State Building, for example), and see numerous Broadway or Lincoln Center Performances at night (e.g., *Wicked*, *South Pacific*, *West Side Story*, *In the Heights*, *Les Miserables*, *The Producers*, *Hairspray*, and many others, too numerous to mention!). The Landmark Chorus Tour is a central part of the curriculum in the Performing Arts Department.

The Landmark Chamber Choir is our smaller, auditioned choral ensemble comprised of some of the more advanced singers from The Landmark Chorus. These students meet once weekly (usually from 5:30 to 6:15 PM on Wednesdays) to prepare challenging choral selections that range from vocal jazz to madrigal standards. Membership in this ensemble is by audition with the Music Director.

Solo Night: The student soloists for Solo Night prepare their solos for months in advance, practicing in front of each other during Solo Class on Thursdays, and during a Saturday School special session (noted on the Performing Arts calendar). These opportunities for peer/self/faculty critiques in a less formal setting really help our students to be prepared for the large audience on Solo Night in November. As the year progresses beyond this night, these students often have opportunities for solos with the chorus, in the musical, and in Broadway Workshops on the chorus tour.

Drum and Percussion Class meets during the school day as an elective class. During this time, our professional percussion instructor teaches the various levels of students snare drum, rudiments, drum set, and percussion technique in a variety of styles. Additionally, exposure to the professional world of percussion occurs through hands-on activity with professional ensembles, music and experiences. This class is open to all Landmark High School Students.

Voice lessons are offered after school, primarily to students enrolled in The Landmark Chorus. These lessons are taught at two levels: 1. Beginner/Intermediate, and 2. Advanced. All newer students in The Landmark Chorus receive a Beginner/Intermediate lesson free of charge from the director on a weekly basis (at a time that is convenient for the student). Additionally, lesson times are made available to more experienced chorus members who seek extra help, as they request it. Advanced voice lessons are offered to students who are selected by the Director of Performing Arts. These lessons are taught by an adjunct voice instructor, and require an additional fee for participation.

Piano Lessons are offered to all Landmark High School students on a first-come, first-served basis. Priority is given to students already enrolled in The Landmark Chorus, but there are often additional slots available for study with our skilled piano instructor who also accompanies The Landmark Chorus. Commitment and dedication to both the lessons themselves and practice time (on any one of our three practice instruments available to students) is required. These lessons are taught after school, which is also when practice should occur. Enrollment in these lessons occurs through the Piano Instructor.

Guitar Lessons are offered to Landmark High School students on a first-come, first-served basis with our adjunct guitar instructor, for an additional fee. These lessons are taught after school, so dedication to the lessons themselves, as well as daily practice is required. Enrollment in these lessons occurs through The Director of Performing Arts, in conjunction with the guitar instructor.

Dance

Landmark Dance strives to advance the skills of every student—from beginner to advanced—in the areas of tap, jazz and ballet (including advanced *pointe*). Our students learn and grow as dancers, performing on the following occasions, often with live musical accompaniment during An Evening of Dance (February), The Landmark Chorus Tour (March) and The Spring Musical (May).

A variety of classes and lessons are offered both during the class day and after school (including the early evenings), according to the levels of the students. An Evening of Dance, in February, gives our students the opportunity to perform in a variety of styles and groupings, from solos to large ensemble pieces. Participation in Landmark Dance is open to all students at Landmark High School.

Drama

Drama Class is offered during the class day as an elective. It is open to all Landmark High School Students. Most students take Drama Class while alternating days with The Landmark Chorus or Dance Class. Here, the fundamentals of acting and stage production are stressed, using a variety of mediums, including improvisation.

Technical Theater: Students learn to build sets, hang/program lights (including “intelligent” or moving, computer-programmed lighting), and run state-of-the-art audio. Tech students provide support for all Performing Arts events at Landmark High School. Students learn how to build large and intricate dramatic sets for our plays and musicals, how to use power tools properly, how to run fly rigging at Fuller School, and how to execute technical cues the way professionals do. Technical Theater meets both as a class, as well as after school.

Musical Theater: The Spring Musical is the biggest student event involving the most preparation at Landmark School. Occurring in early May, preparation begins in December with the “**How to Audition for a Musical**” **Saturday School Workshop**, where dance, music and drama faculty work together to help students learn how to prepare for the audition process in a friendly, collaborative manner. Then, in late January, auditions actually occur (and are open to all Landmark High School Students).

Here, the areas of dance, music, drama and technical theater combine. Students prepare for this production over the course of February through May while building sets, and learning dances, songs and lines/blocking for this production, performed on an off-site stage. This signature event involves massive sets, state-of-the-art lighting and sound, and a professional orchestra.

Costuming: Under the watchful eyes of our costuming staff, students can learn how to sew, organize and costume on a grand scale in our well equipped costume shop. Costuming is open to all Landmark High School students, although enrollment is limited because of the space required to make these costumes. Costumers are generally required to follow the drama schedule.

Please see the *Performing Arts Handbook* for additional information.

PRACTICAL ARTS

Auto Mechanics

This course offers students exposure to the fundamental concepts and practices of basic automotive repair. Emphasis is placed on the acquisition and application of fine and gross motor skills related to mechanical tasks and in the understanding and observance of all safety rules necessary for proper caution in the automotive shop. Areas of instruction include: selection and use of hand tools such as open end, combination, and socket wrenches, screwdrivers and other specialized tools; selection and use of power tools such as drills, impact wrenches, tire changing machine and electric car lift; general maintenance skills, monitoring of fluids in the crankcase, transmission, rear end, braking, cooling, and steering systems; repair and replacement of both disc and drum braking systems; repacking and replacement of wheel bearings; and use of gauges to detect voltage and currents in the electronic system. Advanced instruction in the repair and replacement of valve assemblies, exhaust systems, suspension repair, power train components and engine rebuilding may be covered.

Woodworking

Emphasis is on the fundamental disciplines of woodworking; that is, the proper execution of the basic skills and attention to detail leading to the development of self-confidence. Projects are designed to reinforce previously learned fundamentals. This is heavy emphasis on hand tools although competency with power tools is also developed. Students choose projects of progressive complexity and utility. There's a good deal of carving including lettering, sculpture and scale half-models of boats.

Boatbuilding

This class is limited to students having good basic skills and enough maturity to persist with seemingly very complex problems. Areas of study include reading plans, lofting full size and building boats.

TECHNOLOGY DEPARTMENT

Tech skills are engendered and developed through project-based activities developed by the teacher and students. The underlying mission of the Technology Department is to stimulate curiosity through the generation of problem-solving activities in order to increase the breadth and depth of each student's critical thinking skills. This method fosters a greater amount of quality learning time because creativity and curiosity thrive. Specifically, this is accomplished through a study of film production, music production, 3D animation, science, and technology. The primary day-to-day tech skills are file management and discerning useful source material for research. Our goal is to nurture the diverse ideas of each student to enable an exploration of those interests in greater depth. This generates a safe environment for learning engendering self-confidence.

Advanced Projects in Technology

This course is offered to students for several reasons. Primarily, it is a course designed to cater to the individual needs of each student. So a student who wants to work on film production independently, this is the course for them. Or if a student has an interest in computer programming, they would be placed here. It is also a course for students who want to provide Tech service to the community; we call that aspect of the class the "Landmark Help Desk". We have a "call line" for Tech needs that the students monitor. This course most closely simulates the mission of the department. Students will work on a wide variety of projects developed through collaboration with the teacher; and they will undergo planning and research activities to bring the projects to fruition.

Short Film Production

The filmmaking process brings together artists from a variety of fields and requires them to collaborate. Consequently, the foundation of short film production is the ability to listen to other student's ideas and integrate them with one's own in the creation of short films. Using techniques from other films and using ideas from films, short stories, and discussion, students will generate a basic plot, theme and characters. Students will then storyboard, create a screenplay, and map a short film based on their ideas. Students will work in groups and assign each other jobs on a rotating basis so that each student will be able to work on each area of filmmaking.

Audio Production

This class will focus on creating music with acoustical, electronic, and digital instruments and exploring the relationship between technology and music. The software used includes Garage Band and Logic. Students will also learn to use professional grade equipment such as an electronic sound board interfaced with the software, microphones, XLR cable, etc. They will eventually specialize in one aspect of the listed elements above. Throughout the year there will be numerous projects that challenge the student to learn about music history, genres, perspectives, composition, recording, etc.

3D Animation + Modeling

This course uses a computer program called 3DS Max, a state-of-the-art animation and modeling tool. Max has been instrumental in the production of many animated films as well as for effects in non-animated films. The program has, literally, thousands of possible functions and we can cover only a small percentage of them in one school year, though that is still a large project. Early projects include the creation of simple models, like a cube or sphere and the effects and possible divisions of those objects. Then we expand our toolset by "skinning" those models. For example, the students take digital pictures of the 6 sides of a cardboard box, then edit those pictures in Photoshop, then apply them to the sides of the 3d cube in Max. The object then appears to be "real." We do early projects in animation as well - animating a bouncing ball. Each project adds to the understanding of the program. By the end of the year, students should be able to create very accurate models of most anything, be able to "skin those models [to an extent], and know how to animate some of their objects.

Music Video Production

This class will focus on creating music videos with acoustical, electronic, and digital instruments and exploring the relationship between technology, film, and music. The software used includes Garage Band, Logic, iMovie, and Final Cut Pro X. Students will also learn to use professional grade equipment such as an electronic sound board interfaced with the software, microphones, XLR cable, video cameras, booms, and dollies. They will eventually specialize in one aspect of the listed elements above after they have completed the introductory projects that last about half the year. The Music Video industry will also be explored.

EARLY CHILDHOOD

Early Childhood is an academic elective class within the Study Skills Department. While learning about the field of Early Childhood Education, students learn and practice essential study skills related to the organization of time, materials and information.

Early Childhood I

The objective of the Early Childhood I Class is to expose students to theories and practices in the area of childhood development and to provide students field experience in a preschool setting. Students apply various study skills to learn foundations of early childhood development, including prenatal development, various types of early childhood programs, theories and instructional methods, curriculum development, and nutrition practices. Fieldwork is done at Landmark School's on-site daycare facility, Tot Spot, working with children ages 15 months to 4 years. Students are closely supervised during all interactions with Tot Spot children. Methods and concepts introduced during class are applied and observed in this field setting. Students may receive Social Sciences credit for this class.

Early Childhood II

The Early Childhood II class is offered to students who have successfully completed the Early Childhood I course and have expressed interest in continuing their study in the field of Early Childhood education. This class provides the students with a unique opportunity to participate in an off-site internship setting two hours per week. On the days that the students are not interning, they will continue to be exposed to Early Childhood curriculum in the classroom setting. Some of the internships available are as follows: The Stoneridge Montessori School, Beverly Head Start, and Landmark School's Tot Spot preschool. During the course of the year, the students will have the opportunity to work at each of the settings on a rotating basis, exposing students to a variety of center-based programs which adhere to different childcare theories. Students may receive Social Studies credit for this class. Transportation will be provided to and from the internship placement.

EXPRESSIVE LANGUAGE PROGRAM

The Expressive Language Program is structured to meet the educational needs of those students who have particular difficulty with oral and written language. Students selected for this program tend to show a discrepancy between their verbal and non-verbal abilities, with verbal being lower. The program is designed to address the processing and formulation of language within a highly structured environment. A thematic and multimodal approach is used to teach the five domains of language (phonology, morphology, semantics, syntax, discourse) in a developmental sequence. Content is taught and learned beginning with concrete concepts and moving to the more abstract. Teachers tap into and develop the students' visual and spatial strengths while using teaching strategies that are designed to elicit language. Important goals include the development of critical thinking skills, study skills that promote independent learning, and self-advocacy skills.

The core courses in the Expressive Language Program include:

Expressive Language Arts

The expressive language arts classes focus on developing the students' writing skills through a five-step process (brainstorming, organizing, drafting, proofreading, and final drafting). Within this framework, various formats such as descriptive, sequential, compare/contrast, cause/effect, and opinion are introduced. Oral discussion prior to writing is a key component, and is always emphasized. In addition, study skills are integrated into each unit to promote independent learning. Teaching strategies used include directive questioning, writing templates/graphic organizers, and proofreading checklists. Teacher-generated thematic units are used as platforms for writing, as well as poetry and some Shakespeare in the higher level classes. Instruction also covers the development of phonology (spelling), morphology (grammar), semantics (vocabulary), syntax (sentence structure), and writing mechanics. The curriculum moves through the writing of sentences, paragraphs, and multi-paragraph compositions; first in isolation and then in context. Students are encouraged to learn word processing to complete their written assignments on computers, as well as learn and use various types of educational software during the prewriting process (e.g., Inspiration).

Oral Expression

The oral expression classes closely parallel the expressive language arts classes in that the organization of ideas is a major goal (i.e., oral discussion, brainstorming, and outlining). More specifically, these classes help the students improve their conversational skills *both as speakers and listeners*. Language skills are developed in the areas of phonology (sounds), morphology (grammar), semantics (vocabulary), syntax (structure), discourse (narratives), and pragmatics (social use of language). Since the understanding of a language concept is a precursor to using it (i.e., expressive language), the students' first focus is on receptive mastery of the skills. Instructional techniques used include directive questioning, cueing (self and teacher), allowing extra time to auditorily process information and formulate responses, and compensatory strategies for word retrieval and working memory difficulties. Videotaping and/or audiotaping, rubrics, self-reflection, and data collection and analysis are often utilized as tools for evaluation (self, peer, and teacher). The ultimate goals for these students are to produce a cohesive oral narrative and engage appropriately in conversational exchanges.

Pragmatics

(This class is available to students in the standard, expressive language, and preparatory programs.)

The pragmatics classes focus on improving students' appropriate use of language (i.e., social communication skills). The curriculum is taught over a two-year period. The first year focuses on basic skills, such as body language, starting, maintaining, and ending conversations; small talk; telephone skills; and agreeing/disagreeing. The second year focuses on more advanced skills, such as friendships; peer pressure; compromising; job skills; humor; and dealing with emotions. During the last semester of the second year, each student is assigned a job on campus during class time one day per week. Jobs have included assisting at the switchboard, in the attendance office, with mail delivery, and in the library. These jobs allow the students to practice the skills they have learned in class. All of these skills are taught through teacher-guided discussions, structured group activities, role-play exercises, and analysis of media. In addition, videotaping and reflective journal writing are used as tools for evaluation (self, peer, and teacher). An important part of the curriculum is to promote carryover of the skills to "real-life" social situations (e.g., family, community, dormitory, and technology). With this in mind, the pragmatics teachers have ongoing communication with parents, house parents, coaches, and teaching faculty. The ultimate goal for these students is to have positive social interactions in *any* setting at *any* time.

PREPARATORY PROGRAM

The Landmark School Preparatory Program serves students in grades 8 through 12 and offers a full secondary school curriculum for students with language based learning disabilities who need a specialized environment but do not need an intensive remedial program. The small classes taught through multi-modal approaches allow for individualized attention. The goal of the program is to help students develop and integrate the language, organizational, study and advocacy skills essential for success in traditional secondary school classrooms and in higher education.

The Prep Program curriculum is parallel at each grade level to that of other public and private schools. Textbooks and materials for teaching course content are also the same or similar to those used in traditional schools. However, significant emphasis is placed on cross curricular development and integration of study, writing and advocacy skills. For example, students are not just taught history, but how to learn history, how to take notes, read texts effectively, and prepare for and take tests.

Students enrolled full time in the Prep Program take six academic courses including Grammar and Composition, Literature, Social Sciences, Mathematics, Science, and Study Skills. Students may also choose from a number of electives in addition to the required academic courses. Physical Education requirements are fulfilled during the elective period. Standard Program students may apply for and take individual Prep Program classes.

Grammar and Composition

The purpose of the Grammar and Composition Curriculum in the Prep Program is to develop the students' ability to organize their thoughts and express themselves effectively when writing. Emphasis is placed on writing well-structured paragraphs, essays, and papers by employing a five step writing process: brainstorm, outline, rough draft, edit, and final draft. Classes are taught through thematic units that serve as a basis for writing and provide students with the background information needed to expand their ideas. Specific rules of grammar are introduced in each class and reinforced as the students encounter them in their compositions. While writing goals are established by the curriculum, teachers work to identify each student's strengths and weaknesses and to generate individual composition goals. Additional time is spent in each class on vocabulary development.

Grade 8/9: Grammar and Composition

Grassroots with Readings: The Writer's Workbook (Wadsworth)

Students in this class study the writing process extensively throughout the year. Following a review of various types of paragraphs and their structure, students examine the components of a basic five-paragraph essay. Topics of study include developing a thesis statement, generating body paragraphs, writing introductory and concluding paragraphs, and employing appropriate transitions. Students then write a variety of essay types including descriptive, comparative, cause-effect, opinion, and analytical. Writing assignments include both personal essays based on their text and response essays based on their reading of literature. Throughout the year, students read articles, essays and short stories around various unifying themes. In addition, the novel *To Kill a Mockingbird* by Harper Lee serves as the basis for a major unit of study and writing in the spring.

Grade 10: Grammar and Composition

Evergreen: A Guide to Writing with Readings 8th Edition (Houghton Mifflin)

In the tenth grade, students develop their expository writing skills by focusing on their ability to write in response to written materials such as expository text and literature. Implementing the writing process, students learn to write compositions that analyze, critique, evaluate and respond to information they have read and discussed. Emphasis is placed on making clear and accurate references to other texts, expanding and supporting ideas within an essay, editing, and proofreading work thoroughly. Thematic units serve as the basis for reading and writing. In the spring, students complete a magazine project that requires them to write a variety of essays on a unified theme.

Grade 11: Junior Writing

Texts: Selected novels, poems and screenplays

The overall intent of this class is for students to analyze the reoccurring theme of “The Hero’s Journey” in the many diverse types of written forms introduced and examined. These include: Tibetan teaching tales and Native American myths, including the novel *Two Old Women*, nature journals by Rick Bass, memoirs of the writing life and of the writing process by Stephen King and Ron Carlson, the children’s book *The Three Questions*, the award winning novel *The Road*, an early draft of the film screenplay *Cold Mountain* and the contemporary book *Sharp Teeth*, written entirely as an epic poem. Students are encouraged to read all texts with “a writer’s eye” so that in conjunction with class discussions they become aware of voice, audience and tone. The ultimate goal is for students to then consciously consider those areas as they craft essays and stories in the narrative, persuasive and descriptive formats. Students are regularly challenged to make group presentations on topics in grammar that aim to enhance their composition skills. Juniors are also offered an in-class 3 week intensive study that focuses on strategies and skills for test taking and the SAT Writing section. As a culmination to the year, students are tasked with thinking critically and writing a 5 page APA documented research report, helping them shift to the analytical writing form as they prepare for Senior Research.

Grade 12: Senior Research

Texts: A Writer's Resource 2009 APA & MLA Update, Student Edition 3rd Ed.(McGraw-Hill)

Throughout the year equal time is spent on improving both the process of writing as well as the eventual product of writing. Only by focusing on executive functioning skills like goal setting, project management and advocacy can seniors hope to produce quality analytical writing and transition well into their freshman year of college. All vocabulary and areas of focus for understanding this technical form of writing are introduced during the first quarter and then revisited throughout the year for continued exposure and practice. Seniors are encouraged to organize their bibliography cards, note cards and formal outlines in a format conducive to promoting structure and logic in their quarterly papers that vary in length: 5, 8, 12 and 16 pages. Students are challenged each quarter to examine and critique a classmate’s rough draft in order to develop peer-editing skills that might later enhance their own revising process. All papers are documented based on MLA standards and it is expected that by mid-year every student is proficient both with the works cited page and in-text citations. By the second semester, students are developing their own due dates and independently working with faculty mentors as they prepare for an integrated analytical research paper and fifteen minute culminating oral presentation of their research in front of faculty, parents and peers.

Literature

Students in the Preparatory Program have literature classes that are designed to enhance enjoyment of classic literature while developing comprehension and language skills. Typically students study thematic units that emphasize a common topic or historical period.

Emphasis is placed on skills and content. Students are required to read and highlight for main ideas, to learn to identify new vocabulary in context, and to take notes on written and oral information. In addition, there is an emphasis on the development of strategies to strengthen the identification of abstract concepts and to encourage critical thinking skills. An important goal is to encourage students to make connections with the readings and to see the development of ideas represented through different types of writings in disparate time frames. Class discussion and active participation are required. Preparing for and taking objective and essay tests are other skills emphasized. When possible, appropriate films are shown to allow students to see how another medium interprets literature.

Grade 8/9: Literature

Text: Selected novels and plays

Students in this class study the short story as an introduction to the various literary elements. Each element is introduced and illustrated with the reading and discussion of three or four short stories. Students are then introduced to drama and poetry. Students also read the play, “*Our Town*” by Thornton Wilder. Writing assignments are designed to encourage creative thinking and to develop students' abilities to express their ideas in a structured format. Students participate in a weekly study of vocabulary taken from the literature they are reading in class.

Grade 10: Literature

Texts: Selected novels and plays

Students spend each of the four quarters examining various literary genres. An examination of the short story is followed by a study of essays. The students examine poetry through an in-depth study. Finally, students examine the novel by reading *The Great Gatsby* by F. Scott Fitzgerald, *The Sun Also Rises* by Ernest Hemingway and *A Raisin in the Sun* by Lorraine Hansberry. In each unit, students are given a number of expository and creative writing assignments, often using the literature as a model for writing. In addition, students are assigned a long-term project each quarter that requires independent reading and a short report.

Grade 11: American Literature

Texts: Selected novels and plays

The study of American Literature encompasses the full range of writing drawn from the early settlers and continuing to the contemporary period. The variety of readings includes essays, segments of biographies and autobiographies, short stories, selections from novels, and poetry. The texts are chronologically organized in order to illustrate the evolution of literary tradition and to portray how the corpus of literature is influenced by the social, political, and economic conditions of each major time period. Students also read *The Adventures of Huckleberry Finn* by Mark Twain, *Catcher in the Rye* by J.D. Salinger, *In Cold Blood* by Truman Capote, and *A Prayer for Owen Meany* by John Irving.

Grade 11/12: Contemporary World Literature

Texts: Selected short stories and novels

World Literature is designed as an overview and introduction to the literary traditions of many different cultures in the world. In general, the students read works from Sub-Saharan Africa, the Indian Subcontinent, China, the Mediterranean and South America. The class focuses on contemporary/modern authors including the novels, *Things Fall Apart* by Chinua Achebe, *The Home and the World* by Rabindranath Tagore, and *Balzac and the Little Chinese Seamstress* by Dai Sijie. Along the way, students investigate the uses of literature to advance ideas about the ideal person, political views, national agendas and spiritual philosophy. The class materials include short stories, folk tales, poetry, epics, drama/plays and novels. The World Literature class has investigated the material through the use of both traditional analytical essay and also through the creation of original products such as skits and film to address the themes and concepts presented in the writing.

Grade 12: British Literature

Texts: Selected short stories, novels and plays.

This senior literature course seeks to give students exposure to some of the great literature of the British Isles. The class moves chronologically from the Anglo-Saxons to contemporary writers. Students study various pieces of literature including *Beowulf* translated by Seamus Heaney, *Canterbury Tales* by Chaucer, *Othello* by Shakespeare, *Great Expectations* by Charles Dickens and *Frankenstein* by Mary Shelley. Students learn and practice study skills techniques that will aid them in future literature courses. This includes optimizing reading and note taking, preparing for tests effectively, using test taking strategies, and writing well-developed essays. Throughout the course, students are challenged to see how art reflects culture, with the goal ultimately for them to examine their own culture.

Mathematics

The Mathematics curriculum for Preparatory Program students can be found in the Standard Program section of the Curriculum Guide.

Study Skills

The purpose of the Study Skills Curriculum in the Prep Program is to introduce and develop those skills needed by students to be independent and effective in the learning process. Skills are introduced with simple, highly structured content and then applied to progressively more complex material. Throughout the process, students are encouraged to develop a clear understanding of their individual learning style and to identify their strengths and weaknesses. All study skills classes provide structure to maintain overall notebook organization, while students learn to plan and coordinate long-term projects. Each year, students participate in a variety of group and individual projects and activities.

Grade 8/9: Study Skills I

This study skills class focuses on developing strong reading comprehension skills and learning basic techniques for two-column note taking from written sources. An introduction to the library and report writing process is also presented to students to give them a foundation for more complex skills that will be introduced in higher grades. Students complete a unit on careers and related skills.

Grade 10: Study Skills II

Text: Becoming a Master Student (Houghton Mifflin/College Survival)

The tenth grade class is introduced to the concept of text structures and how it applies to their note taking. Class students become involved in identifying their learning style. Further emphasis is placed on using the SQ3R (Survey, Question, Read, Write, and Review) study method and using effective test taking skills. Students write a short research report that is designed to teach them how to locate sources, take notes, and organize information in preparation for writing.

Grade 10 and 11: Foundations of Study Skills

This class is designed for students who are in their first year in the Preparatory Program. Students are introduced to a variety of study skills. Students learn various note taking systems and practice taking two - column notes from a variety of sources. In addition, emphasis is placed on developing solid organizational and time management skills. Students learn the Master Notebook System and use this to organize class materials. They also learn strategies to organize and manage their computer files. Other important study skills emphasized are test taking, research, and critical reading skills. After learning basic skills, students are

provided with a range of opportunities to apply the skills to areas of interest. As the year progresses, students are encouraged to become more independent in their application of skills to other content area classes.

Grade 11: Speech and Debate

Text: Talk the Talk: Speech and Debate Made Easy (Gravitas Publishing)

This study skills class is open to juniors who have completed one year of study skills in the Prep Program. The class focuses on developing students' oral presentation skills while reinforcing their note taking, organizational and critical analysis skills. Students learn how to research and deliver informative and persuasive speeches. Students will also learn to craft PowerPoint slide shows to supplement their presentation skills. At the end of the year, students organize and engage in an academic debate. In addition to these oral presentation skills, students are given specific instruction in test taking skills to prepare them for the SAT exam that all juniors will take in the spring of their junior year.

Grade 12: Senior Decisions

Text: How to Survive Your Freshman Year (Hundreds of Heads Books), 7 Habits of Highly Effective Teens, Sean Covey

This senior class is designed to prepare students for the challenges and opportunities of post secondary education. In the first semester, students examine the world of post secondary education. Particular emphasis is placed on comparing high school and college in terms of support, expectations, and the legal rights and responsibilities of students with a language based learning disability. Students continue the year by developing the study skills and critical thinking that will be essential in higher education. Finally students examine the demand of personal financial management as they learn about student loans, banking and credit. Throughout the course, students are exposed to readings, discussions and activities to encourage them to explore the leadership qualities that will allow them to reach their goals as they move toward their future.

Science

The science program strives to develop in students the skills necessary to thrive in a rapidly changing, scientifically and technologically orientated world. The objectives and goals of the program are for students to:

- understand and acquire the use of scientific methods and problem solving techniques including mathematical analysis of concepts
- gain a greater awareness and appreciation of natural and physical environments
- build a knowledge base in a variety of scientific topics that are relevant to today's technologically oriented world
- develop skills in oral and written communication
- develop critical thinking skills
- develop independent study skills
- develop an appreciation for the contribution of science to daily living

Classroom methods stress the development and application of study skills: notetaking, outlining, summarizing, paraphrasing, writing reports, using a textbook, studying vocabulary, reading for cause and effect, and proofreading. Current events are studied and presented to improve application of skills and to keep students aware of new research and technological progress. Oral presentations are prepared and presented by students to facilitate the development of research and oral presentation skills. Audiovisuals, supplementary readings, laboratory and/or field investigations are utilized in addition to the text. Field trips may be arranged at the discretion of the instructor and department head.

Laboratory exercises form an important component of all science courses and are used to develop students' skills in following directions: reading and writing, classifying, measuring, predicting, drawing inferences, forming hypotheses, organizing and communicating information, and applying mathematics to real problems. Laboratory exercises are designed to reinforce concepts that are taught in class, to teach common laboratory techniques, and to have students work constructively as part of a lab group. As part of the laboratory program, the students are taught how to write accurate and detailed laboratory reports, with each successive year adding incremental levels of complexity.

Grade 8/9: Physical Science

Text: Physical Science (Addison-Wesley)

The physical science course provides an introduction to the basic principles of physics and chemistry. The physics portion of the course focuses on scientific measurement, principles of motion, energy, work, simple machines, heat and temperature, waves and sound, light and electricity, and magnetism. The chemistry portion of the course emphasizes the properties and structure of matter, types of chemical reactions, and energy from chemical reaction.

The laboratory component of the course is designed to support the material presented in class. A substantial amount of time is spent developing laboratory skills and the ability to write basic laboratory reports.

Grade 10: Biology

Text: Biology: The Study of Life (Prentice Hall)

The biology course provides an overview of living systems. The topics that are covered include: cells, development and change of organisms, the five kingdom system of classification, human systems, genetics, the basic characteristics of plants, and the basic principles of ecology. The course familiarizes students with scientific terminology through the study of prefixes, suffixes, and root words. Each student in biology is also required to complete a project in which he or she designs, researches, and conducts an experiment and explains the process and result to others during a school-wide science fair.

The laboratory component of the course is designed to develop a greater degree of students' independence in the lab and further to develop the students' observation skills. In addition, students are guided toward becoming more independent with their problem solving skills.

Grade 11: Chemistry

Text: Conceptual Chemistry: Understanding Our World of Atoms and Molecules (Addison-Wesley)

The chemistry course is designed to provide a background that can be utilized both to succeed in future courses and to analyze current issues. Although the course is not heavily based on mathematical analysis, a background knowledge of algebra is necessary. The topics that are covered include: basic structure of atoms, types of mixtures, solubility, acids and bases, chemical bonding, types of reactions, balancing chemical equations, patterns of the Periodic Table, and basic concepts in organic chemistry. The material is presented in an issues oriented approach, with a substantial emphasis on the relevance of the material to a variety of everyday experiences.

The laboratory component of the course focuses heavily on making careful measurements and performing techniques more independently and with attention to safety. Furthermore, students are required to analyze data thoroughly and to provide a sufficient amount of support for their conclusions on laboratory reports.

Grade 12: Environmental Science

Text: Environmental Science (Prentice Hall)

The environmental science course is designed to provide exposure to several types of written science material with the purpose of building an understanding of the relationships humans have with their environment. The primary focus of the course is centered on the concept of human use and abuse of shared natural resources and the sustainable or unsustainable choices of humans. Specific concepts covered in the course are: basic principles of ecology, types of ecosystems, renewable and nonrenewable resources, sources of energy, the First and Second Laws of Thermodynamics, natural and human populations, sources and disposal of garbage, types of pollution and their effects, and current events pertaining to the environment. A strong emphasis is placed on writing skills and on independently applying study skills. In addition, time is devoted to practicing oral presentation skills as well as developing note taking from oral sources such as lectures and discussions.

Grade 12: Physics

Text: Conceptual Physics (Addison-Wesley)

The physics course presents the basic concepts of physics and emphasizes laboratory experiences and integration of knowledge from prior science courses. Although the content is not heavily reliant on mathematical analysis, a solid background in math is helpful. The first half of the year is devoted to a study of mechanical physics. The concepts that are covered include: methods of science, motion, free fall, Newtonian Laws, vector representations, projectile motion, momentum, rotational mechanics, and forms of energy. In the second half of the year the concepts covered include: sound, light, waves, lenses, electrical current and circuits, magnetic forces, heat and temperature, and properties of matter. A great deal of attention is devoted to developing the skill of taking notes from oral sources.

The laboratory component of the course stresses careful measurement and thorough analysis of data. The students are expected to work closely with a laboratory partner and to apply skills independently. In addition, the students are required to apply critical analysis skills when writing detailed and supported laboratory reports.

Grade 12: Anatomy and Physiology

Text: Essentials of Human Anatomy & Physiology (Benjamin Cummings)

This course provides an overview of general mammalian anatomy and physiology. The topics that are covered include: organic compounds, body tissues, body orientation and organ systems (skeletal, muscular, circulatory, nervous, digestive, endocrine, urinary, reproductive, and immune). Due to the nature of the material, this course is vocabulary intensive, and students are taught to use mnemonic devices and word analysis skills to master new terminology. A great deal of emphasis is placed on developing the skill of note taking from oral sources.

The laboratory component of this course stresses the dissection of prepared specimens. Emphasis is placed on using proper techniques and locating and learning the structures that are covered in class.

Social Science

The goal of the Social Science Department is to help students apply study skills to a specific content area while expanding their knowledge of the people, events, and ideologies that have shaped the world. Classes address the skills of note taking, using a textbook, test taking, conducting research, thinking critically, and generating expository compositions. In addition to having a stated content focus, each class participates in the on-going study of the development and ramifications of current national and international events.

Grade 9: US History I

Text: America: Pathways to the Present (Prentice Hall)

Students study the development of America from early settlement through the Civil War period. Particular emphasis is placed on U.S. geography, the U.S. Constitution, and the organization of government. While continuing to expand their note taking skills, students spend time improving their ability to use a textbook effectively, to prepare for and take tests, and to develop well structured essays. Students also write a short report on an assigned topic.

Grade 10: US History II

Text: America: Pathways to the Present (Prentice Hall)

Students study the major events and themes of U.S. history since the Civil War. Included in the class are specific studies of the Industrial Revolution, the Progressive Era, World War I, the Depression and the New Deal, and World War II. In a study of the second half of the twentieth century, the students examine the Cold War and emergence of the U.S. as a world power, the Vietnam Era, and the Civil Rights and Women's Rights Movements. Students are asked to read and respond to primary and secondary sources from each of these periods. Emphasis is placed on developing students' ability to take notes from lectures, to write well-developed essays, and to assimilate new and relevant vocabulary in their writing. Students also research and give oral presentations on a variety of relevant topics.

Grade 11: World History

Text: World History: The Modern Era (Prentice Hall)

This course allows students to examine major themes of World History from the Early Modern Period until the end of the twentieth century. Topics of study include the Renaissance and Reformation, the Scientific Revolution, the development of nation-states, the Age of Revolutions, Industrialism, World Wars, and the Cold War and its aftermath. Emphasis is placed on taking notes from both primary and secondary sources, taking notes from lectures, writing analytical essays and taking objective and essay tests. Students also learn to follow a syllabus as a means of improving long-term time management skills. Students complete a number of group and individual projects and presentations.

Grade 12: Psychology

Text: Psychology: An Introduction (Prentice Hall)

This is a one-semester course offered in the fall. Students begin by looking at the definition of psychology and studying the history of the field. As students learn about the psychological methods of studying behavior, they complete a variety of case studies and examine the values of each method. Units on specific areas of psychology include a study of human development in terms of language, emotional, social, intellectual and moral development. Students further examine questions of hereditary and environmental influences on behavior and the role of personality. Finally students are introduced to basic principles of learning. Throughout the course, students complete a variety of essays and develop their ability to take notes from both text and lecture. Students also work on long-term time management skills through use of a class syllabus. Emphasis is placed on active participation in class and active study skills.

Grade 12: Sociology

Text: Essentials of Sociology: A Down to Earth Approach (Allyn & Bacon)

In this spring one-semester course, students are introduced to the field of sociology and are asked to develop and refine their study skills as they examine the content. Students are introduced to the definition of sociology and the various methods of sociological research. Students examine the relationship between society and the individual as they study culture, social structure, socialization and social stratification. In addition, students examine the institutions of the family, education, and religion. Emphasis is placed on developing long-term time management skills through the use of a syllabus, using effective note taking strategies for text reading and lectures, and writing well structured essays.

Grade 12: Economics

Texts: Economics: Concepts and Choices (McDougal Littell)

This senior level course is designed to give students an overview of economics while developing their writing and study skills. In the first semester, the class will focus on principles of microeconomics. Students will engage in units of study on Economic Theory, Market Economies, and Business and Labor. The second semester will focus on macroeconomics and will give students the opportunity to delve into the topics of Money, Banking and Finance, Measuring Economic Performance, and Government and the Economy. Emphasis is placed on developing long-term time management skills through the use of a syllabus, using effective note taking strategies for text reading and lectures, and writing well structured essays. Students develop and deliver several formal presentations throughout the year.

Academic Electives

American Sign Language I

Text: Signing Naturally; Level I (Dawn Sign Press), *A Loss for Words* by Lou Ann Walker

This junior and senior level class provides students with an introduction to sign language. In addition to studying the vocabulary and grammar of sign language, students are introduced to various aspects of the deaf culture. The class is taught through thematic units in which new vocabulary is introduced and practiced. Students are given ample time to practice both expressive and receptive language skills.

American Sign Language II

Text: Signing Naturally: Level II (Dawn Sign Press), *The Unheard: A Memoir of Deafness and Africa* by Josh Swiller.

The objectives of the American Sign Language (ASL) II class are for students to continue to expand on their knowledge and utilization of a second language, gain a more in-depth and complex understanding of deafness and the Deaf Community, Deaf Culture, and Deaf History. Students continue to hone their descriptive and conversational language skills and techniques, including use of advanced grammar structures, in a 'voice-off' classroom environment. The level two curriculum builds on level one skills and spirals back to practice basic skills within a more advanced framework. Students participate in class presentations, language activities, guest presenters, field trips to a local school for the deaf and also work with a DVD and workbook to supplement and reinforce classroom instruction.

Saturday School

As part of the high school curriculum, there are eight Saturday School sessions scheduled from 8:00 a.m. to 12:00 p.m. These are worked into our 180-day attendance requirement for the Department of Elementary and Secondary School Education. The format of these days differs from the other days in the year. First, students are scheduled into a single event throughout the four-hour period. Second, certain grade levels have mandated activities throughout the year. Third, this format lends itself to opportunities for alternative educational programming. These can either be experiential or service learning. No matter what format these opportunities take, they have a strong academic foundation. Each activity has a lesson plan submitted to the office of the Academic Dean. The approach must include pre and post activities to be sure the students understand the objectives of the activities as well as an opportunity for the teacher to be sure the goals are achieved. In doing this, we have joined the ranks of the Massachusetts Department of Education as well as many of the most important educational leaders such as David Kolb and Howard Gardner. Experiential learning can apply to either the academic or social arenas. In addition, service learning has gone way beyond just doing good deeds for others. It has developed into a movement where participants get as much as they give. Through careful preparation and investigation of issues and circumstances, through participation in activities and service learning and ending with thoughtful reflection and processing, an individual who is involved in service learning not only helps others and improves the community, but also practices and improves his own skills in the academic, social and interpersonal arenas.

Each year there are four types of activities. There are the one-time small group activities planned by individual or small groups of faculty. Some of these have included instruction in yoga and stress management; creative writing lecture from a visiting college professor; introduction to Japanese taiko drumming; introduction to the Spanish/Mexican culture, language, traditions, religion, food and lifestyle; a visit to the MFA to follow up a class assignment on impressionism; orienteering one's way around the entire Landmark campus using maps and compasses; and many more.

The second type of offering is followed by thematic units on specific topics that will be required of certain age groups. This year that includes:

Senior Transition

Purpose: To teach self-sufficiency as a skill that requires empowerment, perspective, inner harmony and confidence through a series of experiential activities followed by a culminating activity that focuses on self-examination.

Target group: Seniors

Health Initiative

Purpose: To educate students on how to make good choices about social, physical and emotional issues in the health realm.

Target group: Juniors and Sophomores

Transition Workshop

- **Career Exploration**

Purpose: To help students define their interest and knowledge level of various career options that might be in their future.

Target group: Freshmen

- **Learning Style Discovery**

Purpose: To help students to examine and identify their own learning style and then target what kind of educational approach and environment best works for them.

Target group: Sophomores

- **The Interview**

Purpose: To help students build skills in interviewing for such ventures as internships, summer jobs or college admissions.

Target group: Juniors

Next, there will be our interdisciplinary unit that will occur on the last two Saturday Schools of the school year. All faculty are involved in a series of activities and trips that will center around a common theme. One of the staff oversees the organization and execution of these days.

Lastly, we continue to offer service learning opportunities to our students. Faculty interested in this use Rev. Bill Ferguson, our Chaplain, as a resource. He also organizes student participation in community service projects outside of Saturday School. If a teacher does choose this option, he must still devise pre and post activities that add the educational component that needs to be included in every Saturday School proposal.