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FROM THE HEADMASTER
PROGRAM COURSE PROGRESSIONS

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As stated throughout our literature, Landmark’s mission is to enable and empower students with language-based learning disabilities to reach their educational and social potential. At Landmark, every effort is made to help students become independent, self-advocating learners within an inclusive and supportive environment that respects and meets all of our students exactly where they are in the learning process and in life.

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

Landmark’s growth over the last four decades 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 high school offers customized remedial programs beginning with basic language functions, 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 no longer in need of an individualized tutorial 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 as they are the necessary tools for accessing the curriculum. 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
July, 2019
PROGRAM COURSE PROGRESSIONS
FOUNDERS PROGRAM

The Founders program provides direct instruction to develop student’s reading and writing skills through daily tutorial and small group classes with an emphasis on a structured a sequential delivery of content and skill development. Students will enroll in Literature, Reading, or Study Skills class based on their profile and Landmark recommendations.

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## FOUNDERS PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td><strong>Tutorial</strong></td>
<td></td>
<td>Students will have a daily, 1:1 tutorial each year</td>
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<tr>
<td><strong>Language Arts</strong></td>
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<td>Course work will progress each year</td>
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</tbody>
</table>
| **Math**            | Algebra I | Geometry  | Algebra II | - Computer Engineering  
- Integrated Math  
- Probability and Statistics  
- Pre-Calculus  
- Calculus or Calculus II |
| **Science**         | Biology  | Physical Science  
OR  
Marine Science | - Chemistry  
- Ecology | - Advanced Marine Science  
- Biochemistry of Food  
- Physics  
- Pre-Engineering  
- Environmental Science  
- Anatomy & Physiology |
| **Social Science**  | World History II | U.S. History I | U.S. History II | - Psychology and Sociology  
- Intro to Anthropology  
- 1945 to the Present  
- American Government  
- American Legal System |
| **Electives**       |          | Visual Arts, Woodworking, Auto Mechanics, Performing Arts, Technology, Physical Education |        |                                                                         |

**Students enroll in ONE the following courses based on their individual needs:**

| **Literature**      | Literature I, Advanced Literature, Film & Literature |
| **Reading**         | Reading Fluency, Reading Literature, Mastery of Meaning |
| **Study Skills**    | One or two years of Study Skills as an underclassmen, and/or take a Senior Transition class |
EXPRESSIVE LANGUAGE PROGRAM

Designed for students who need more structure to support their written production and/or oral expression, in conjunction with the remediation outlined in the Founders program. Students will enroll in an oral expression or social communication class based on their profile and Landmark recommendations.

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<table>
<thead>
<tr>
<th>EXPRESSIVE LANGUAGE PROGRAM</th>
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<tbody>
<tr>
<td>Freshman</td>
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<tr>
<td><strong>Tutorial</strong></td>
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<tr>
<td><strong>Language Arts</strong></td>
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<tr>
<td><strong>Oral Expression or Social Communication</strong></td>
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<tr>
<td><strong>Math</strong></td>
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<td><strong>Science</strong></td>
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<tr>
<td><strong>Social Science</strong></td>
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<tr>
<td><strong>Electives</strong></td>
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</tbody>
</table>

**Students enroll in ONE the following courses based on their individual needs:**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Study Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Fluency, Reading Literature, Mastery of Meaning</td>
<td>Senior Transition Study Skills</td>
</tr>
</tbody>
</table>
**PREPARATORY PROGRAM**

The Preparatory Program places special emphasis on developing study skills and higher level reading comprehension and writing skills in larger classes with increased focus on independence.

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# PREPARATORY PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar and Composition</strong></td>
<td>Grammar and Writing I</td>
<td>Grammar and Writing II</td>
<td>Junior Writing</td>
<td>Senior Research</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>World Civilizations and Cultures</td>
<td>Comparative Governments: An American Perspective</td>
<td>- American History</td>
<td>- Advanced Studies in Modern Global History</td>
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<tr>
<td></td>
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<td></td>
<td>- Advanced Studies in Modern Global History</td>
<td>- Economics</td>
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<td>- Psychology</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>American Perspectives in Literature I</td>
<td>American Perspectives in Literature II</td>
<td>Modern World Literature</td>
<td>- British Literature</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>- Advanced Studies in Protested Literature</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra I OR Algebra II</td>
<td>Algebra II OR Geometry</td>
<td>- Geometry</td>
<td>- Financial Algebra</td>
</tr>
<tr>
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<td>Visual Arts, Woodworking, Auto Mechanics, Performing Arts, Technology, Physical Education</td>
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</tr>
</tbody>
</table>
STANDARD TUTORIAL
A cornerstone of Landmark’s program is the one-to-one Language Arts-based tutorial included within a student’s daily schedule. Each student’s tutorial is directly supervised by an Academic Advisor who works closely with the tutor. Through the use of formal and informal assessments, an individualized program is designed to address specific skills in the areas of: Oral Reading, Spelling, Reading Comprehension, Composition, and Study Skills. Landmark does not follow a single teaching program, such as Orton-Gillingham or Wilson, but instead draws upon various programs to meet the individual needs of each student through diagnostic and prescriptive teaching methodology.
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 clear and detailed writing. 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**

In addition to remediating skills in the domains of language, transition curriculum and technology skills are areas of focus within tutorial. As part of Landmark’s transition curriculum, a resume is generated in tutorial during a student’s first year at Landmark. This resume is updated in subsequent years as a student completes volunteer hours, participates in extracurricular activities, and gains employment. Through tutorial and Saturday School programming, a career interest inventory will be completed, and assistance is provided in writing a college essay. Related to a student’s transition, Landmark works towards increasing each student’s technological literacy. Some literacy skills addressed include navigating a learning management system (Google Drive, Canvas), file management, conducting research, and appropriate use of technology. The amount of time devoted to these skills within tutorial is individualized for each student.
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 OVERVIEW

The Reading Department at Landmark High School exists to provide reading remediation and structured oral reading practice to students in small groups. Students are grouped according to score profiles and areas of relative strength and continued focus. Teachers use a wide variety of curriculum to address areas of deficit while integrating interesting literature and various text structures. Classes in the Reading Department include: Reading the Code, Reading Literature, Reading Fluency and Mastery of Meaning.

STANDARD READING PROGRESSION

Students are scheduled each year based on current oral reading performance. As students grow in their acquisition and application of skills, they are placed in higher level classes and the class type depends on their relative strengths and weaknesses. Due to the individualized nature of the scheduling process, there is no typical progression as each student’s needs differ. About one third of Landmark students take a reading class on any given year and this is determined by reading progress and other academic needs.
READING THE CODE

This class is appropriate for students who are learning to decode and/or need to strengthen their decoding skills. Students in this class begin by reviewing sound/symbol correspondence and basic patterns, syllable types and syllabication. As basic decoding skills are strengthened, students move to more advanced patterns and complex multi-syllable words. Students practice these skills in isolation through structured exercises but also in context through reading fiction and nonfiction selections written at the appropriate level. Comprehension is addressed with a focus on the primary literary elements and active reading strategies as well as vocabulary.

READING LITERATURE

Classes are composed of students who need added support, instruction and practice with their advanced decoding and/or comprehension skills. Students participate in structured activities which increase automaticity in decoding as well as oral reading fluency. Comprehension is the focus of this class which includes reading a variety of types of literature to develop increased understanding of text.

Vocabulary development and recognition as well as evaluation of literary elements are also emphasized. Students read from a variety of literature genres, short stories, novels, plays and nonfiction selections. 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 most importantly, accuracy, which are all key elements in comprehension. These skills are reinforced by the reading of different literary genres both in and out of class. Homework includes repeated reading assignments, assignments to reinforce previously taught patterns or a concept studied in class, and independent reading practice.

MASTERY OF MEANING

Mastery of Meaning classes are designed with the Speech and Language Pathologist in order to increase students’ knowledge of word meanings in order to enhance their comprehension and vocabulary usage, both orally and through writing. Students are exposed to a wide variety of words, concepts, and topics through the varied exercises and discussions. Activities are structured so that students are required to process word meanings in active and generative ways both orally and in writing. Students then utilize their developing vocabulary knowledge to aid in their comprehension of fiction and non-fiction selections.
SENIOR READING TRANSITION

By senior year, remediation is often no longer the most appropriate method for preparing students for a post-secondary environment. However, students’ reading ability levels can still be far below grade level. The Senior Reading Transition class is designed to bridge the gap between the students’ skill level and grade level material. In this class, students receive direct instruction and support in decoding, vocabulary, and literary elements as it applies to higher level literature and nonfiction texts. Students learn various technological apps and programs that will assist them in accessing those higher level texts in a supportive environment. Homework and practice time reinforces both the technology and the skills that students are exposed to in the course.
LANGUAGE ARTS OVERVIEW

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 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, and 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.
LITERATURE IN 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.

CRITICAL PERSPECTIVES IN LITERATURE AND FILM

Course prerequisites: Literature I or Literature in Film I.

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 world view 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.
MATHEMATICS OVERVIEW
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, and intentionally fosters problem-solving skills through regular class discussion and group work. 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 all students at Landmark High School to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition). These tools are used to complement and enhance the student’s level of understanding and facility with mathematics. Also, integrating their use within the high school setting enables students to become familiar with these tools before being asked to utilize them independently in a standardized test or a post-secondary setting.
<table>
<thead>
<tr>
<th>Founders Program &amp; Expressive Language Program</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algebra I</td>
<td>• Geometry</td>
<td>• Algebra II</td>
<td>• Advanced Algebra</td>
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<tr>
<td>Preparatory Program</td>
<td>• Algebra I</td>
<td>• Geometry</td>
<td>• Calculus 1</td>
<td></td>
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<tr>
<td></td>
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<td>• Geometry</td>
<td>• Probability and Statistics</td>
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</tbody>
</table>
ALGEBRA 1

Students entering this course should have a working knowledge of operations on all real numbers, order of operations and solving simple equations. First students will study 1-Variable Statistics and their applications. Algebraic relationships will be studied next, by focusing on the graphical, numeric, tabular and algebraic representations of functions. The 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 resources, and managing both long and short term assignments will be explicitly addressed throughout the course. Students are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition).

Text: Illustrative Mathematics Algebra 1 Curriculum

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 direct instruction and the study of different units such as pyramids and arches. 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, justifying answers through informal proofs and multi-step thinking. Students may take 2 math courses during the year that they take Geometry. Students are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition).

Text:
Department/Teacher generated materials
Informal Geometry (Addison-Wesley) text and Big Ideas Geometry
**ALGEBRA 2**

This year long course provides a review of the concepts taught in Algebra 1 as they continue their study of mathematics. Algebra 2 is designed to build on and clarify students’ experiences from Algebra 1 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 are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition).

Text:
Algebra 2 (Pearson Prentice Hall) and teacher generated materials

**ADVANCED ALGEBRA**

Advanced Algebra is a course for senior students who, as college freshmen, will be required to complete a course in statistics, probability and regressions, or college algebra. Advanced Algebra is designed to bring students through a first exposure to the topics of those courses. Probability examines simple and compound probability, independent and dependent events, outcome trees, utilizing combinations and permutations, examining probability distributions, and binomial probability and its distributions. Statistics examines the idea of a distribution of data, patterns and attributes of distributions, understanding the qualities of populations and samples and their relationships, and employing statistical testing. The tool of regression allows students to interpret data sets that exhibit different patterns and to analyze the behavior of the data and make projections into the future. A key aspect of Advanced Algebra involves developing confidence in using the graphing calculator as a tool for understanding and solving problems. All students must purchase a graphing calculator before the course begins. A second component to this course engages students with SAT mathematics problems in preparation for the November SAT test date to become familiar with the SAT math questions and methods of solution. Students are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition).

Text:
CK-12 Basic Probability and Statistics - A Short Course
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 may be included, as time allows. 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 are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition).

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

CALCULUS 1

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, analytics 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 the mean value theorem. The study of integrals will be an introduction to: Riemann sums, definite and indefinite integrals, anti-derivatives, 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 are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition). Students interested in taking the AP Calculus AB test should initiate that conversation with their school guidance counselor.

Text: Calculus: Graphical, Numerical, Algebraic, (Pearson Prentice Hall)
Teacher Generated materials
CALCULUS 2

This course was designed for those students who have completed the Calculus 1. It continues a student’s study of calculus and delves deeply into applications for using the tools they learned in Calculus 1. This course works flexibly with, if available, a section of the Calculus 1 course, so that students can continue to work on their mathematical communication skills by taking a leadership or instructive role in the Calculus 1 class. Students are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition). Students interested in taking the AP Calculus AB or BC test should initiate that conversation with their school guidance counselor.

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

INTEGRATED MATH

Students must have completed an Algebra and Geometry course prior to taking this course. Students participate in this course whose main goals are to deepen their understanding of mathematics, apply online mathematical tools strategically to solve problems, and better manipulate applications of algebra in the realm of finance and economics. Students apply their algebraic skills to study problems within the following areas: probability, statistics, financial planning, the stock market, and economics. Emphasis is placed on helping students become more flexible with their mathematical tools, mathematical knowledge, and mathematical software such as spreadsheets. In addition, presentation skills are addressed as mathematics is used to communicate ideas. Students are required to have their own graphing calculator (TI-84 Silver Edition or TI-84 PLUS CE Silver Edition).
**PROBABILITY AND STATISTICS**

Students must have completed Pre-Calculus or Algebra 2 (with teacher recommendation) to enroll in this course. Its purpose is to introduce and engage students in the basic principles, formulas, vocabulary, methods, tests, and analyses which accompany fundamental probability and statistics. This course is designed to provide students with the mathematical understanding and tools necessary to feel familiar with the content of a first year college course in finite math. A finite math course typically covers elements of probability, statistics and regression. These tools are used in the study of psychology, sociology, history, economics and business. Familiarity with the graphing calculator and applications of spreadsheets will also be incorporated on a regular basis. Students are expected to have a TI-84 Graphing Calculator for this course.

Text:
Statistics and Probability with Applications (High School) Third Edition

**COMPUTER ENGINEERING I, II, III**

The primary focus of Computer Engineering will be problem solving, critical thinking, under the umbrella of executive function. Students will work through basic HTML [hypertext markup language] and CSS [cascading style sheet] to create web pages. This will lead into a study of JavaScript. Students will also learn to use Arduinos. These are an open source platform and the Arduino software used to program the hardware is a simplified form of C/C++. Students will also use programs such as Waterbear and Scratch [drag and drop programming tools] to begin putting their coding skills to use quickly. Other tools will be used and are subject to change as the industry changes. Other projects will include the development and execution of individual projects from a variety of disciplines.
**SCIENCE OVERVIEW**

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 an appreciation for the methods of scientific discovery and the limitations of scientific endeavors
- 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: note-taking, outlining, pre-reading skills (SQ3R), summarizing, paraphrasing, writing reports, using a textbook, studying vocabulary, reading for cause and effect, and proofreading. Oral reading is a component of all science classes with the frequency of such work being based on the needs of the students. Each quarter students work on oral presentations to facilitate the development of research and oral presentation skills. Laboratory and/or field 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 and communicate effectively 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. Even though science classes are heavily focused on study skill development, the department greatly values inquiry-based learning and project-based work.

*All science courses offered at Landmark include a laboratory component.*
### STANDARD SCIENCE PROGRESSION

<table>
<thead>
<tr>
<th>All Programs</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Biology</td>
<td>• Marine Science</td>
<td>• Chemistry</td>
<td>• Advanced Marine Science</td>
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<td>• Physical Science</td>
<td>• Ecology</td>
<td>• Biochemistry of Food</td>
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<td>• Pre-Engineering</td>
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<td>• Anatomy &amp; Physiology</td>
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</tbody>
</table>
GRADE 9 CLASSES

Students participate in a group “Science Fair” style project. This will help students gain the experience and skills to generate more sophisticated projects for the following year. All 9th grade classes will be presented with a “topic of the year”, around which they will develop their project. Classes will present their project to a judge to receive feedback and suggestions for improvement. After ample time has been provided for revisions and improvements, students will present their project to a small group of judges for final feedback. A key element of this project is for students to work as a group and, with substantial instructor input, develop their time-management skills for long-term projects.

GRADE 10 CLASSES

Students in the 10th grade work on developing Science Fair projects and present these during the annual Science Fair (typically in late February). In the 10th grade these projects are individual in nature and each student works with their teacher to develop their skills. Students often receive assistance from other science teachers, which helps them develop their advocacy ADD skills. For the Science Fair, students design and perform an experiment to answer a question of their choosing. They ultimately write an expanded laboratory report, prepare an oral presentation, and create a display board that they exhibit during the Science Fair. Students present their projects to a judge, approximately 1-2 weeks prior to the Science Fair Day, to receive feedback and suggestions for improvement. Students present their projects to two judges during the fair. The Science Fair provides students with the opportunity to practice and develop their time management skills, writing skills, and oral presentation skills.

GRADE 11 CLASSES

Students in 11th grade classes participate in units in forensic science throughout the school year. Early in the school year a crime will be carefully staged on campus and each class will spend a couple of class periods collecting evidence. The evidence will be analyzed throughout the year in specific units: fiber evidence, ink analysis, blood analysis, etc. Students will practice their science and observation skills, and work on developing their organizational skills through participation in these units. The forensics work will connect with content covered in prior biology classes and reinforce concepts presented in chemistry classes. In the spring, students will share their findings with other classes and work collaboratively to solve the crime. If time permits, the findings for the forensics units may be incorporated into an abbreviated “trial” with classes in other departments.

GRADE 12 CLASSES

Students in 12th grade classes work on independent research topics throughout the school year. Students will select a research topic, not necessarily related to their current course of study. Quarter one students will perform background research and design an experimental procedure. They will also recruit an advisor (other than their instructor) with whom they will meet periodically for advice and critique. Quarter two will be largely independent work on performing their experiment and analyzing their data. Quarter three will be focused on the written component of the project. Students will submit their work to both their instructor and advisor for feedback, and then make revisions as needed. Quarter four will be focused on developing an oral presentation to explain their project to their peers.
Science classes are categorized as having a Single or Double Laboratory Period. Placement in these categories is based on teacher recommendations, program of enrollment, and ease of integration into the student’s overall schedule. Some classes are only offered as a Single Laboratory Period Class, while other may vary from year to year.
ECOLOGY

Double Period Lab Class

The ecology course focuses on developing study skills, reading, and writing as students learn about Earth’s biomes and ecosystems. Students study abiotic and biotic factors with a focus on climate, cycles, organism interactions, population dynamics, and geological processes. Laboratory and field activities promote an understanding of the scientific method and project-based learning.

BIOLOGY

Single Period Lab, Double Period Lab Class

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. Course content includes: nature and methods of science, cell function, heredity, ecology, evolution, and body systems. Engagement in laboratory activities, projects, note-taking, and discussions present opportunities for students to develop reading, writing, and study skills. As part of the study skills emphasis, students will be exposed to skills that are beneficial to take a standardized test. Familiarization with scientific terminology through studying prefixes, suffixes and root words is embedded into the curriculum. It is also structured to increase students problem solving skills that are essential for further study.

Texts:
Kaskel, Biology: An Everyday Experience.
Johnson, Holt Biology.
Campbell, Biology: Exploring Life.

MARINE SCIENCE

Single Period Lab

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 seawater, and physical movement of water (waves, tides, and currents), pressure, light, temperature variations, marine biology, and marine ecology. This course includes a focus on long-term ecological studies and the skills involved in working with collected data.

Texts:
Vogel, Prentice Hall Science Explorer: Inside Earth
Brooks, Prentice Hall Science Explorer: Earth’s Waters
Jenner, Prentice Hall Science Explorer: Animals

PHYSICAL SCIENCE

Single Period Lab, Double Period Lab

Physical science course is typically taken sophomore year for students who have taken biology in their freshman year. The physical science course presents an introduction to the study of physics, chemistry, and earth science using a relevance and investigative approach. Physical Science classes are designed 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, temperature and heat transfer, waves, principles of electricity and circuits,
plate tectonics and geology properties of matter, families of elements, and chemical reactions. Students in Physical Science will participate in the Science Fair in order to research topics, devise and perform an experiment, and present their findings both orally and visually.

Texts:
Biggs, Glencoe Science: Level Blue.
Hsu, Physics: A First Course.

CHEMISTRY

Single Period Lab, Double Period Lab

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. Development of study skills is emphasized as a means for students to prepare for mastering more difficult concepts. 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 application based approach. Laboratory activities are a crucial element of the chemistry courses and students work on developing their writing skills on laboratory reports.

Texts:
Wilbraham, Addison Wesley Chemistry.

ADVANCED MARINE SCIENCE

Single Period Lab, Double Period Lab

The advanced marine biology course is designed to expose students to the chemical and physical aspects of the marine environment and the diverse organisms that live in it. Course content includes: introduction to the marine environment, ecology, microbes, primary producers, invertebrates, fish, reptiles, birds, mammals, and human interactions with the marine environment. Throughout the course students work with the instructor to teach segments of the course content and conduct independent research on areas of interest. This course is presented at a high academic level, to provide students with the opportunity to strengthen their academic skills and take ownership of their learning in preparation for further study. The course emphasizes time management, note-taking, and test preparation as well as developing independence and academic accountability.

Texts:
Castor, Peter and Huber, Michael E.. Marine Biology

ANATOMY AND PHYSIOLOGY

Single Period Lab, Double Period Lab

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 as well as the structure and function of 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. Hands-on dissection is an integral aspect of this course.

Texts:
Marieb, Elaine N.. Essentials of Human Anatomy & Physiology

BIOCHEMISTRY OF FOOD
Single Period Lab, Double Period Lab
The biochemistry of food course covers the research process of food science, fermentation, food safety, nutrient composition of food, practical application of nutrition, and the relationship of health, food & physical activity. Laboratory activities take place in the chemistry lab and in the kitchen in an adjacent building. A strong emphasis is placed on professional writing skills, time management and test preparation 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. Overall, the students taking this class should be prepared to apply their skills at a faster pace in order to increase independence and academic accountability.

Texts:
Porter, Rick. Introduction to Food Science.

PRE-ENGINEERING
Single Period Lab
The pre-engineering course presents concepts of physics and scientific methods in the process of creating, understanding, and prototyping 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 solve challenges creatively. 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. Students are expected to demonstrate and develop time management skills as they plan and carry out building and fabrication of prototypes as a part of the study skills emphasis in this course.

Texts:

ENVIRONMENTAL SCIENCE
Single Period Lab, Double Period Lab
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 include: basic principles of ecology, climate change, renewable and nonrenewable resources, sources of energy, 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 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. Students will participate in a variety of laboratory activities or field activities.

Texts:
Arms, Karen. *Environmental Science.*

**PHYSICS**

**Single Period Lab, Double Period Lab**

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.

Texts:
Hewitt, *Conceptual Physics*
SOCIAL SCIENCES OVERVIEW

The courses offered by the Social Sciences Department are designed to meet a number of educational objectives. With courses focusing on a variety of subjects, the department primarily seeks to have students develop learning strategies that allow them to access academic material; introductory courses stress the acquisition of fundamental study skills, higher level courses emphasize the independent application of previously learned skills as students prepare to transition from Landmark.

Once students begin utilizing a set of study skills, the goal is for them to use these skills to develop an awareness of historical concepts and eventually link them into a narrative. In order to do this, the following abilities must be fostered: collecting information in a meaningful way for evaluation, formulating cause and effect relationships, fostering a sense of time and chronology for events, thinking critically about both concrete and abstract concepts, identifying overarching themes, and relating learned material to personal experiences.

In addition, each student is encouraged to secure a foundation in geography so that they better understand where they are physically located in the world in relation to other places. Geographical competency naturally develops additional aptitudes, such as civic responsibility, cultural appreciation and dignity for all humans. Finally, comprehending the expansiveness of the world community helps students to cultivate an appreciation of the past in order to be cognizant of the future.
### STANDARD SOCIAL SCIENCES PROGRESSION

<table>
<thead>
<tr>
<th>Founders Program</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>
|                   | • World History II | • U.S. History I | • U.S. History II | • Psychology and Sociology  
|                   |         |          |          | • American Legal System  
|                   |         |          |          | • American Government  
|                   |         |          |          | • U.S. History: 1945 to Present |

<table>
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<tr>
<th>Expressive Language Program</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>
|                             | • U.S. History I | • U.S. History I | • U.S. History II | • Psychology and Sociology  
|                             |          |          |          | • American Legal System  
|                             |          |          |          | • American Government  
|                             |          |          |          | • U.S. History: 1945 to Present |
UNITED STATES HISTORY I
THE REVOLUTION THROUGH WORLD WAR I

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. Following this, the class discusses America’s westward expansion, the establishment of political parties, and economic and social change. Students learn about the growth of sectional conflict, how this conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Following Reconstruction, students analyze the causes and consequences of the Industrial Revolution and America’s growing role in international diplomacy. Students study the goals and accomplishments of the Progressive movement and the various factors that led to America’s entry into World War I.

UNITED STATES HISTORY II
RECONSTRUCTION TO THE PRESENT

Students learn about the Roaring Twenties, the economic decline that resulted in the Great Depression and the New Deal policies that were implemented under President Franklin D. Roosevelt. Next, the United States’s role in World War II and how their involvement greatly reinforced their role as a world superpower is discussed, along with the course of the Cold War and the Civil Rights movement. Finally, other formative contemporary issues impacting America are analyzed including globalization, trends in technology, and international terrorism.

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. Additionally, students learn the causes and consequences of the great military and economic events of the 20th century, including World War I, the Russian Revolution, the Great Depression, World War II, the Chinese Revolution and the Cold War. Finally, students will discuss the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

AMERICAN GOVERNMENT AND CONTEMPORARY ISSUES

This senior elective class studies the rights and responsibilities of American citizens under the Constitution of the United States. Students learn about the structure and function of the federal government, protections afforded by the Bill of Rights and the role of political parties. Furthermore, an overview of state and local government is provided. An analysis of social and political issues, both domestic and foreign, is undertaken collaterally.
AMERICAN LEGAL SYSTEM

This senior elective class studies the history, theory, and practice of the United States legal system. The class examines and discusses how Congress creates statutes and how judges create case law through case examples. In addition, students learn about the criminal justice system and review the different crimes, punishments, and procedures of the system from both prosecution and defense perspectives. The civil side of the legal system is also 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, court visits, and current events.

INTRODUCTION TO PSYCHOLOGY AND SOCIOLOGY

In the first semester, this senior elective class focuses on the study of individual human behavior. To do this students look at the interaction between human biology and the environment and how that influences behavior and personality. Additionally, the class investigates the theories of early psychologists and how their opinions shaped world views on human behavior. In the second semester, students study human social behavior in groups. Areas explored include cultural perspectives, social classification, social inequalities regarding race, nationality, religion and gender identity, as well as criminal justice. Finally, the class assesses the concept of social change.

INTRODUCTION U.S. HISTORY

1945 TO THE PRESENT

This senior elective course offers an in-depth look at aspects of the United States’ social and political history since the end of World War II. Units of instruction explore recent historical events and issues. Among the topics presented are post World War II issues, the Korean War, the McCarthy Era, the Cold War, the Civil Rights Movement, the Vietnam War, Watergate, the Women’s Movement, and life in the Nuclear Age. Throughout the course, emphasis is placed on the acquisition and application of study skills. The development of critical thinking skills is another integral part of the curriculum. In addition, current events play an important role in the class, so current events are reviewed and discussed on a weekly basis.
STUDY SKILLS OVERVIEW

The Study Skills Program is designed to provide strategy instruction for students who struggle independently to 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.

Study Skills classes are typically grouped by age. There is a specific curricular focus in senior-level classes on skills needed for successful post-secondary transition. The goal of this curriculum is to help students to become experts in managing their disability beyond high school. In addition to traditional study skills instruction (as described below), there is an emphasis on postgraduate options, laws and accommodations, support systems, assistive technology, and self-advocacy skills. Learned transition skills are reinforced in tutorial class, with guidance counselors, and in Saturday school workshops.
## STANDARD STUDY SKILLS PROGRESSION

<table>
<thead>
<tr>
<th>Founders Program &amp; Expressive Language Program</th>
<th>Study Skills I</th>
<th>Study Skills II</th>
<th>Debate</th>
<th>Sense of Time</th>
<th>Early Childhood I</th>
<th>Senior Study Skills</th>
<th>Debate</th>
<th>Sense of Time</th>
<th>Early Childhood II</th>
</tr>
</thead>
</table>
**STUDY SKILLS I**

In first year classes, the primary focus of instruction 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. A student is introduced to and practice strategies so they can recognize and formulate main ideas, take a variety of notes, paraphrase and summarize information. Later, a student applies these techniques to the more challenging tasks of reading textbooks, taking tests, writing essays and taking lecture notes. A student explores 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, a student is encouraged to explore and understand their own learning styles more fully and to develop individual strategies for acquiring and expressing information more efficiently.

**STUDY SKILLS II**

In second year Study Skills classes, a student reviews the basic skills learned in the first year and then expands 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, practice memory techniques, write lengthier essays, follow a syllabus and manage time to complete long-term projects, critical thinking and analysis, and engaged in repeated lecture note practice. A second year study skills student is encouraged to articulate their learning strengths and weaknesses and to employ self-advocacy skills.

**SENIOR STUDY SKILLS**

Senior Study Skills is a traditional academic class offered specifically for senior-level students. The course focuses on building a strong study skills foundation and developing those competencies necessary to successfully transition beyond Landmark. Senior Study Skills classes are intended to challenge seniors to determine which approaches to organizing, reading, writing, presenting, researching, and preparing for test are most effective for them as individuals.

Transitional skills addressed include the diversity of post-secondary options, supports and accommodations needed for success, the law beyond high school, understanding one’s unique learning profile, making use of assistive technology, and advocating for and disclosing one’s disability. Traditional study skills and strategies taught include note-taking systems, active reading, critical thinking, project management, essay writing, and test taking/test preparation.

For students who have already had a year or more of Study Skills, higher level skills practice and application of learned skills is emphasized. Specific class groupings are made to challenge this student. For students with more significant skill deficits and/or no prior study skills instruction, class instruction is more remedial in nature. Specific class groupings are made to accommodate this profile student.
**APPLIED STUDY SKILLS: SENSE OF TIME**

After demonstrating proficiency in basic study skills, a student is welcome to take an applied study skills course, where the focus is on higher-level study skills practiced in a specific content area. This course can be considered either a Study Skills or an elective course. The primary goal of the course is to improve a student's "sense of time" by developing an ability to make connections between human nature, sociology, history, geography, science, invention, creativity, art, politics, government, and ethics. A student will gain a greater understanding of the past - starting with the big bang, the present, and have the ability to think with more clarity and confidence about the future. A student studies civilizations and the planet, learning how they interact and change. Major study skills emphasized in this course include discussion skills, research, presenting, and higher-level critical thinking. A student is expected to work to become more flexible in their thinking, learn how to organize their thinking and materials to complete a large task, utilize rational/logical thinking, improve upon memory skills, and become an active participant in discussions.

**DEBATE**

In Debate class, motivated students will apply previously learned study skills to the task of preparing for and competing in formal debate. Study skills addressed include active reading, critical thinking, note-taking, active listening, speech writing, and public speaking. A student will work in a team to participate in competitive debate scrimmages with other local high school students. With each successive debate, a student will work to strengthen their verbal reasoning and develop their ability to make logical arguments and question, clarify and find flaws in the arguments of their opponents. The class strives to help a student become more aware of their own learning style by taking advantage of their strengths and compensating for their weaknesses in a real-life, competitive setting.
EARLY CHILDHOOD I

Academic Elective

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.

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

Academic Elective

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.
**AMERICAN SIGN LANGUAGE I**

*Academic Elective*

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.

*Text: Signing Naturally; Level I (Dawn Sign Press)*

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**AMERICAN SIGN LANGUAGE II**

*Academic Elective*

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 the 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.

*Text: Signing Naturally: Level II (Dawn Sign Press)*
COMMUNICATIONS
COMMUNICATIONS OVERVIEW

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 in an ever increasingly sophisticated and demanding world which emphasizes technological acumen. Any and all classes emphasize the value of intrapersonal and interpersonal communication, semantic development, and written and oral syntax.
ADVANCED COMMUNICATION

Application directed at successfully delivering the informative, demonstrative, persuasive, commencement, dedication, presentation, and acceptance speeches through an analysis of how to do research and build self-confidence. In addition, remediation covers parliamentary procedure and its general application, an overview of basic debating principles and research techniques for higher level presentations.

STUDENT ADVOCATES

The Student Advocate Class, which is defined as a five day academic elective, is designed to train selected students (who wish this remediation), to develop advanced communication and 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 schools of education in colleges and universities. 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) does vary. 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 are all additionally emphasized.
PHYSICAL EDUCATION
PHYSICAL EDUCATION OVERVIEW

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.

GROUP FITNESS

Group Fitness activities will vary from day today. One day a week, the instructor will explicitly teach a skill that is either gymnastic based, such as handstand walking or based on movement that will be performed in a later circuit. One day a week will be used to engage students in discussion topics around nutrition and fitness in general. Journals will be provided to students for note-taking, tracking sleep and eating habits, setting goals, etc. Various articles and podcasts will be shared with students to use as discussion points. The rest of the class will be spent on helping students develop and maintain their overall level of fitness through guided instruction of deliberate and functional movements. With a focus on proper form, ample time will be given for students to work toward skill mastery with the opportunity to then safely practice the movements in a group workout. Workouts will be circuit style, high intensity (as technique allows) and vary day-to-day. The course will also include daily stretching, dynamic warm-up drills and mobility exercises as well as class discussions on topics pertaining to health and nutrition.

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 lifelong interest in their health and well-being. These included weight training and various aerobic activities.

YOGA

Students will be exposed to various styles of yoga, ranging from restorative to more vigorous styles of yoga. Students will participate in some form of movement each day, practicing numerous sequences and combinations of poses. The first part of each class will aim to elevate the heart rate, building strength and endurance. The second part will focus on alignment and centering while working on balance. Finally, each class will end with core strengthening, hip stretching, and a final relaxation. Throughout the year, students will study the Sanskrit name philosophies related to the movements for various poses involved in the practice of yoga such as history, and specific form and expectations of over 90 yoga poses. Although emphasis will be on postures and movement, participants will also study the other seven limbs of yoga so the non-physical benefits of the practice, such as relaxation techniques, compassion to self and others, and learning to unplug and live in the present moment, can be explored.
OUTDOOR LEADERSHIP

Academic Elective

The Outdoor Leadership class addresses communication, judgement, and technical skills by practicing leadership techniques and team building scenarios related to a wilderness environment. Students discuss what makes an effective leader and use those skills while successfully and safely performing activities such as hiking, backpacking, canoeing and camping.

ADVANCED OUTDOOR LEADERSHIP

Academic Elective

Students in the Advanced Outdoor Leadership class will expand on their leadership skills and further develop confidence during backcountry travel through a variety of activities and outdoor philosophy discussions. An increased emphasis on mastery of hard skills, Leave No Trace Principles, independent projects, specialized workshops, site visits, and lengthier trips will help prepare students to plan, organize, and lead outdoor trips in order to better equip them for continuing to pursue outdoor education or recreational opportunities.
VISUAL ARTS
VISUAL ARTS OVERVIEW

The Landmark High School Visual Arts Department offers a variety of courses where students of all skill levels will find opportunities to explore the visual arts. Our curriculum offers a strong blend of technical skills and creative analysis that fosters visual communication, stylistic growth and expression. The Landmark High School Art Visual Arts Department is a vibrant and creative environment where students are safe to push themselves, take risks, and gain independence. The Art Faculty is composed of practicing artists, each with a specialty in a particular discipline. Students have many opportunities to showcase their work throughout the year, including displays around campus, The Landmark Art Gallery, online, Fathoms Live, as well as a variety of local and national competitions. We offer specialized and rigorous programming of advanced study for students who wish to pursue post-secondary art education and work with them to develop a portfolio. We have Landmark Alumni advancing their education at art programs within many liberal arts universities, as well as specialized art schools including RISD, SCAD, PARSONS PARIS, SAIC, NYU, and more.
# STANDARD VISUAL ARTS PROGRESSION

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FOUNDATIONS

The foundations 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 develop their learned skills and creativity. Students have the opportunity to work in a wide variety of media and disciplines including drawing, painting, ceramics and printmaking.

DRAWING

This intensive full year drawing 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 works. Students will learn skills in line depiction, value, volume, form, texture, and space in a variety of drawing media. Projects in still-life, portraiture, figure, 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.

PAINTING

This course introduces students to classical and contemporary painting techniques and concepts, with emphasis on the fundamentals and principles of design. This course focuses on observational painting techniques with instruction on how to control and manipulate oil paint. Painting from still-life, landscape, and interior spaces from observation will be geared towards realism, however various other painting styles can be explored throughout the year. Color theory, linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills are emphasized extensively.

CERAMICS

This course offers students a three dimensional vehicle for individual expression and exploration. Class assignments include pinch, coil, and slab hand building techniques, as well as a variety of wheel-thrown vessels. Students will further their understanding of pottery through carving, stamping, intaglio, slip usage as well as the addition and subtraction of clay. Glaze practices are investigated through brush application, stamping, wax resist, dipping and pouring. An introduction to basic kiln operations will be included.
PRINTMAKING

The printmaking course provides students with the opportunity to explore printmaking techniques ranging from the traditional relief, intaglio, bookbinding and screen printing. Experience in drawing is recommended. Students will create a variety of original prints and explore the possibilities of mass production. Emphasis is placed on the historical/cultural and aesthetic foundations, artistic and technical properties of printmaking and their connections to other subject areas. Students will engage in criticism and reflection of their own work as well as the works of others.

GRAPHIC DESIGN

Academic Elective

The graphic design course introduces the interaction of text and image and the fundamental principles of visual/graphic communication. Students will develop skills in working with text and image through Adobe Photoshop as they create solutions to a series of design problems or assignments. Visual literacy will be elevated through exposure to contemporary design examples and graphic design history. Students will be expected to increase their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Graphic Design is an academic elective; there will be an emphasis on study skills, writing, technological literacy, and students are required to complete daily homework.

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, students will learn how to shoot a manual 35mm camera, process film, and print photographs in the darkroom. In the third quarter, students will learn the manual operations of 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

Academic Elective - Application Only

Landmark's portfolio course focuses on the processes, components and structures of creating an effective portfolio. In addition, research and writing about art and artists, gaining professional skills in communication, digital archive creation, organization, curation and presentation of work are emphasized. Expectations include keeping a daily sketchbook, participating in class critiques, and the production of a substantial amount of original works, both in and outside of class. Various structured assignments, group and individual critique, visual research and daily homework will help guide students through the process of portfolio selection, editing, and submission. The formal portfolio will be assembled mid-winter, and a final presentation of student's personal artist statement and portfolio in the spring is required. Academic elective.
PERFORMING ARTS
PERFORMING ARTS OVERVIEW

The Performing Arts Department at Landmark School strives to provide the highest quality instruction in the areas of drama, dance, music, costuming and technical theater to individuals with language-based learning disabilities. The fundamental goal of the department is the development of specific skills in these areas. The curriculum is enhanced by affording students the opportunity for performance creativity, which evolves from the skills that have been taught.

Instruction in the performing arts areas instills ensemble technique and sensitivity, and offers 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 drama, dance, music, costuming and technical theater skills
• Development of a creative outlet for students through performance
• Development of effective practice techniques and strategies
• Development of ensemble technique and skill
• Development of critical thinking skills
• Development of self-esteem through challenge and accomplishment
• Development of responsibility and commitment to long-term goals
• Exposure to the classics of Western theater, dance and music as well as literature and performance from other cultures
• Development of an appreciation for the collaborative and hierarchical structures of productions and ensembles
• Development of an appreciation for the value that the arts have in the lives of all people

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

Performances occur throughout the academic year, both on and off campus. Off-campus performances include events in the community, as well as annual competitions, festivals, and/or tours. Emphasis is placed upon the focused execution of performance, regardless of the medium. In addition, emphasis is placed on 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 spring musical which incorporates all areas of the department in a collaborative endeavor, and which has included the Visual Arts Department and other school faculty.

As part of the curriculum, students will be invited to attend evening or weekend performances of regional theater companies, local choral groups, and area high schools. These events give the students the opportunity both to experience the work of professionals as well as that of their peers, and to provide a context for the work they do during their class time. Parents are welcome to participate in these visits.
**EXPLORING MUSIC**

Exploring Music is a class that is open to all students with an interest in music; no prior knowledge of music or experience performing is necessary. Its purpose is to introduce students to the rich diversity of musical expression throughout the world’s geography and history. They will explore pieces not only on their own terms as pure music, but also as expressions of the time and place they were created in and the culture of the people who created them. This exploration will be deepened by learning some of the basics of music notation, composition, and performance in theory and in practice on simple, easy-to-play instruments. Students will routinely engage in discussions in which they analyze individual pieces of music and compare multiple pieces, learning from the teacher’s modeling and direct instruction how to use the technical vocabulary of music when discussing it. They will also undertake individual and group research assignments throughout the year to learn in more detail about specific topics covered in the class and to practice using the appropriate musical vocabulary independently. Throughout the course students will have opportunities to share music they have found on their own.

**LANDMARK CHORUS**

The Landmark Chorus is open to all students at Landmark High School. The chorus performs a variety of challenging selections each year, ranging from the works of the masters to Broadway show standards. Meeting each day as a class, the chorus offers the support of sectional work (by voice-type) after school. In addition, all new students in the chorus receive individual voice lessons to help them learn to sing well and properly. The chorus performs about a half dozen times per year, both on and off campus. Our performances during the year include Parents’ Day in October, the Winter Concert in December, the Elementary Middle School Concert in April, and the Spring Musical and the Commencement Eve Concert, both in May.

Solo Night: This popular student-run event occurs in mid-November when students get to perform on-campus in a cabaret-style presentation with a professional back-up band. Participation is voluntary and affords an opportunity for students to develop a sense of responsibility toward a long-term goal and to build self-confidence in their presentation skills. Students prepare for Solo Night with songs of their own choosing, working on them in an informal setting with feedback from faculty and peers, as well as self-critique. These rehearsals occur weekly on Thursdays.

Voice Lessons are offered after school. All newer students in the Landmark Chorus receive a Beginner/Intermediate lesson free of charge from the Director on a weekly basis. Lesson times are also made available to more experienced chorus members who seek extra help. Advanced Voice Lessons are taught by our adjunct voice instructor and require an additional fee for participation.

Guitar Lessons are offered by our adjunct guitar instructor to Landmark High School students, for an additional fee, as scheduling permits.

Piano Lessons may be offered to Landmark High School students after school as scheduling permits. Priority is given to students enrolled in the Landmark Chorus. Commitment and dedication both to the lessons themselves and to practice time is required.
**DANCE**

Landmark Dance strives to advance the skills of every student – from beginner to advanced – in the areas of tap, jazz and ballet. Our students learn and grow as dancers, performing often with live accompaniment. Performances include Parents’ Day in October, An Evening of Dance in February, and the Spring Musical in May.

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

**TECHNICAL THEATER**

Students learn to build sets, hang and 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, and how to execute technical cues. Technical Theater meets both as a class and after school.

Costuming is open to all Landmark High School students as an after-school activity. Here, students provide assistance to our Staff Costumer in preparing for Dance and Theater events at Landmark.

Musical Theater: The Spring Musical is the biggest student event involving the most preparation at Landmark School. Occurring in early May, music preparation begins in December and auditions, which are open to all students, are held in early February.

Students prepare for the musical over the course of February through May, building sets, learning dances, songs, and lines and blocking. This signature event is supported by a professional orchestra.

**DRAMA**

Drama Class is offered during the class day as an elective. It is open to all Landmark High School students. Many 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.
INDUSTRIAL 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. There is a heavy emphasis on hand tools although competency with power tools is also developed. Students choose projects of progressive complexity and utility; including carving of lettering, sculpture and scale half-models of boats.

BOAT BUILDING
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 OVERVIEW

The Landmark High School Technology Department offers a variety of coursework for students of any skill level to explore and enhance their ability and knowledge in Technology. We place great value in the development of executive function and study skills while using project-based learning with a strong emphasis on a discovery method. Further, every course has varying length phases that allow the student to choose their own path and project and learn how to guide themselves through the experiences of setting goals, finding answers, doing research, and trying to meet deadlines. These methods have proven to foster personal growth, generate a deeper self awareness, and allow students to become independent learners. We believe that improvisation, collaboration, introspection, creativity, thinking, and empathy are literal, not abstract; they are all directly teachable. The Tech Department is composed of specialists in their field of teaching. Teachers act as facilitators and creative directors for each student. The Technology learning space is called STEAMworks, a large shop and computer space containing tools and machines that will allow most anything to be designed and manufactured, at the very least in prototype form. We have Landmark Alumni pursuing their education in tech, math, and science programs within many colleges and universities.
SHORT FILM PRODUCTION

Students work with professional grade equipment and software to create 5 minute films; the 5 minute film is an industry standard length used to showcase the skills and creativity of a filmmaker. Students do independent work on a short film and experience story boards, screenplays, map a short story, study "shots" and film devices, then shoot, edit and finalize their work. For those with little experience, each of those steps will have its own project. For those with proven experience, this will lead to independent projects.

AUDIO PRODUCTION

Students work with professional grade hardware, software, editing tools, sound boards, and instruments including several guitars, a piano, and an electronic drum kit. Projects will revolve, almost entirely, on learning how to compose music, and perhaps, learn how to play electric instruments. Students will learn the structure of music and sound by working on independent projects guided by the instructor.

TECHNOLOGY

Students will develop independent projects within the realm of our other course offerings. Students work with industry standard software and motivational software teaching tools, under the guidance of a teacher who acts as facilitator and creative director. The course is scaffolded to introduce the myriad of concepts and skills involved in programming, short film production, music production, and manufacturing.

COMPUTER ENGINEERING & COMPUTER PROGRAMMING

The primary focus of these two courses will be problem solving and critical thinking, under the umbrella of executive function. The content skills include programming and electronics work in order to demonstrate to students how the two work together. Students will work through basic HTML [hypertext markup language] and CSS (cascading style sheet) to create web pages. This will lead into a study of JavaScript. Students will also learn to use Arduinos. These are an open source platform and the Arduino software used to program the hardware is a simplified form of C/C++. Students will also use programs such as Waterbear and Scratch (drag and drop programming tools) to begin putting their coding skills to use quickly. Other tools will be used and are subject to change as the industry changes, but suffice it to say that after a semester of the basics, students will develop individual projects that suit their desires within the realm of the subject matter.

DESIGN AND FABRICATION

Students work within our shop (Steamworks) to complete projects of their own design. The teachers supervise and consult with students in the development of their projects. Each project begins with careful planning, expense projections, time projections, project purpose, and more. The bulk of time will be spent in experimentation of design and process. Students will work with hand tools, power tools, 3d printers, milling machines, laser cutters, and more.
EXPRESSIVE LANGUAGE PROGRAM
EXPRESSIVE LANGUAGE PROGRAM OVERVIEW

The Expressive Language Program is structured to meet the educational needs of those students who have particular difficulty with oral and written language. The program is designed to address the processing and formulation of language within a highly structured environment. A thematic and multi-modal approach is used to teach the five domains of language (phonology, morphology, semantics, syntax, discourse) in a developmental sequence. Content is taught 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, executive functioning skills that promote independent learning, and self-advocacy skills.
**LANGUAGE ARTS**

The Language Arts classes within the Expressive Language Program focus on developing 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 individualized proofreading checklists. Teacher-generated thematic units are used as platforms for writing. 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, multi-paragraph compositions, and essays.

**Texts:**
Teacher generated materials, articles, films, short stories, poetry, selections from novels and plays

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**ORAL EXPRESSION**

This class is available to students in the Expressive Language, Founders and Preparatory programs.

The Oral Expression classes closely parallel the Language Arts classes within the Expressive Language Program 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 communication). 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. Rubrics and video recordings are often used as tools for self-reflection and to monitor progress. Additionally, peer and teacher feedback are integrated into activities. The ultimate goals for students are to share their thoughts and ideas in an organized, cohesive manner during discussions and conversational exchanges.
The Social Communication classes focus on improving students’ social communication (pragmatic language) skills to promote connection with others. Students learn how these skills relate to “real-life” experiences with an emphasis on social thinking, perspective taking, problem solving, flexible thinking, and “learning the hidden curriculum.” All skills are taught through teacher-guided discussions, structured group activities, role-play exercises, media analysis, and field trips. In addition, video recording and reflective journal writing may be used as tools for evaluation (self, peer, and teacher). The curriculum is taught over a two-year period. The first year focuses on basic skills such as nonverbal communication, tone of voice, active listening, planning what to say, giving reasons, making requests, compliments, and making small talk. The second year focuses on more advanced skills such as initiating/maintaining friendships, honesty, reputations, receiving/giving constructive feedback, giving advice, compromising, negotiating, stating opinions, and accepting consequences, while integrating previously learned skills into lessons. During the second year, students participate in a weekly on-campus internship during class time. This is a key component of the class as it provides opportunities for practice and generalization of social communication skills, as well as learning “hidden curriculum” in the workplace.
PREPARATORY PROGRAM
PREPARATORY PROGRAM OVERVIEW

The Landmark School Preparatory Program serves students in grades 9 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 and support. 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, reading, and advocacy skills. Students are not just taught content alone, but rather the skills and strategies necessary to access, understand, and critically analyze the content.

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. Founder’s Program students may apply for and take individual Prep Program courses.
The purpose of the Grammar and Composition curriculum in the Prep Program is to develop 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 the 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 areas of need and to generate individual composition goals. Additional time is spent in each class on vocabulary development.
GRADE 9:

GRAMMAR AND WRITING I

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. Throughout the year, students read articles, essays, and short stories around various unifying themes. Finally, students have an introduction to the library and research writing process in order to give them a foundation for more complex skills that will be introduced in higher grades.

GRADE 10:

GRAMMAR AND WRITING II

In the tenth grade, students develop their expository writing skills by learning 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. Readings and research serve as the basis for written assignments, which include a variety of essay types: personal narrative, descriptive, comparative, and persuasive. Additionally, throughout the year, students expand their personal vocabulary through learning a new “word of the day.” Furthermore, specific grammatical skills are developed and practiced, such as how to vary sentence structure, how to use commas, how to write using parallel structure, and other skills depending on the students’ writing needs.
GRADE 11: 
JUNIOR WRITING

The overall intent of this class is for students to develop their unique voices as writers, as well as to polish their usage of proper structure and mechanics. An emphasis is placed on students independently using the five step writing process. Students are regularly challenged to enhance their understanding of grammar by revising their own work, as well as the work of their classmates, for mechanical errors. There is continued exploration of various essay types, including creative writing, with less emphasis placed on the 5 paragraph essay structure. Throughout the year, students acquire new and advanced vocabulary through a “word of the day” exercise completed each day in class. Juniors are also offered an intensive study that focuses on the strategies and skills for taking the SAT Writing Section, with an emphasis on creating a well-organized persuasive SAT essay. Students dive into the research process and begin to learn to evaluate sources, select information, and incorporate that research into an organized and well written research paper.

GRADE 12: 
SENIOR RESEARCH

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, culminating in a 13-15-page paper. 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 works cited pages and in-text citations. By the second semester, students are developing their own due dates and independently working with other faculty as they prepare for an integrated analytical research paper and twenty-minute culminating oral presentation of their research in front of faculty, parents, and peers.
Students in the Preparatory Program take Literature classes that are designed to enhance the enjoyment of classic literature, to expose students to contemporary writers, and to develop comprehension and language skills. Typically students study thematic units that emphasize a common topic or historical period. All levels focus on the development of strategies to strengthen student understanding of abstract concepts and to encourage critical thinking skills. Students learn to interact with the text and deepen their critical thinking skills by developing highlighting strategies, learning to take effective margin notes, and identifying new vocabulary. An important goal in Literature is to encourage students to make personal connections with the readings and develop their ideas in written compositions, both creative and analytical. Class discussion is also a focus and discussions are structured with the objective of encouraging all students to contribute, share their ideas, and learn to build on their classmates’ contributions. 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 9:

AMERICAN PERSPECTIVES IN LITERATURE I

Text: Selected novels and poetry

Students in this class attain a deeper understanding of literature by examining how historical themes and events often inform the author’s purpose for writing and style through reading short fiction, novels, and poetry. Students learn and review important literary terms to help them understand both the literal and abstract meaning of a story. Students also focus on practicing active reading and study skills to help them engage and deeply understand the texts used.

Emphasis is also placed on learning how to discuss literature in a classroom setting. During discussion, students are asked critical thinking questions and then guided to use active reading skills to help them locate important, specific places in the text to bring to discussion. Additionally, students are taught and encouraged to engage in independent peer-to-peer discussion on the text. Writing assignments are designed to encourage creative and analytical thinking and to develop students’ abilities to express their ideas in a structured format.

GRADE 10:

AMERICAN PERSPECTIVES IN LITERATURE II

Text: Selected novels and plays

Students in Literature II continue to devote their attention to studying literature through a thematic focus; this year, they explore identity and culture through the lens of society. Additionally, the class focuses on implementing study skills that are integral to the study of literature, such as active reading and margin noting, analytical writing, and discussing the material in a meaningful and thoughtful fashion during class. Students explore the “American Dream” and the various ways it remains a part of who we are today. In each unit, students are given a number of expository and creative writing assignments, often using the literature as a model for writing, as they continue to hone their analytical writing skills. Additionally, students continue to develop an ability to meaningfully engage in discussions about literature.
GRADE 11:
MODERN WORLD LITERATURE
Text: 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 to examine major themes of World History from the Early Modern Period until the end of the twentieth century. 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. Throughout the course, students continue to learn the necessary study skills to access complex literature. Additionally, students are challenged to use the writing skills they have acquired to more independently compose both analytical and creative compositions.

GRADE 12:
BRITISH LITERATURE
Text: 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 while developing their critical thinking as they prepare for college. The class moves chronologically from the Anglo-Saxons to contemporary writers as an exploration of the prelude to the modern novel. As such, students study foundational pieces of British literature, including the seminal Beowulf, as well as works by Chaucer, Shakespeare, Mary Shelley, and Charles Dickens. Students additionally learn and practice study skills that will aid them in future literature courses at the college level. This includes active reading and margin noting, note taking during discussion based classes, and writing well-developed analytical essays. Throughout the course, students are challenged to see how art reflects culture, with the goal for them to examine their own culture and themselves.
ADVANCED STUDIES IN PROTESTED LITERATURE

Text: Selected novels

This senior literature course serves as an advanced alternative to British Literature and seeks to engage students in discussion and analysis of some of the greatest, most controversial (and often banned) books ever published. Tackling disputed works of literature written throughout various eras, students apply a critical lens to what they read in order to prepare for the higher-level analytical thinking tasks required in college. The class moves through units that address the many reasons books have been banned across the ages, including books that are perceived to be political, religious, sexual, or radical in nature. Students are also required to independently follow a class syllabus, prepare regularly for class discussion, facilitate student-led discussion, take notes during class, and write well-developed analytical essays. The year ends in a culminating final project that requires students to choose one book and independently read, research, and present their findings to the group. Throughout the course, students are challenged to see how art reflects culture, think critically about challenging material, and find the beauty within these contentious works of literature.
STUDY SKILLS

Study Skills at Landmark is defined as the organization of time, materials, and information. 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 and specific content areas. Throughout the process, students are encouraged to develop a clear understanding of their individual learning style and to identify their strengths and areas of need. All study skills classes provide structure to maintain overall materials 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 9/10:

FOUNDATIONS OF STUDY SKILLS AND STRATEGIES

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. They also learn strategies to organize and manage their physical materials as well as 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 10:

APPLIED STUDY SKILLS: HEALTH AND WELLNESS

Health and wellness emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual and environmental aspects. Topics of exploration include, but are not limited to: nutrition, physical fitness, sexual education, relationships, social-emotional issues, as well as the dangers of drug and alcohol abuse. As a study skills offering, the class focuses on developing strong organizational skills for students’ time, materials, and information. Additionally, they learn basic techniques for two-column note taking from written sources, maintaining and using a notebook, strategies for organizing electronic documents, highlighting, margin-noting, and preparing for tests. Students also read current health related periodicals, conduct research, generate summaries, write papers, and develop presentations.
GRADE 11/12:

APPLIED STUDY SKILLS:
RHETORIC AND PUBLIC DISCOURSE

This study skills class is open to juniors and seniors who have completed at least one year of study skills in the Prep Program. This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Students will also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

GRADE 12:

APPLIED STUDY SKILLS:
LEADERSHIP AND CHARACTER

This senior study skills course will actively engage students in the acquisition of information about historical and contemporary theories, concepts, and issues associated with leadership and human character. Students will be exposed to the nature of leadership and character through presentation of objective material, through group activities, and through debate exercises. This course is intended to enable and empower the personal growth of graduating seniors on an intellectual, emotional and social level. The primary goal is to provide students with information and experiences that challenge them to reflect on themselves and the world that they live in. The course focuses on various concepts and skills, including self-confidence, risk-taking, decision-making, active-listening, community awareness, self-reflection, communication, the development of a sense of social responsibility, and ultimately in engaging students to realize their potential to become “agents of change” in their words, actions and deeds.
SOCIAL SCIENCES

The goal of the Social Science classes 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. Students are pushed to think critically and analytically about the world they live in while examining how events of the past can inform their perspectives. 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 ongoing study of the development and ramifications of current national and international events.
GRADE 9:

WORLD CIVILIZATIONS AND CULTURES

Text: Selected readings, articles, and primary sources

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 roots of the Enlightenment, the development of nation-states, the Age of Revolutions, Industrialism, World Wars, and the Cold War and its aftermath. The course examines persistent themes in history such as challenging authority, human rights, and nationalism. Additionally, students are asked to practice historical empathy, identify bias, and make connections to current events. 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 10:

AMERICAN PERSPECTIVES IN COMPARATIVE GOVERNMENTS

Text: Selected readings, articles, and primary sources

Comparative Governments: An American Perspective is designed to enhance students’ understanding of democracy in the United States and evaluate it next to other political systems such as absolute monarchy, dictatorship, totalitarianism, and republicanism. To do this, students examine the roots of our political system and examine the ideals of the Founding Fathers throughout the American Revolution. The course explores how the role of the President has changed over time as well as how people’s perspectives on our political system has evolved. The course uses selected readings, both primary sources and secondary sources, to increase students’ understanding and critical thinking skills. Students practice taking notes from lectures, generating and utilizing individualized note-taking templates, taking objective tests, and managing long-term projects and presentations.
**GRADE 11: AMERICAN HISTORY**

Text: Selected readings, articles, and primary sources

American History reviews the history of the United States from the American Revolution to the present day. Topics of study include the lead up to the Civil War, the Civil War, Westward Expansion, Industrialization and Imperialism, the World Wars, The Cold War, and present day conflicts. Students will explore decisions made by political leaders and the impact those decisions had on the general population, as well as grassroots movements from American history. The course utilizes outside reading selections from resources such as Howard Zinn's A People's History and relevant primary sources. Students will practice taking two column notes, recording information from a lecture, making predictions, and engaging in high level discussion about the events in history and the relationship to current conflicts. Students will also compose analytical essays as well as prepare for objective tests.

**GRADE 11 and GRADE 12: ADVANCED STUDIES IN MODERN GLOBAL HISTORY**

Text: Selected readings, articles, and primary sources

This interdisciplinary course challenges students to think critically about their current society and their place within it. With the use of primary source documents and research, students examine the historical antecedents of our current notions of race, gender, class, religion, ability, etc. On an individual level, students are required to complete writing assignments of various lengths and complexity reflecting on norms, stereotypes, and privilege related to these groups. Current events, the arts, culture, politics, psychology (implicit bias), literature (dystopias), and the law (First Amendment) are frequently brought into the course within these themes. Most importantly, students are asked to apply course content to themselves, reflecting on their own identity and experiences within the context of history and society as a whole. Students have a choice in the culminating experience/assessment of the course. They complete an assignment that will have a lasting impact at an appropriate level, which may be writing an essay for the common application, developing and leading a lesson for other students, or contributing to a video archive with a message for future students.
GRADE 12:

**PSYCHOLOGY**

*Text: Coon and Mitterer, *Introduction to Psychology* (Wadsworth)*

An introduction to the field of modern psychology — the study of human behavior and mental processes — the course begins 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. They are also introduced to basic principles of learning before exploring psychological disorders in a rigorous unit at the end of the semester.

As the second semester commences, students examine the relationship between society and the individual as they study psychology from the point of view of culture, social structure, socialization and social stratification. In addition, students examine the institutions of the family, education, and religion. Throughout the course, they complete a variety of essays and develop their ability to take notes from both text and lecture. They also work on long-term time management skills through the use of a class syllabus. Emphasis is placed on active participation in class and active study skills.

GRADE 12:

**ECONOMICS**

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 focuses on principles of microeconomics. Students engage in units of study on Economic Theory, Market Economies, and Business and Labor. The second semester focuses on macroeconomics and gives 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.
SATURDAY SCHOOL
SATURDAY SCHOOL

The High School campus calendar includes eight Saturday School sessions which run from 8:00am - 12:00pm. Our Saturday school activities consist of workshops, field trips, and service learning opportunities designed by high school faculty members. These activities would be disruptive during a typical school day, but the Saturday format allows students to gain exposure to a variety of useful and relevant curriculum. While students are allowed to sign up for the activities offered, there are certain mandated activities throughout the year. Both transitional and health based workshops have been created. These workshops are structured by grade (freshman, sophomore, junior, and senior), contain valuable curriculum, and are deemed mandatory activities. When they don’t have a mandated activity, students can choose from a varied list of activities including field trips to local institutions, contributing time or materials to local community service organizations, participating in organized fitness activities, or learning about foreign cultures and customs. Given that Saturday Schools are part of our required 180 day calendar, students are expected to be in attendance.

Mandated activities include:

• Freshman: Career exploration and health education
• Sophomore: Learning style discovery and health education
• Junior: Interview preparation and health education
• Senior: post-HS transition planning and health education
GRADUATION REQUIREMENTS
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Since September 1980, Landmark School has granted diplomas to qualified members of the senior class. Landmark is accredited by the New England Association of Schools and Colleges (NEAS&C), and a member of the National Association of Independent Schools (NAIS), the Association of Independent Schools of New England (AISNE), and the Massachusetts Association of 766 Approved Private Schools (Maaps).

Students and parents desiring a diploma from the Landmark School should carefully read the requirements outlined below and seek clarification of any points which may be unclear. The Diploma Committee oversees the granting of diplomas. This Committee will make all final decisions regarding the standards of graduating seniors, monitor the progress of senior students and meet on an ongoing basis to advise students of progress toward the granting of a diploma. The Committee also has the right to modify or waive any of the requirements in individual cases.

MEMBERS OF THE DIPLOMA COMMITTEE INCLUDE:

- Headmaster
- Head of High School
- Preparatory School Director
- Academic Dean
- Assistant Academic Dean
- Director of Guidance
- Guidance Counselors
- Public School Liaison
- Department Head Representative
- Academic Advisor Representative
- Faculty Member Representative

NON-VOTING MEMBERS INCLUDE:

- Attendance Monitor
- Academic Advisor (case specific)
- Assistant Registrar
I. DECLARATION OF INTENT

Each senior student who wishes to be awarded a diploma from a school other than Landmark must notify the Director of Guidance of this intention before the end of the first quarter. Students who are uncertain as to their class standing or whether they may be eligible for a diploma should meet with the Registrar or Director of Guidance to determine their status. Early declaration of intent is necessary to ensure that students meet the basic conditions and are enrolled in the specific courses required to earn a diploma.

II. ATTENDANCE REQUIREMENTS

• ENROLLMENT

By June of the year in which the student wishes to be granted a diploma he or she must have been in attendance at the Landmark School for a minimum of one full academic year. Attendance in classes must begin no later than the start of the second week of classes. All seniors must be in attendance at Landmark School to be granted a Landmark diploma.

• ATTENDANCE POLICY

Regular attendance at school is vital for academic progress. Students are expected to be in school unless prevented from doing so by illness. While the school is accommodating of absences caused by illness, it reserves the right to withhold academic credit for specific courses or for an entire quarter when such absences exceed 3 days unexcused or 9 days total (excused and unexcused) in a given quarter, or 15 days total absences in a semester. The decision regarding the withholding of credit rests with the Diploma Committee.

An excused absence is defined as the following:

• An absence for which a note from a “certified medical practitioner” is provided
• An absence for a school or college visit that has been approved by Landmark prior to visit and for which a college/school visit pass has been completed and approved
• An absence dictated by the school; i.e., suspension
• A religious holiday

An unexcused absence is defined as any day or part of day missed that does not fit the above categories. This would include absences due to travel or extended vacations. Students are marked absent when they miss three or more classes in a school day.

• MEDICAL LEAVE POLICY

A medical leave may be granted to students requiring extended time away from school to address serious medical needs. Students requesting such a leave must present the Diploma Committee with a written statement including a treatment plan from a medical doctor. Medical leaves of up to fifteen (15) days may be granted, and during a medical leave Landmark School will continue to collect tuition in order to maintain a student’s placement in Landmark’s program.

Landmark will communicate and coordinate with external service providers and/or tutoring services, as appropriate, to include provision of academic material, books, or class syllabi. Landmark will not contract with external service providers or tutoring services. If a student is unable to return to school after a medical leave of fifteen (15) days, a team meeting may be convened to discuss placement.
This continuation of work and billing does not guarantee academic credit; granting of academic credit is separately determined on an individual basis by Landmark High School’s Diploma Committee. In order to ensure coordination of services and/or follow up, the Director of Health Services and/or the Director of Counseling Services must be granted consent to communicate with care providers when students are evaluated in an emergency room for injury, illness, or psychiatric difficulties, or hospitalized in a hospital or psychiatric institution, either in an overnight or extended treatment facility. The Director of Health Services and/or Director of Counseling Services and Academic Dean will monitor all medical leaves.

III. MINIMUM CHRONOLOGICAL AGE
Senior students must reach their 17th birthday by January 1st of the year in which they graduate.

IV. GRADE LEVEL PLACEMENT
Senior students must progress sequentially through each of the 12 grades, spending at least one year in each grade. Determination of grade placement will be made by review of previous academic records and previous grade placement. The Diploma Committee will consider any pertinent information provided by the student or parent, but will make the final decision on these matters.

In order for senior year applicants to qualify for grade 12 placement, students must begin the academic school year with a grade level score of 5.5 on the Word Identification subtest of the Woodcock Reading Mastery Test- Revised and a minimum grade score of 40 on the Degrees of Reading Power Test (DRP), Test Level 6 (J6 or K6). Should these scores not be attained at the time of admissions to Landmark, a written understanding of the student’s required length of enrollment will be communicated to the student and his/her family by Landmark’s Admissions Office. Please note that a student who meets these initial senior grade placement requirements still needs to meet Landmark’s other graduation requirements.

V. REQUIRED CORE COURSES
All senior students are expected to meet a minimum of course requirements. However, the school recommends and encourages students to take additional academic courses, particularly if they are considering post-secondary education.

The minimum course requirements are as follows:

- 4 years of Language Arts
- 3 years of Mathematics
- 2 years of Science
- 2 years of Social Sciences (one of which must be U.S. History)
- 1 year of Physical Education

Students must complete one year of Physical Education/Health. Students may also meet this requirement by participating in three Landmark interscholastic sports at any level during their tenure at Landmark. Certification of participation in a sport will be granted through the Athletic Director’s office for students who have attended a minimum of
75% of the practices and games. Documentation of participation will be given only to team players and not to team managers, trainer assistants or statisticians.

Students are also expected to carry other academic or vocational courses to comprise a full course load.

VI. COMPETENCY TESTING

Landmark School strives to ensure that all graduating students possess the basic skills and information required to function effectively in society. All seniors are required to meet the competency requirement.

All seniors must meet one of the following requirements:

a. A grade level score of 7.0 on the Word Identification subtest of the Woodcock Reading Mastery Test-Revised, and a minimum score of 50 on the Degrees of Reading Power Test (DRP), Test Level 6 (J6 or K6).

b. A score of 55 on the Degrees of Reading Power Test (DRP), Test Level 6 (J6 or K6).

The Degrees of Reading Power Test (DRP) consists of nonfiction paragraphs and/or passages on a variety of topics. Within the test, words have been deleted. Students are expected to read the passages and select the missing words from among the choices provided.

DRP results are reported in a range of numbers rather than in grade levels. After correcting a silent reading test that the student is given, the test administrator is given a range of scores (DRP scores), which correspond to the levels of various books and other reading material. A DRP score of 55 is equivalent to that of an average middle school textbook.

VII. ACADEMIC GRADES

Senior students will be graded on a quarterly basis. The grading process will consist of an academic grade reflecting mastery of material presented in the specific class.

Academic grades will be marked as follows:

A – Expectations Exceeded
B – Expectations Met
C – Expectations Partially Met
D – Expectations Not Met
F – Failing as a Result of Resistance to Expectations

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While individual departments and instructors have the right to set appropriate standards for their particular courses, the minimum passing grade is a D- (60 or above).

Senior students are expected to maintain passing grades in all courses. Failure to do so may be cause for the Diploma Committee to refuse to grant credits for failed courses to withhold the diploma.

In addition, please note that if any senior fails any Landmark School course or courses for the fourth quarter, the student may not be granted a diploma. Further, the student may need to complete additional conditions to make-up the schoolwork to satisfy these requirements.

In non-academic courses, pass/fail grade will be used to determine the granting of credit.

VIII. OTHER NOTES AND POLICIES

- A Notice of Performance evaluation will be sent to notify parents and students of any significant changes in the student’s performance and/or effort.

- If a student is not participating in the Commencement Ceremony of May/June, she/he is expected to attend classes through the balance of the school year. Exceptions to this policy can only be granted by the Diploma Committee.

IX. FINANCIAL OBLIGATIONS

All financial obligations to Landmark School must be met in order for students to have final teacher reports filed. In the event financial obligations are not met, an incomplete will appear on his/her school transcript. Concerns or questions about outstanding financial obligations may be discussed with the Business Manager.

X. GRADUATION DATES

Landmark School offers the opportunity to graduate at two specific times during the academic school year for seniors who have met all of the minimum graduation requirements. The first opportunity is in January, at the end of the first semester. The second opportunity is in May/June, at the end of the second semester.