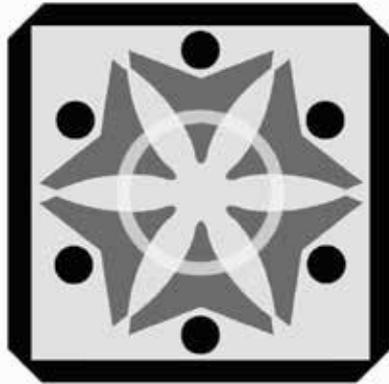


THE SHARON ACADEMY

CREATIVE • INDEPENDENT • VIBRANT • COMMUNITY

High School Program of Studies The Sharon Academy Culture and Curriculum



The mission of The Sharon Academy is to nurture intelligent, independent, and creative thinking in a small school community, awakening students to their immense potential and the difference they can make in the world.

2013-2014

P.O. Box 207, Sharon, Vermont 05065

(802) 763-2500 • FAX (802) 763-2502 • www.sharonacademy.org

High School Program of Studies

Table of Contents

2013-2014

About The Sharon Academy (TSA)	1
TSA Faculty and Staff	2
High School Graduation Requirements	6
Mission Driven Program	7
Community Service	7
The Interim	7
Junior and Senior Exhibitions	8
Electives	9
Visual Art	10
All School Meeting	11
Student Support	11
Academic Student Services, School Counselor, Advisory, Kid Talk	
Pursuing Action, Thought and Health (PATH)	13
Executive Functioning	14
College Advising	14
Physical Education	15
Advanced Academic Study / Dual Enrollment	16
Core Curriculum	
Humanities	17
9th and 10th Grade Literature and Social Studies	
11th and 12th grade Literature	
11th and 12th grade Social Studies	
Sciences	21
Biology I, Advanced Biology, Physics, Advanced Physics, Chemistry, Woodland Ecology, Energy and the Environment	
Math	24
Geometry, Algebra I, Algebra II, Precalculus, Calculus, Intro to Statistics, Advanced Statistics	
World Language	27
Spanish I - V	
Francais Novice, Francais Intermediaire Francais Avance	
Foreign Travel, Studying at Another School	28
Independent Study	29
Athletics	30
Special Events	31
Appendices:	33
Electives, Weekly Schedule, Student Support Chart	





The mission of The Sharon Academy is to nurture intelligent, independent, and creative thinking in a small school community, awakening students to their immense potential and the difference they can make in the world.

About The Sharon Academy Culture and Curriculum

The Sharon Academy's mission is integral to the operation and the vision of our school. We intentionally and deliberately incorporate our mission into our practices each day – it is the foundation of our school's community.

TSA's faculty and staff work together as a team, dedicated to the implementation of the mission and the support of students. The faculty's ability to cooperate and plan together as a team is evident throughout our program, and throughout daily interactions with each other and with students.

TSA helps students determine where their interests and passions lie, and then encourages students to pursue them. Courses are designed to give students the opportunity to explore, wrestle with, question, and find meaning in the subject being taught. Curricula are developed to foster creativity and independent thought. Many of the school's events are intended to help students expand and deepen their intellectual, ethical, emotional, artistic and physical selves. Leadership opportunities abound within the program.

TSA faculty and staff systematically and regularly care for the emotional well-being of students. We have carefully developed and maintained a web of systems and processes that allow staff and faculty members to know every student. We pride ourselves on maintaining an environment in which students feel safe to discuss issues of identity, whether those issues be cultural, academic, racial, gender-based, or religious.

TSA can best be described as a hybrid of public and private education offering the advantages of a small school environment. Our goal is to create a school with high academic standards where students feel safe – a place where students come first; where they are able to be themselves, be accepted socially, and challenged academically.



TSA Faculty and Staff

Administration

Michael Livingston, *Head of School*

- BA, University of California at Berkeley, History
- MA, San Francisco State University, Education
- M.Ed., University of Vermont, Curriculum Development
- Professional Work: Secondary Administration, Keene State College
- President, Vermont Independent Schools Association
- Advisory Board UVEI
- Executive Committee for Council of Independent Schools, VT

Pamela Ward, *Head of Middle School*

- BS, University of Maryland; Concentration: Science and Physical Therapy
- MA, Vermont College; Concentration: Mathematics, Curriculum, and Evaluation
- Coursework: Vermont Technical College, Vermont Institute of Science Mathematics and Technology, Maryland Institute of Art, Montshire Museum

Brian Tonks, *Assistant Head of School, HS Academic Dean, Calculus*

- BS, Brown University; Geology
- Coursework: Fairfield University; Concentration: Math
- Member ISANNE LEADS 2013 2014 cohort of leaders for education

Administrative Team

Kimberly Barnhart, *Director of College Advising, French*

- BA, California State University, Political Science and French
- M.Ed., University of Vermont, Curriculum Design and Instruction
- Certificate of Proficiency, L'Universite' d'Aix-Marseille, French Language, Literature and Civilization
- Coursework: Middlebury College, Graduate Level French

Louise Caldwell, *Academic Services Coordinator HS*

- BA, Salem College, French
- M.Ed, University of North Carolina, Special Education, Psychology

Jenn Hayslett, *Senior Director for Development and Communications*

- BS, University of Vermont; Education
- Coursework: Special Education, Communications

Kate Sensenich, *School Counselor*

- BA, Hampshire College: Child Development and Education
- M.Ed., Harvard University: Adolescent Risk and Prevention
- CAS, Harvard University: School Counseling and Social Work



Janice Stumpf, *Administrative and Business Manager*

Amber Wylie, *Associate Director of Communications and Admissions*

- BA, Skidmore College; Cultural Anthropology
- Member, Phi Beta Kappa

Faculty

Kimberly Barnhart, *French, PATH, Director of College Advising*

- BA, California State University, Political Science and French
- M.Ed., University of Vermont, Curriculum Design and Instruction
- Certificate of Proficiency, L'Universite' d'Aix-Marseille, French Language, Literature and Civilization
- Coursework: Middlebury College, Graduate Level French

Steve Basham, *Physics, Math*

- BS, University of Vermont: Physics
- MA, University of Vermont: Curriculum and Instruction

Tom Canfield, *Spanish*

- BA, University of Michigan

John "Spike" Carter, *Writing Center*

- BA, Marlboro College: Literature
- Upper Valley Educators Institute: Secondary English Certification
- Candidate for M. Ed. at New England College

Stephanie Davis, *Humanities*

- BS, University of Vermont, Secondary Education, Concentration: History

Laura Decapua, *High School Arts Coordinator and Art Instructor: Yearbook, Photography with a Voice, Intro to Photography.*

- BA, Marquette University, Journalism
- MA, Ohio University, Visual Communications

Maria Clara de Greiff, *Spanish*

- BA, Universidad de las Americas, Humanities. Major in Latin American Literature. Minor in Journalism.
- MA, Universidad Iberoamericana Pueblo, Spanish and Ibero-American Literature
- Member of the Club de Periodistas de Mexico (a society of professional journalists)
- Winner of the National Award for Journalism (Mexico) for works published in 1994, 1995, and 1996
- Teacher Accreditation by the (SEP) Secretaría de Educación Pública (National Department of Public Education)

Kevin Gish, *Math*

- BS, Temple University, Civil Engineering
- MS, Naval Postgraduate School, Aeronautical Engineering



Carter Glass, *History*

- B.A., University of Colorado: History
- M. Ed. Candidate, Saint Michael's College: Arts in Education

Linda Jagoda, *Mathematics*

- BS, Southern Connecticut State College; Math, Secondary Education and Psychology
- MA, Fairleigh Dickinson University, School Psychology
- Coursework: Northeastern University; Concentration: Math

Charlie McMeekin, *Humanities, Drama*

- BA, College of Wooster, English and History
- M.Ed, University of Vermont; Administration

Mary Newman, *Spanish*

- BA, Smith College: Music and Spanish
- MFA, Brandeis University: Musicology
- Teaching Certificate, Upper Valley Teacher Institute

Maria Piasecki, *Literature*

- BA, Middlebury College, English Literature
- University of Vermont, Teacher Certification
- Peace Corps: Turkmenistan

Larry Satcowitz, *Mathematics*

- BA, University of Pennsylvania: Philosophy, Mathematics minor
- MS, Colorado State University: Zoology

Robert Stainton, *Chemistry, Environmental Science, Woodland Ecology*

- BEd, De Montfort University, UK, Education
- Secondary Physical Education, English, Outdoor Education

Florence Tolbert, *French, Traveling Student Coordinator*

- BA, The Sorbonne, France: History
- MA and Master's Thesis, Institute of European Studies, Strasbourg, France: European History and Political Science

Brian Tonks, *Assistant Head of School, HS Academic Dean, Calculus*

- BS, Brown University; Geology
- Coursework: Fairfield University; Concentration: Math
- Member ISANNE LEADS 2013 2014 cohort of leaders for education

Lisanne Velez, *Biology, Advanced Biology*

- BA, Williams College: Biology & English (double major)
- M.Ed., University of Vermont: Curriculum and Instruction

Christa Wurm, *Spanish, PATH, Elective Coordinator*

- BA, University of Massachusetts, Outdoor Education
- Professional work: Hulbert Outdoor Center



Support Staff

Blake Fabrikant, *Athletic Director*

Randy Leavitt, *Facilities Manager*

Steve Lyman, *High School Custodian*

Cynthia Masterman, *Administrative Assistant*

Hugh Maurer, *Tutor*

Melissa Shekinah, *Bookkeeper*

Carol Sheldon, *School Nurse*

Leon Sheldon, *Middle School Custodian*

Adjunct Faculty

Gabriella Netsch, *Driver's Education, Yankee Driving School*



High School Graduation Requirements

Students are required to earn a minimum of 24 credits. In addition to academic requirements, students are also required to complete 40 hours of community service every year and research, write, and present two Exhibitions: one in the Junior and Senior year. (See Exhibitions, page 8).

Students generally earn 7 credits a year. Minimum diploma requirements, which may include approved transfer credits, follow:

- 4 English credits (including American Literature)
- 3 History and Social Science (including American History)
- 3 Math credits
- 3 Science credits (including 2 lab sciences)
- 2 World Language credits
- 1.25 Art credits: (including .75 credit in visual art and .5 credit in performing arts through Interim participation)
- 1.5 Physical Education credits
- 6.25 credits earned through electives, PATH, or additional years of curriculum courses
- 160 hours of Community Service (40 hours per year)

Most competitive colleges require the completion of a more rigorous course of study for admission than are reflected in the minimum high school graduation requirements listed above. *Therefore, TSA advises all students to complete a total of 4 Math, 4 Science, 4 History, 4 World Language and 2 Art credits.*



The Class of 2013



Mission Driven Program

The following are aspects of our program that have been intentionally crafted to support our mission and our students' academics, promote their social and emotional health, and prepare them for their post-secondary school roles as citizens, community members, and life-long learners. These aspects of our program are vital to the growth and development of our students and our community.

Community Service

An essential part of The Sharon Academy's mission is to *awaken students to their immense potential and the difference they can make in the world.* TSA's Community Service requirement challenges students to expand their definition of "community" to involve a larger portion of their world than just their school or their family. Additionally, it helps students realize that their contribution can make a difference, while also fostering a habit of service. Through Community Service, students also have the opportunity to pursue their



Clearing trails for Community Service

interests, meet potential mentors, and develop skills and contacts that will help them well into the future. Students are regularly informed of both school and community related opportunities as the year progresses through the TSA newsletter, weekly All School Meetings, and suggestions from advisors. (*Please see the Handbook for full details of Community Service requirements.*)

The Interim: Fall Musical

The High School Interim is one of the signature experiences at TSA. The Interim is a two-week period set aside to focus on community building and team-work through the production of an all-school musical. All students are required to participate for a minimum of two years in the Interim and are encouraged to participate for all

four high school years – which 99% do! Students earn $\frac{1}{4}$ credit for each year of their participation. These credits can be applied to the art credit requirements (up to .5 credits).



Grounds maintenance for Community Service



Each year through the Interim, we challenge our high school students to mount an entire musical production, with students taking on significant responsibility throughout the process. Students run the box office, sell ads for the playbill, source and design the costumes, design the set, choreograph the show, lead the band, and more.

These are not token tasks. Rather than telling students what to do, adults support students as they work through the real-world experiences of mounting a theatrical production, with the freedom to make mistakes, work through the consequences, and learn a tremendous amount along the way. It is these real-life successes and real-life challenges, experienced within the supportive community of our school, that make the Interim a powerful learning and community-building tool.



*The High School performs
"The Boy Friend" in 2012*

By constraining the production of the play to two weeks, the Interim program creates a very real urgency where teachers, students and staff are all working toward a common goal with impressive constraints and challenges to overcome. Any issues that arise must be addressed immediately and solved together as a team.

Additionally, the Interim provides our students (and our staff!) with the chance to discover, develop, and display talents that are ordinarily not a part of the classroom. Our students and staff get to know each other on a level that cannot be otherwise duplicated.

Junior and Senior Exhibitions

The ability to speak coherently to a group, with poise and confidence, is of paramount importance as students leave high school. At both TSA high school and middle school, students are required to give many presentations. High school students practice the art of presenting in 9th and 10th grade Humanities courses: learning how to dress appropriately, speak clearly, make eye contact, construct a coherent argument, listen attentively and respectfully, and create an effective visual component for a presentation. Students give many presentations in each of their 9th and 10th grade years, practicing longer and more in-depth presentations as they go.

In their Junior and Senior years, students are required to complete and present two significant presentations called Exhibitions. Exhibitions encourage students to work independently, develop a thesis, think creatively, synthesize information from a variety of sources, research complex topics and confidently present to an audience. In addition, Exhibitions allow students to perform in-depth research into a subject in which they are passionate.

Exhibitions contain a written, visual, and oral component. Assessment is based on written material as well as the knowledge and skill demonstrated in the oral



presentation. Exhibition topics are chosen by the students with guidance from their faculty mentor. Juniors work with mentors during a second quarter elective during which they concentrate on their exhibitions. Seniors work independently with the guidance of a faculty mentor. Students present to an audience of faculty, peers and community members.

Past topics have included Theories of Brain Plasticity, The Effects of Food Coloring on the Perception of Taste, An Ethnographic Study of Barbie, Power and Efficiency in Cars, The Evolution of the Ski Industry, and Marian Apparitions In Post-Biblical History.

Electives

Elective classes meet for an hour and a half on Tuesday and Thursday afternoons. The elective block allows students to explore interests that may not be covered in the core curriculum, to learn about a topic they may never have considered before, and to mix with different student groups.

Every full-time teacher at TSA teaches electives. This allows students and teachers to engage with each other in a different setting, acknowledging the multi-dimensional aspect of each person. For instance, a math teacher may teach a Winter Running elective, allowing students and the teacher to know each other as athletes. A Spanish teacher may teach a Wilderness Survival course, allowing students a glimpse into her passion for the outdoors and the environment. Having our "core teachers" also teach an elective has the added benefit of modeling life-long learning.

In addition, many members of our community – parents, alumni, and residents from surrounding towns – teach electives on topics about which they are passionate. Students benefit from a wide variety of expertise and experience, developing significant relationships outside of the TSA teacher community.

Generally, elective courses change each marking period and earn one-quarter credit. Some courses run for a full semester and earn one-half credit. We make an effort to offer a well-rounded selection of electives throughout the year, including musical, academic, artistic, physical, technical, and dramatic options. A sample list of the electives offered in the 2012/2013 school year can be found on page 33. Some elective classes are taught every year. A description of courses taught every year is included in the appendix.

CHOOSING ELECTIVES • Families will receive an overview of elective offerings for the school year in August. At that time, we encourage students to plan for the entire year with an eye to academics and Studio Art and PE requirements, in consultation with their advisor and parents. However, students actually enroll in courses prior to the beginning of each marking period and will receive information regarding any changes in the offerings at that time. Course selection is based on seniority.

Students who need an additional Study Hall may request to use elective time as a Study Hall after consulting with the Student Services Coordinator. Students do not receive academic credit for Study Hall.



ELECTIVE REQUIREMENTS • Students need 1.25 credits in art, of which 0.75 credit must be in Studio Art. Art credits are earned through courses that require the creation or examination of music or artistic renderings through any variety of media, which may include the Interim's band elective or participation in the musical interim. Studio Art credits are designated in the course descriptions and may include painting, drawing, photography, graphic art, sculpture, and so on. Some Studio Art classes have prerequisites. Students may be admitted at the discretion of the instructor or the Art Coordinator.

Students need to earn a minimum of 1.5 credits in Physical Education (PE). Please see page 15 for more information on PE requirements. These credits can be earned through a variety of offerings in our elective program, as well as through participating in a team sport. As each elective quarter is worth 0.25 credits, students who earn their PE credits exclusively through electives will need to take six PE electives over four years.

Visual Art

Our art teachers are working artists who not only teach the language and discipline of art, but are actively involved in their art work. Three art electives are offered every quarter. Each student is required to take three art electives out of 16 total quarters in a student's four years at TSA. All 9th graders are required to take a survey art course (Introductory Drawing) to support the development of visual literacy and creative thinking early on in the student's high school career. This introductory course also gives art teachers the opportunity to identify students with an interest or talent in art early to increase the opportunity students have to take advanced courses. This course is made available 1st, 2nd and 4th quarters during D-Block and during electives for 3rd quarter.

At TSA, we recognize and embrace the relationship between the arts, promoting creative thinking, and developing right brain abilities by integrating the arts across the curriculum. Art becomes a holistic endeavor, not a discipline relegated to a special class in a special room. For example, in humanities there is a focus on creating engaging visual imagery to support students' presentations. Junior and Senior Exhibitions include a formal evaluation of students' visual presentation.



Working on a hanging kite sculpture

The TSA Art Program is committed to:

- creating a supportive atmosphere for exploration and risk-taking,
- developing visual literacy through practicing creative and critical thinking,



- fostering confident students who, when given the time and space to make mistakes and not worry about outcomes, can create tangible evidence of their thinking, imagination, and knowledge,
- exposing students to new experiences and materials in a respectful environment that helps students embrace new technologies and perspectives,
- developing an appreciation and awareness of the visual arts through the study of cultures and historical periods in which they are created.



Creating the TSA Middle School Mural

All School Meeting

Every Tuesday morning, the entire high school gathers in Moore Hall for All School Meeting (ASM). ASM is entirely run by students who keep their fellow students, as well as adults, on task and on time. ASM is a 40-minute meeting in which all members of the community – students, teachers, and staff – make announcements, appreciate one another, and raise concerns. This meeting keeps the community informed of upcoming events, deadlines, and opportunities. Anyone can sign up to speak. Students and faculty can also use this meeting to raise any concerns they may have, and, if warranted, these concerns can be addressed by Student Government or by a group of adults. ASM is designed to help students to learn and practice their role as citizens and to become active members of their community.

Student Support

Academic Student Services • At TSA, we want all students to experience academic success and to perform to the best of their abilities. We recognize, however, that sometimes students may need assistance to achieve their potential. Students who require additional support for academic success will be referred to the Academic Services Coordinator. The student, along with his/her family, will work with the coordinator to develop a plan for academic improvement. The plan may include: referring the family and student for testing, referring the family and student to a tutor, or developing an appropriate school or 504 Plan. We can serve students with IEPs in the Special Education categories of Specific Learning Disability and Other Health Impaired. Please see the Appendix on page 39 for a chart of the workings of TSA Student Support Program.

School Counselor • At TSA, we recognize the relationship between academic success and emotional well-being. The School Counselor's (SC) office is available to all



students during the school day as a safe place for all TSA students to engage in open, honest, and confidential conversations.

Our full-time School Counselor is a trained social worker and educator available to all students to help guide them through their middle school and high school careers. Her office is open to all students, whether they would like to drop by to simply "decompress", to engage in open honest conversations, or if they need more involved interventions. Our School Counselor often works with families, and can also help families find outside resources that they may require.

The School Counselor supports our students and families with the following needs:

- Psychiatrist/Psychologist referrals
- Student Support Team referrals
- Individual Sessions (weekly, monthly or as needed) to help support students with stress and anxiety, peer relations, time management, identity development, transition to high school
- Group Counseling (likely groups which will be in place this year: stress management, a group focused on the book "I am an Emotional Creature" by Eve Ensler, and a middle school transitioning to high school group)
- Creation and implementation of Social/Emotional/Behavior plans

In instances of substance abuse or dependency, students can use the self-referral procedure as outlined in the Drug and Alcohol policy to access the support they need, or they may be referred by another student, staff, or parent.

Staff practice strict confidentiality. This means that trust and safety are absolutely essential to our conversations with students. In any instance where we believe students are at risk of harm we will act to ensure their safety.

If we cannot guarantee student safety, we reserve the right to seek additional help. Examples where we may be concerned about student safety might include: child abuse, sexual assault, domestic or dating violence, suicidal thoughts or actions, threats of violence against self or others, or driving under the influence. For suspicions of child abuse or suicidal thoughts or actions, TSA is required by law to contact the appropriate authority.

Advisory • The Advisory Program at TSA exists to support students in making the most of their experience as members of the TSA community. TSA's Advisory Program allows students to connect with at least one teacher in the school with whom they maintain contact throughout all four years and from whom they can receive academic and social/emotional support. It is our intent that students will remain with the same advisor for all four years so that they can build a relationship. However, there is an advisory selection process if students do not feel that their advisor meets their needs.

Students meet with their advisory twice a week for a total of one hour. Attendance is taken during Advisory. The specific purposes of advisory are:

- Academic: to monitor student progress, make sure graduation requirements are being met, set academic goals and help students reach



them. Discuss progress reports with students and parents, and help them develop a greater understanding of TSA's mission;

- Social/Emotional: to provide another touchpoint between students and adults to monitor students' social and emotional well being;
- Community Service: to support students in selecting and performing meaningful Community Service;
- Community and Communication: to converse about community issues, including school governance, while also strengthening communication between students, staff and parents and to share school-related announcements and information;
- Recreation: to play games and learn to work together as a group.

Kid Talk • Every week, TSA faculty and staff meet for 45 minutes with the sole purpose of discussing the wellbeing of students. Over the course of the school year, advisors present profiles of each of their advisees to the rest of staff, highlighting each student's strengths, opportunities, personality, and learning style. The staff learns together of each student's accomplishments and growth, and discuss strategies for supporting and teaching each student. Where appropriate, a plan may be developed for further supporting a student's academic or emotional goals. Additionally, time is set aside at each of these meetings to address any students who are in crisis – academic or personal – and to develop a plan for their support.

Pursuing Action Thought and Health (PATH)

The purpose of PATH is to support students in making informed decisions by increasing their awareness of self and others. PATH encourages students to maximize their TSA experience by promoting communication skills, responsible self-expression, and facilitating access to community resources. PATH meets once a week by grade level for 40 minutes. Topics covered in PATH class include stress management and reduction, time management, organization, sexuality, sex education, and drug education. General themes for each year will explore the questions:

9th • *Who do I want to be?* • Exploring the TSA community resources and expectations and students' part in it.

10th • *Who does the world expect me to be?* • Exploring the transition to increased independence and responsibility, positive decision making, and students' relationship to the greater community.

11th • *Who am I?* • Articulating personal values and identity with a focus in the second semester on exploring post-secondary options.

12th • *Where am I going?* • Exploring goals for the future, first semester students will receive guidance in post-secondary choices. Second semester examines life after high school, developing skills and resources necessary to successfully navigate the post-secondary experience.



Executive Functioning

Students need more than intelligence in order to succeed academically. They also need to develop "executive functioning" skills. Included under the umbrella of "executive functioning" is the suite of cognitive processes that are required to plan and direct activities, including task initiation and follow-through, working memory, sustained attention, performance monitoring, impulse control, and goal-directed persistence.

TSA recognizes that these skills, which are rarely explicitly taught in the classroom, are essential for the success of our students. We are therefore launching the Executive Functioning Curriculum in order to support students in their growth*. This curriculum will provide the tools students need in order to learn to manage their time and organize their work. The goals of the program are to:

- help students complete their assignments on time,
- find and consistently use an organization system that works for them,
- sustain concentration and effort despite boredom, distractions, and fatigue,
- and set long and short-term goals.

Teachers will use time in PATH classes and in study halls to focus on different skills and student groups each marking period.

- 1st Marking Period: The curriculum is aimed towards teaching organization, prioritization and time management skills to 9th graders.
- 2nd Marking Period: 11th graders learn research skills such as reading for different purposes, skimming articles, writing an effective summary and organizing information to help them with their Junior Exhibitions.
- 3rd Marking Period: 12th graders will be focusing on the skills they need for completing their Senior Exhibitions: long-term planning, study strategies and goal setting.
- 4th Marking Period: 10th graders will be preparing the skills they will need for their Junior Exhibitions.

Additionally, throughout the school, our teachers have committed to re-enforcing the executive functioning strategies our students are learning within their own classrooms.

** We have selected the Executive Functions Curriculum developed by the Rush Neurological Center and The Craft of Research by Colomb and Williams to guide us in the development of our curriculum.*

College Advising

The Sharon Academy expects all of our students to pursue post-secondary training -- whether it is college, university, tech/trade school or other training. As such, we provide extensive assistance throughout the application process for college and other post-secondary education programs. We also provide support for career research and



planning so that students can best determine what college or training would be appropriate. These supports happen through PATH, Advisory, and the College/Career Advising Office, beginning in 9th grade.

Beginning at the start of their high school career, all students are encouraged to take standardized tests which are required for application to most colleges, in order to practice the test-taking skills required for these tests. Therefore, all first years, sophomores, and juniors take the PSAT and all juniors and seniors are counseled to take the ACT and/or the SAT.

Starting in the spring semester of their junior year and continuing into the fall of senior year, students meet once a week in PATH class with the college advisor. This is where the majority of the students' college advising occurs, but students may also visit the college advisor's office during other times during the day for individual assistance. We recommend spring of the junior year as the time to begin college visits. Seniors actively cultivate connections at the colleges in which they are interested in a variety of ways, including at the annual college fair in September and with college representatives that regularly visit our school. The PATH class is used primarily as a practical working time, planning, asking questions, and filling out applications.

The College Advisor diligently assists seniors with filling out college applications, writing college essays, and requesting letters of recommendation. Juniors begin to develop a resume, explore our catalog library and college information websites, and are encouraged to visit colleges. Naviance is the online guidance software we employ to help students and families plan life after high school. Naviance helps families apply what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and areas of interests. (Students are introduced to Naviance starting in 9th grade, when they begin to construct a narrative of their skills and interests. All parents will have access to Naviance and will be taught how to use it as part of college advising events held at the school.

In the fall, juniors and seniors travel to the college fair in Burlington. This event is swiftly followed by a special college session for parents of juniors and seniors during our annual High School Information Night on September 19th (students are welcome). This night is designed to convey the college process as it occurs at The Sharon Academy and answer any questions families may have. In addition, a financial aid information evening is offered by VSAC either at TSA or at another local high school.

Please see the TSA College Advising webpage (<http://sharonacademy.org/article/articleview/15381/1/2613/>) for detailed information on all of these areas or contact the school if you have further questions. Also, we include college guidance information in our weekly e-newsletter throughout the year.

Physical Education

The Sharon Academy recognizes that physical activity is important for a healthy lifestyle. Students at TSA are required to complete 1.5 credits of Physical Education prior to graduation to meet state requirements. Students are encouraged to pursue



physical activities beyond the minimum requirement stipulated by the state. TSA will award a maximum of 1 credit per year for physical education. This can be completed in any of the following ways:

1. 1/4 credit for each marking period of Physical Education elective courses. Examples include weightlifting, winter recreation, etc. Enrollment in these classes will be through the elective process and credit will be tracked through the regular report card process. This is the best option for students who may find it challenging to meet the Physical Education requirement.
2. 1/4 credit for Suicide Six skiing. TSA offers a students the opportunity to participate in a skiing/boarding program each Wednesday afternoon during the winter at Suicide Six. Students who would like to use skiing for Physical Education credit must complete the Request for PE Credit Form and have it verified by the TSA Suicide Six Ski Program Coordinator - Andrew Lane, alane@sharonacademy.net.
3. 1/2 credit for each TSA sport (track, soccer, ultimate, or basketball). The Athletic Director and coaches will verify participation in these sports and grant credit.
4. 1/4 or 1/2 credit for outside courses or sports participation, depending on the number of hours. Examples might include dance, horseback riding, gymnastics, club soccer, fencing, aerobics and the like. These can be at a community college, through a recreation center, or through other institutions. Students must provide evidence of course completion to the Independent Study Coordinator, Kimberly Barnhart.
5. Students may enroll in a PE Independent Study if there is a strong reason to preclude participation in one of the above options. Students who wish to apply for this option will write a proposal that includes all the elements of an independent study. (Please see the Independent Study section on page 29 for more information.) These independent studies will receive a Pass/Fail grade.

The credits accrued through outside physical activity may not supplant core class credits required for graduation.

Please note: These Physical Education requirements went into effect beginning in the 2010/2011 school year, and are not retroactive.

Advanced Academic Study / Dual Enrollment

Dual Enrollment at Vermont State Colleges: Current Vermont high school students are eligible for two Vermont Dual Enrollment Vouchers, allowing students to take one free college course in their junior year of high school and one in their senior year of high school.



It's called Dual Enrollment because the free college courses will also earn students credit towards graduation from high school.

High school students who are Vermont state residents are eligible for one voucher in their junior year of high school and one voucher in their senior year of high school. Students are not eligible to use a voucher the summer after they have graduated from high school. Students must apply for a voucher for the semester they wish to enroll in a dual enrollment course. Students who attend an independent high school and are not tutitioned there by their hometown, are not eligible for a voucher. (See vtdualenrollment.org for more info.) Some students may be eligible to take a University of Vermont course for free.

Dartmouth Community Student High School Project: Qualified juniors and seniors who have completed all TSA coursework within a subject may take courses, free of charge, at Dartmouth College beginning winter term of their junior year.

Contact Kimberly Barnhart (kbarnhart@sharonacademy.net) for more information about either of these options.

Core Curriculum

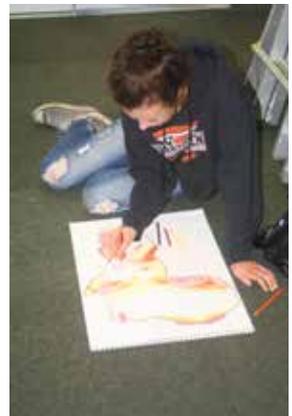
Humanities (Literature and Social Studies)

For the Humanities curriculum, TSA divides students into Division II (9th and 10th grades) and Division III (11th and 12th grades). Students in Division II and Division III will approach humanities from different perspectives. In Division II, students are asked to have an inward focus and consider what they personally believe in, and an outward perspective as they explore the connections between world cultures. The Humanities in Division II are team taught, emphasizing the importance placed on connection and integration of skills. In Division III, students are asked to become more specialized and to evaluate and analyze literature and social studies as discrete disciplines. In order to achieve this, literature and social studies are taught as separate courses.

DIVISION II • The focus of both years in Division II Humanities is developing and refining skills in research, notetaking, editing, creative and formal writing, public speaking, vocabulary, and critical thinking. Students in both years will keep a writing portfolio.

The following curricula are taught in alternating years.

YEAR A (2014 - 2015) • The two-year base of Division II Humanities is World Cultures. The theme of year one of the curriculum is the question "What's the Connection?" Each student conducts significant research on a chosen country, and the



Creating a population map of Africa for Humanities



class explores diverse topics including education, geography, economics, gender roles, rituals, diet and nutrition, art, and religion, among others. This is the year students will learn the names and locations of most countries in the world.

There are three oral presentations during the year. One focuses on the geography of the student's chosen country, one is presentation on a person or event that shaped the world, and the final presentation is independently designed by each student based on their interests after their year of exploring cultures.

Literature studied will support the larger curriculum, including formal study of poetry and short stories from a variety of cultures, and the reading of *Romeo and Juliet*. Independent reading choice is honored by allowing students to choose reading material suitable for their tastes and abilities for required reading outside of class. Films studied will include *Baraka* and *Paradise Now*. Current events are an integral part of the curriculum.

YEAR B (2013 - 2014) • Rather than focusing on connections between cultures, the emphasis is on taking given time periods and learning what is happening in various parts of the world.

A second theme raises the question "What do you believe?" Students will be engaged in discovering the concepts which shape and guide their own lives, using events in history and the lives of others to highlight how those beliefs have helped shape human history.

There will be three oral presentations during the year. One will challenge students to describe how events in the world have influenced a country of their choice (or vice versa), one topic is still under development, and the final presentation is the Beliefs Project, in which the student shares a word they've chosen which most strongly guides their choices.

Literature studied in this year include *The Examination*, *The Poisonwood Bible*, and a variety of short stories and poems. Films studied will include *Dead Poets Society* and *Powaqqatsi*. Current events are an integral part of the curriculum.

DIVISION III • In the 11th and 12th grades, literature and social studies are no longer integrated as they were in a Division II. However, building on the integrated courses in the 9th and 10th grades, students continue connecting ideas across disciplinary lines while pursuing greater mastery within the distinct disciplines of literature and social studies. The following curricula are taught in alternating years.

LITERATURE • To complement perspectives experienced through social studies aspects of Division III study, students will seek to hear the voices and ideas of individuals writing in different times and places. The reading list will include a variety of styles, genres, and countries of origin. Visual and musical



texts will expand our readings of the written word, allowing for exploration of how one media can enhance understanding of another work, opening up new avenues for discussion and interpretation.

Skills practice will focus on reading for deeper, more detailed comprehension, taking notes in-text and writing impromptu essays as well as drafting and revising written work.

Both juniors and seniors will spend time developing personal essays to prepare for the college application process.

Sample reading programs follow, but the lists remain flexible and open to adaptation based on changing focus ideas, themes, and special interests of students. Reading selected Shakespeare plays in conjunction with themes in either program is a priority.

EUROPEAN PROGRAM

We typically begin with an orientation to the medieval and Renaissance mindsets and culture, especially religious views and conflicts and the visual art of classical and biblical figures. Dante's *Inferno* and poetry, Anne Askew's ballad and John Donne's Holy Sonnets are sample texts.

Shakespeare is the focus of an extended, intensive study of two plays, typically *Macbeth* and *Othello*. We use quality film productions to enhance students' comprehension and range of interpretation as they learn to appreciate and understand the structure and content of Shakespeare's craft.



Literature Discussion

Social satire is a special focus of the 18th century unit. Featured texts are Voltaire's *Candide* and Jonathan Swift's "A Modest Proposal." Other media of the era might include excerpts from the Mozart-Da Ponte opera *The Marriage of Figaro* and William Hogarth's prints and paintings.

With a move into the nineteenth century, the internal, human perspective is mixed with the external social perspective on power and colonialism captured by Joseph Conrad in *Heart of Darkness*.

The 20th century contains more and varied possibilities, such as essays of Virginia Woolf on women or George Orwell on empire. A world of poetry holds a limitless range of ideas for reading, investigation and inspiration, or students



may look into the dark power of stories of the Holocaust.

AMERICAN PROGRAM

This course of study will examine perspectives on and narratives of the United States found in classic, contemporary, and current readings from the 19th, 20th, and 21st centuries. A specific goal will be to mix genres and eras in our readings to see how artists' styles, as well as views on and issues in American society, have changed or carried on and how they connect to our experience today.

Starting with a look at American ideals and experiences expressed in lyrics, verse, and other earlier texts from our country's history, this course of literary study turns to essayists, poets, playwrights, and fiction writers who have commented on how those ideals have evolved, strengthened, been lost, or challenged in the 19th and 20th centuries.

The list below represents the range of texts by Americans we could draw upon. It includes but is not limited to the following authors, titles, and sources:

Verse and Lyrics: Elizabeth Bishop, Emily Dickinson, Sherman Alexie, Emma Lazarus, Tupac Shakur, David Byrne, Bruce Springsteen

Short Fiction: Nathaniel Hawthorne, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Kate Chopin, Katherine Anne Porter, Dorothy Parker, Flannery O'Connor, John Updike

Novels: Herman Melville's *Bartleby the Scrivener*, F. Scott Fitzgerald's *The Great Gatsby*, E. L. Doctorow's *Ragtime*, Cormac McCarthy's *All the Pretty Horses*

Drama: Thornton Wilder's *Our Town*, Arthur Miller's *Death of a Salesman*

Film: *Gentleman's Agreement*, *The Best Years of Our Lives*, *Apocalypse Now*

Essays from current sources such as *The New York Times* and anthologies such as *The Norton Reader*

SOCIAL STUDIES

MODERN EUROPE: 1347 TO THE PRESENT

In this course we examine the foundations of modern Europe. We explore the major political, social, religious, economic, and cultural developments in Europe from about the sixteenth century through the beginning of the twenty-first century. We delve into a range of topics including the Renaissance, the Reformation, constitutionalism and absolutism, the Enlightenment, the French Revolution, the rise of capitalism, new technologies and industrialization, nationalism, imperialism, Marxism and socialism, fascism, the World Wars, the



Holocaust, the Cold War, and the collapse of the Soviet Union. Throughout the year we also track and analyze European and international current events with an eye to understanding how contemporary issues have been shaped by Europe's history. Embedded throughout the course is the discipline of history itself. As we examine historical events, students will utilize the tools and methods of the historian to develop their own understanding of modern Europe.

HISTORY OF THE UNITED STATES: THE COLONIAL ERA TO THE

PRESENT

This college preparatory seminar examines the broad sweep of American history while developing each student's skills in reading, writing, and thinking about history. We deal with numerous secondary and primary sources in all media with a view toward considering multiple perspectives. Throughout, students will take on the role of historian with the goal of developing an accurate and personally relevant understanding of the American past. The course is divided into four sections, roughly one per marking period. In the first section, we focus on the tension between regional and central authority in the independence movement, the creation of the Constitution, economic and social change, and slavery. The second section addresses the sectional conflict that led to the Civil War, the war itself, and Reconstruction. In the third section, we investigate the rise of an urban industrial society, issues of race, the changing roles of women, WWI, and the Great Depression. The final section begins with World War II and moves to the Cold War, the Civil Rights movement, the social and political turmoil of the 1960s, and changing U.S. relations with China, India, and the Middle East. Throughout the year we will track and analyze domestic and international current events in order to explain how American history has shaped contemporary issues.

Sciences

The goal of The Sharon Academy's Science Department is to graduate students who have the confidence, curiosity, and tools necessary to answer questions relating to science in their everyday lives. The science curriculum is split into seven classes designed to give students in-depth knowledge of the following topics: biology, physics, chemistry, and energy, ecology and the environment. With a focus on hands-on, problem-solving based learning, the main concept driving all science courses at The Sharon Academy is relevance.

BIOLOGY I • This biology class offers a substantial introduction to many different areas of biology. Students study how biological systems influence humans and the world in which



Dissecting a sheep's brain in Biology



they live. Specific topics studied in detail during the year include: the kingdoms of life, evolution, ecology, human anatomy and physiology, cells, DNA & genetics. Upon the successful completion of the course, students will have a strong foundation in basic scientific vocabulary and concepts, and will possess skills including: how to use the scientific method to answer a question, how to use a compound microscope, and how to collect, analyze, present, and apply scientific knowledge.

ADVANCED BIOLOGY • Biology I is a pre-requisite for all Advanced Biology classes, unless exempted through consultation with the instructor. In the first semester of Advanced Biology, students will review DNA structure and function and basic genetics and will explore what scientists have learned beyond basic genetics and how they have attempted to work with and actively manipulate genetic systems. An introduction to genetic engineering tools and processes such as electrophoresis, biotransformation, and genetic forensic analysis will be a part of the laboratory experience in this class. The ethical issues surrounding current genetic procedures will also be dealt with in some detail, as the results of genetic engineering are becoming more and more entwined with modern developments in everything from agriculture to human health. The second semester of Advanced Biology will focus on the study of environmental science, taking a global approach and looking at the big picture of what is happening on our planet and how our choices and actions as human beings are changing the environment around us. Students will look at pollution, climate change, the destruction of rainforests, endangered and invasive species, and many other environmental issues. Students will engage with these issues through a series of projects, labs, and debates throughout the term. Students will also connect back to the world of genetic engineering to see how it is revolutionizing both our understanding of the world and our place in it, as well as providing potential solutions (and also ethical dilemmas) to some of our greatest crises.

PHYSICS • The major topics covered during the first year of physics at TSA are motion, forces, momentum, and energy. These concepts are the foundation of a solid understanding for the rest of physics and the natural world. Throughout the study of these topics, students will focus their attention on developing the following skills: proficiency in elementary algebra, use and manipulation of mathematical formulas and functions, mathematical modeling, analysis of measurement precision and uncertainty, formal scientific writing, use of technology, problem solving, inquiry, and creativity in experimental and engineering design. Students will pursue these skills by completing inquiry laboratories and long term projects that include topics of constantly accelerated motion, projectile motion,



Studying projectile motion with student-made tennis ball launchers in Physics



mechanical energy and energy transfer, and others. Students will also have the opportunity to research topics in modern physics that they will present to the class. Finally, if time permits, students will design and conduct an experiment of their choice that they will display to the community in a poster presentation.

ADVANCED PHYSICS • This course is designed for students who have an interest in pursuing the engineering or mathematical sciences after high school, or for students who are interested in learning more about applied mathematics. Topics covered in this course expand upon the knowledge developed in the first year of physics while introducing more advanced skills that students will encounter in postsecondary programs. The year will begin with a review of some of the topics covered in introductory physics, but we will quickly learn the basics of calculus so that we can learn how differential equations can be used to describe physical systems. Students will learn how to find numerical solutions to the differential equations that describe projectile motion with air resistance. Additional topics will focus on applying Newton's laws along with energy and momentum principles to solve practical problems including the design and structural analysis of bridges (which includes a competition held by the Vermont Air National Guard), the physics of rigid bodies, orbital motion, basic fluid mechanics, and oscillations. If time permits we may also look at either rocketry, thermodynamics or relativity.

CHEMISTRY • This class covers an introduction to the study of matter at the subatomic level and the physical and chemical properties of elements and compounds. Specific topics may include: the atom, electromagnetic radiation, elements, compounds, quantum mechanics and the electron, periodic table of the elements, ionic/covalent bonding, chemical reactions, moles, molarity, stoichiometry, states of matter, percent error/mass/composition, acids/bases, biochemistry and gases. A chemistry student at The Sharon Academy finishes the year with the following skills: how to measure in metric, how to convert between metric units, how to take precise measurements using different instruments, how to write data using scientific notation and significant digits, and how to write a thorough laboratory report. A chemistry student will be able to explain common phenomena such as combustion and oxidation. Specific



Studying energy transfer with a student-made camp stove



Analyzing soils samples for Woodland Ecology



topics include: the history and structure of the atom, elements, compounds, quantum mechanics, radiation, periodic table of the elements, ionic/covalent bonding (metallic), chemical reactions, moles, molarity, stoichiometry, states of matter and percent error/mass/composition.

WOODLAND ECOLOGY • This class will study the relationships between living organisms and their natural environments. This is a field-based class, where students will use the scientific method to investigate the relationships between species and their habitat. The class will use the 80 acres adjacent to the school, for the majority of their investigations but will also study other Vermont ecosystems. Students will work on various projects and field based investigations that will increase their understanding of the natural world.



Investigating the relationship between snow pack and soil temperature

Classes will focus on the following areas: water quality testing, forest benchmark assessment, salamander studies, species identification and inventory, succession, winter ecology, forest journal, soil studies,

forest carbon assessment, invasive species, a geomorphic assessment of White Brook. Assignments will largely be laboratory reports, due every three to four weeks. Woodland Ecology will meet outside for large parts of this class. Students who take this class must be prepared to spend class time outside in inclement weather.

ENERGY and the ENVIRONMENT • Energy and the Environment covers a specific topic related to energy each year. Topics over the years have included Vermont's energy portfolio, transportation, and green home building. In the first quarter, students become experts on a topic and teach their classmates in seminar-style classes. In the second quarter, students synthesize the information they have learned and develop a big-picture model of the information. In past years this has resulted in presentations to the Vermont House Committee on Transportation, and the Vermont House Committee on Natural Resources and Energy, and an open house at the Montshire Museum. In the third quarter, students use their knowledge to develop procedures for taking action at TSA and in the community. In the fourth quarter, students are dedicated to actualizing their action plans. Among many other great projects, these have included putting solar panels on the TSA roof, planting a garden along the entrance walkway, leading local energy awareness campaigns, assessing the possibility of switching town garages to biodiesel, and organizing a teaching bike trip to share energy based curriculum with other schools.

Math

The goal of every mathematics course at TSA is to expose students to systematic thinking. The TSA math program focuses on skill development, SAT preparation and problem-solving. This involves a building block approach that includes mastering basic



skills and logical mathematical processes. Most first year/9th grade students will take a year long Geometry class. Students will then take either Algebra I or Algebra II. Juniors will either take the next appropriate Algebra course, Precalculus or Intro to Statistics, depending on skill level. Seniors are allowed to choose between Algebra II, Precalculus, Calculus, Statistics (offered bi-annually), or Intro to Statistics.

GEOMETRY • The Geometry course will help students to develop and refine a sense of spatial relationships. Specifically, the course will cover the following topics: geometric art, inductive reasoning, Euclidean constructions, properties of lines, angles, triangles, polygons, and circles. Further, we will explore concepts and perform calculations involving area and volume in both English and metric units. Explorations will also include the concept of similarity, tessellations, applications of the Pythagorean Theorem, and an introduction to basic trigonometry.



Constructing a polyhedron

Throughout the course, we will stress the importance of the fundamentals of mathematical operations. Both the graphing calculator and Geometer's Sketchpad will be used to speed calculation, and to model and visualize concepts.



Determining the slope of a hill in Algebra

ALGEBRA I • This class will start by reviewing such topics as the basic operations and properties over the real numbers. The course will then move to the expansion of familiar topics: evaluating expressions, solving one variable equations, and graphing the linear equation, then on to the introduction of quadratic equations and the factoring of polynomials. Students will use the graphing calculator and lab-type or open-ended type activities as part of their learning experience.

ALGEBRA II • The Algebra II course is a foundation for Precalculus and Calculus. Becoming competent in algebraic logic and operations is the heart of what we do in this course, therefore focus is placed on a traditional treatment of the material.

Topics included are: sets of numbers, basic axioms, graphing of simple linears, multiple linears, quadratics, and inequalities including linear programming. Solutions of linear and quadratic equations, which includes systems of linear equations and determinant solutions are also covered, as well as the Quadratic Formula, exponential and logarithmic functions, rules of exponentiation, fractional exponents, powers and radicals (without using calculators), and the ability to factor algebraic expressions (which includes



long division of polynomials, simplification of complex algebraic fractions, radicals, simplest radical form and the factor theorem).

Worked into this class is also an introduction to the Math SAT I exam. Students will take between 5 and 7 of the Math SAT I tests throughout the year. These tests help identify problems and motivate students in completing the daily work.

PRECALCULUS • Students taking precalculus will learn the concepts and build the mathematical skills necessary to continue on to calculus. Topics covered will include: polynomial functions, logarithmic and exponential functions, complex numbers, trigonometric functions and identities, conic sections, sequences and series, and an introduction to limits. Students will be assessed using homework, quizzes, skill drills, exams, and portfolio caliber projects. There will be a strong focus on using technology, graphing calculators, and computer applications to aid in visualizing principles and solving problems.

CALCULUS • Students taking calculus will develop the skills necessary for success in higher level college math classes. Topics covered will include integral and differential calculus and the concept of limits, all in one variable. Content mirrors the AB course curriculum, with some BC topics included (Please see the College Board website for information on AP tests and curriculums). Student performance will be assessed through quizzes, tests, skill drills, and projects.

INTRO TO STATISTICS WITH MICRO-APPLICATIONS • The goal of this class is to acquaint students with math that they can use in their daily lives. Topics will include: logic, statistics, systems of measurement, map and compass work, and the fundamentals of economics. We will work daily to increase students' number sense and develop an appreciation for the prevalence of math in our fast paced technological society. Students will read the book *How to Lie with Statistics* and will learn to use spreadsheet applications. In addition to the standard array of quizzes, tests, and skill drills, students will also write short papers, engage in group work, and present their findings to their classmates.

ADVANCED STATISTICS (offered every other year) • This is a course for students who enjoy or want to learn to enjoy, mathematical problem solving. We will examine practical statistical problems, "inventing" appropriate procedures in the process. Emphasis will be on the logic behind formulas commonly used in inferential statistics, not the formulas themselves or the computations involved in applying them. Major topics include basic probability, random variables and probability models, expectation and the algebra of variances and covariances, parameter estimation, confidence intervals, and hypothesis testing. An original culminating project will be required of each student. While not an applied course *per se*, nor a substitute for introductory statistics in college, this course will provide an understanding of such terms as "statistical significance" and "margin of error" that will be of real value to students whether or not they choose to pursue further studies in the field. The ability to perform algebraic operations is required for this course. Knowledge of basic concepts in calculus is useful but not necessary.



World Language

The Sharon Academy offerings in world languages help students read, write, speak, and listen for meaning in Spanish or French. We use state standards and ACTFL (American Council on the Teaching of Foreign Languages) guidelines to shape our curriculum and pedagogy, using a selection of texts and authentic materials. Focus is on a positive learning environment where students feel comfortable making mistakes and taking risks in the language. The world language department affirms recent research that studying additional languages helps in brain development in a variety of ways that are beneficial to individual students (see www.ACTFL.org resources). This assists us in our mission of nurturing intelligent, independent and creative thinking in our small school community and awakens students to their immense potential. The awareness students gain of the francophone and Latino cultures encourages connections to the broader world.

SPANISH

SPANISH I and II • Students begin their work in *Descubre*, a computer and text-based program using DVDs, CDs, cultural exploration, oral games and exercises to enhance the learning of Spanish. Students are introduced to the basic workings of the present and past tenses.



Spanish Class Outside

SPANISH III and IV • Students continue the *Descubre* series and oral studies, but also move into reading Spanish and Latin American legends and stories. Their grammar work includes more verb tenses and the subjunctive mood. Students create individual and collaborative dialogues and projects in the target language.

SPANISH V and VI • Students concentrate on the literature and civilizations of Spanish-speaking countries. Students write essays and literary responses as well as review all grammar previously covered. Students may choose to take the SAT Subject Test in Spanish.

FRENCH

Building proficiency in French is the primary goal of the program. Each year, students build on their previous year's level of comprehension and communication skills. The goal is for students to build on mastery of listening comprehension, reading comprehension, speaking and conversation, grammar, writing, and culture in French-speaking countries or regions.

The majority of class time will be in French, with limited scaffolding in English. We expect students to communicate as much as possible in French and to refrain from use of English in their work (both oral or written). This can be very challenging for many students. However, in learning a language, the greatest growth happens when students have to find creative ways to work around an unknown or forgotten word. In this context, the attempt is more important



than accuracy. (Please see the American Council on the Teaching of Foreign Languages (www.actfl.org) for more information on this teaching philosophy, including the ACTFL Position Statements, proficiency guidelines and supporting research.)

Students will use bilingual dictionaries or online translators only for single-word translations or to check their understanding. We recommend dictionaries (as opposed to online translators), as they give multiple translations from which you can select, depending on context. Students who use online translators to translate bulk text for homework or projects (i.e., phrases, sentences or paragraphs) will be in violation of the honor code and subject to repercussions.

FRANÇAIS NOVICE • Novice level students will use *Discovering French Bleu* workbook and textbook primarily. They will quickly move from the basic study of the alphabet, numbers and greetings. Over the year, they will cover basic vocabulary and grammar. At the end of the year, they will be familiar with basic verb conjugations, articles, prepositions and adjectives. They will be able to communicate concerning their likes and dislikes, family, food, weather, daily activities, descriptions of people and objects.

FRANÇAIS INTERMEDIAIRE • Students will use the textbook *Discovering French Blanc* along with different class activities. Over the year, they will increase their communication skills through vocabulary about food, entertainment, sports, health and home. We will study different prepositions, pronouns, irregular verbs and adjectives. Students will build communication fluency in both the present and past tenses. We will incorporate more French reading material into the curriculum.

FRANÇAIS AVANCÉ • Students will use the *Discovering French Rouge* as a resource, but will also develop their communication skills through exploration of francophone literature and culture, drawing on a variety of texts and materials. They will start reading level appropriate books and will be responsible for several oral mini-presentations. Students will be expected to write on a regular basis and use French as their primary language in class.

Foreign Travel, Foreign Study, and Studying at Another School

Foreign Travel: TSA has organized student trips in the past to Spain, Italy, France, the UK, the Dominican Republic, Costa Rica, and Belize. We plan to continue offering opportunities such as these.

Foreign Study or Study at Another School: Participating in an alternate study program during your high school years, whether it be studying abroad or at another school, can be a very exciting and rewarding experience. However, it is not always the right choice for every student.



Students who wish to pursue an alternate study program, whether for a semester or a year, need to seriously consider the impact their travel will have on meeting the graduation requirements, and on the college application process. Leaving for a semester or a year requires considerable planning and work. We encourage students to consider summer programs or post high school travel. It is essential that all students' families/guardians who are considering alternate study programs during the school year work closely with TSA to make sure the student's overall high school and college plans are thoroughly analyzed. Families should fully consider the implications of missing significant school time.

All students considering enrolling full-time in a non-TSA program must consult our Travel Handbook, available online, to ensure that all TSA graduation requirements are met. We strongly recommend that students begin to plan their travel at least a year in advance of the intended date of travel, by reading the Travel Handbook and consulting with our Traveling Student Coordinator, Florence Tolbert, at ftolbert@sharonacademy.net.

Independent Study Projects

Independent Study Projects are student-designed courses that earn credit. They are one semester projects, generally pass/fail, except under certain conditions (see below), and require the following:

PROPOSAL • Students will write a one to two-page proposal of their independent study, spelling out the student's idea for the project. (This may look like a course syllabus.)

MENTOR • Students will find a mentor for their independent study, who can be a teacher or community member who is an expert in the topic of the independent study and who assesses student progress. Mentors will meet periodically with the student, but it is the student's responsibility to initiate and follow up with the meeting schedule. If the mentor is a TSA faculty or staff member, that individual will be the teacher of record for the course. Mentors cannot be a fellow student unless there is also a teacher-mentor. The Director of College Advising will be the teacher of record for all other projects and will coordinate the recording of grades.

CONTRACT • Once the proposal is accepted and a mentor is determined, the contract is built with the aid of the mentor or a member of the guidance team. It will spell out all expectations for the project. The contract must be completed and approved by Guidance prior to beginning work. Students may complete a contract in the spring for work to be done over the summer. Credit will be given during the fall semester for work done over the summer.

JOURNAL • Students record their work on the project, including documentation of the time spent on the work. This journal may be paper or electronic, but will serve as the documentation of work done on the project. Students will use their journal during meetings with the mentor or Guidance Coordinator to discuss progress and set goals.



GOAL SETTING • Students will meet periodically with mentors, setting goals, and timelines for work. These meetings will be a minimum of twice per quarter (prior to progress report and quarter grades). The schedule needs to be established ahead of time between the student and mentor.

FINAL PRESENTATION • Presentations will be scheduled at the end of the semester for which credit (or no credit) is given. The presentations will be the vehicle for the students to display what they accomplished during their independent study. This may be an actual presentation in which students talk about their work, or it may be a display of their work. Example: for an independent study course in photography, the 2008 senior portrait photo display met the "presentation" requirement.

Athletics

TSA's athletic program strives to develop sportsmanship, enjoyment of athletics, physical fitness, self-discipline, and social development in all participants. Our Mission Statement serves as the overarching principle for all participants in the athletic program: administrators, coaches, student athletes, parents, and spectators.



Varsity Basketball

All students are encouraged to participate in TSA athletics and as far as possible, room will be made on TSA teams for all who desire to do so. TSA coaches work to enable TSA students to perform at a safe and enjoyable level in all sports.

TSA's athletics program is an intentional blend of inclusive and competitive. We are a Division III school in Girl's Soccer and Basketball, and Div IV in Boy's Soccer, Boy's Basketball, and Track and Field (coed). We

compete against schools such as South Royalton, Rivendell, Blue Mountain, Whitcomb, and Twinfield. **Because of our inclusive approach to athletics, we have a very high rate of student participation - last year over 67% of our students participated in a team sport!**

Junior Varsity - At the Junior Varsity level the emphasis is on participation, enjoyment, skill development, knowledge of the game, and physical fitness. Players learn the joy of the sport as well as the incredibly valuable culture of the "team". All ages and levels are welcome. Every effort is made to involve all team members. A student's determination, dedication, and demonstrated interest in the program may be considered by the coach in determining playing time. There is no "cutting" of players at the Junior Varsity level. We often have players on our JV teams who



Varsity Soccer



are completely new to the sport, and our coaches focus on helping all players feel welcome and an important part of the team. Seniors are just as welcome on JV teams as first year students.

Varsity - Competition increases in our Varsity teams, many of which rise to playoffs each year. Varsity teams continue the emphasis on skill development and enjoyment with a strong emphasis on achievement of excellence, respect, healthy competition and teamwork. Varsity teams are comprised primarily of 11th and 12th grade students augmented by 9th and 10th graders who can make a significant contribution to the Varsity team without putting their health/safety and academic standing at risk. Varsity playing time is not guaranteed and is largely determined by coaches assessing the needs of the team and the capabilities of the players. As a result, some Varsity team members may not play at all in some games.



Ultimate Frisbee

Sports Offered:

- **Fall:** Soccer, Cross Country
- **Winter:** Basketball
- **Spring:** Ultimate Frisbee (coed), Track and Field (coed)

Special Events

Throughout each school year, TSA offers many special events designed to compliment our curricula and support our Mission. The following are a few of the events we arrange each year.

Chain Reaction / MLK Day: In recognition of Dr. Martin Luther King's contributions to our society, TSA high school holds an annual "Chain Reaction Day". The events and lectures for the day are inspired by Dr. Martin Luther King's legacy, and challenge us as a school community to examine our beliefs and our assumptions. Guest speakers are invited each year to talk about topics such as bullying, economic disparities within society, and racial tolerance.

Cafe Night / Thursday Night Café: A casual "Open Mic" night held at the HS in Moore Hall, for students to share their talents (skits, singing, bands, poetry recitations, etc). The event is often held on Thursday nights, can be referred to as "Café Night" or "TNC". It is usually preceded by a dinner to raise money for the TSA Book Fund. TNC and the Book Fund Dinner are a wonderful opportunity to connect with other TSA families, and to share the sometimes unexpected talents of our students.

High School Field Trip: Annual field trip for the entire high school. Every student attends the field trip. Past trips have included day-long trips to Montreal, Boston, and Burlington. The field trip typically includes an educational component, often involving the arts.



High School Trip to Chandler: Each Fall, all high school students are taken to Chandler Arts Center in Randolph to watch a play in the "Literature to Life" series. When possible, the presentation we see coincides with our Humanities program.

X-Block: Once a month, TSA high school invites guest speakers from the wider community to speak to our students and staff on topics that expand our knowledge about the world based on an annual theme. Past topics have included an exploration of the issues surrounding the earthquake in Haiti, a discussion about bullying, and an explanation of the mechanics of a concussion. This year's theme for our X-Block speakers is "Environment".

Orientation Days: School officially begins with student orientation days. The focus of this orientation period is to help all of our students, both new and returning, get to know their classmates and teachers through a series of games and exercises.

Senior Thank: In the spring, seniors work together to envision a Senior Thank day. Past Senior classes have made tables for the school and have created murals which they installed around the outside of the school. On the same day, Seniors transform the school in creative ways to complete the Senior Prank. This is a recognized activity at TSA, and it takes place with appropriate adult supervision.



Electives for 2013 – 2014 *

	Marking Period I	Marking Period II	Marking Period III	Marking Period IV
Theater/Music	Play Band	Electronic Music	Jazz →	← Jazz
	Play Actors	Theater Workshop	One Act Play	
Art	Ceramics	Yearbook	Photo I	Photo II: Take this Down
	Mural Beading	Printmaking Architecture	Drawing	Outdoor Sculpture
	Set Design		T'ai Chi / Collage	Watercolor
Tech	TASC	Robotics	Electronics Software Programming	
Academic	Biomimicry	Exhibition	Model U.N.	Poetic Form
	Journalism	The Vietnam War	Journalism	
	<i>In the Heights</i> - Museum	Psychology	Creative Fiction	
Physical	Ultimate	Journalism	Philosophy and Film	← Spring running Weight Training PE <i>Yoga</i>
	Kayaking	Weight Training	Winter Running →	
	Interim - Dance	Indoor Soccer		
Other	Physical Education			
	Introduction to Mindfulness	Ishmael Strategy Games	Drivers' Education Fantasy Baseball Sugaring	Fly Fishing Mexican Cuisine Garden

APPENDIX: ELECTIVES OFFERED ANNUALLY

ACADEMIC

STUDY HALL • This is a not for credit class. Taking this elective allows students to add four hours a week to their time to study in a quiet, supervised space. To register for this class, a student must present a written proposal of how their time will be spent productively.

MODEL UN • Model United Nations is a simulation of the UN General Assembly and other multilateral bodies. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. While playing their roles as ambassadors, student "delegates" make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the Model UN conference rules of procedure – all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world. Students need to be available for the Conference, which is held at a college in New England. Students can participate in Model UN without being in the elective.

ELEXHIBITION • All Juniors are required to take this class which will provide guidance for the junior exhibition process, including an emphasis on research skills. Juniors are expected to be prepared to start writing a draft at the beginning of the class.

TECHNOLOGY

TASC • Each year, UVM's College of Engineering and Math Sciences (CEMS) sets forth a design challenge for all Vermont high schools. CEMS describes a problem, then sets parameters around how the problem can be solved. Teams of high school students then meet in December for the TASC (Technology And Society Connection) competition, displaying their solutions to the challenge. Students in this class form teams that design their own response to the year's TASC challenge, then compete in December at UVM with other teams from around the state. Instructor: Steve Basham (Physics)

ROBOTICS • FIRST Robotics "is an international high school robotics competition organized by FIRST (For Inspiration and Recognition of Science and Technology). Each year, teams of high school students compete to build robots weighing up to 120 pounds (54 kg), not including battery and bumpers, that can complete a task, which changes every year. While teams are given a standard set of parts, they are also allowed a budget and encouraged to buy or make specialized parts as long as they conform to FIRST safety rules." (Definition from Wikipedia) This elective is for all interested students - no knowledge, only interest - is necessary. Time outside of class is required. Jon Boette



VISUAL ART

INTRODUCTORY DRAWING • All 9th graders are required to take a survey art course to support the development of visual literacy and creative thinking early on in the student's high school career. Additionally, this introductory course gives art teachers the opportunity to identify students with an interest or talent in art early to increase the opportunity students have to take advanced courses. This course is made available 1st, 3rd and 4th quarters. There will be one course taught during the elective slot and one made available during class time for each of these three quarters. In addition, 2-3 art elective offerings will continue to be offered every quarter. Instructor: Jay Mead

YEARBOOK • Students work with TSA's Art Coordinator to design and create TSA's year book. From taking photographs to designing pages and writing content, student work together to create the record of the school year. Instructor: Laura DeCapua (Art Coordinator)

PHOTOGRAPHY WITH A VOICE • Students in this class will choose one topic, take a point of view, and demonstrate that point of view through photography. The projects will be designed to persuade the audience to the artists' perspective. There will be work outside of class, a computer is helpful and students will need their own cameras. Instructor: Laura DeCapua (Art Coordinator)

ARCHITECTURE • There will be three design projects (problems) in this class, requiring different amounts of time. The basic purpose of this class will be to concentrate on the aesthetics (visual qualities) of each problem. This is not a class about drafting, computer graphics, building structure, construction practices, mechanical systems, or energy use; these are very important issues, but for another setting. This class will be a chance to relax, have fun, and concentrate on the "Architecture" of architecture. There may be light homework. Instructor: Jay Mead

MIXED MEDIA • The course will cover basic layering techniques and creating semi-abstract images in paper and card and art work based on still life arrangements and themes of your choosing. This is a primarily a 2-D based project with the option of adding some 3-D effects to final pieces. Instructor: Laura Perry

THEATER AND MUSIC

INTERIM BAND • The members of the Interim Band use this elective in the first marking period to learn the music for the year's Interim Musical. Students are expected to be prepared for class; with music, instruments, and musical equipment, and must be able to demonstrate that they have spent adequate time practicing for the class. Students will be graded on



their preparedness, their attitude and respect of other students in the class. Instructors: Mary Newman (Spanish) and Brian Tonks (Academic Dean and Math)

INTERIM • The leads in the Interim use this elective to learn their lines while the musicians practice the music for that year's play. Instructor: Charlie McMeekin (9th and 10th grade English)

ONE ACT PLAY • Generally offered third marking period, this elective is open to all students. The chosen play is entered in the Vermont Drama Council's regional play festival in March, with the possibility that the production will be chosen to go on to a further performance at the State festival in April. Past plays have included "Wiley and the Hairy Man" (2010, Regional and State festival production) and "Stone Girls Dreaming" (2011, Regional and State festival production). Instructor: Charlie McMeekin (9th and 10th grade English)

INTRODUCTION to THEATER • Generally offered during the second marking period, this class is designed to be accessible and fun for all, sampling a variety of theater games, scripts, and improvisation. Designed primarily for students new to theater who wish to experience different forms, the class introduces improvisation, scene and character study, theater games, tongue twisters and a brief exposure to technical theater. The daily agenda is set somewhat by the interests and desires of the students who enroll in the class. Instructor: Charlie McMeekin (9th and 10th grade English)

PHYSICAL

WINTER RUNNING • Gear up and get out! Students will walk and run up White Brook Road regardless of the weather! All students are encouraged to participate, there are no minimum Proper equipment necessary (running shoes, warm weather gear. Instructor: Larry Satcowitz (Math)

WEIGHT LIFTING • Class will be held at Al's Body Shop in Strafford, VT. Students will develop fitness regimes, which could be goal or sport specific, consisting of free weight, nautilus and aerobic components. All participants should be ready to work hard. Basic elements of anatomy, physiology and nutrition will be addressed. Grades will be based on the following components: written regimen, goal sheet, training log, participation and safety awareness. Assessment methods may include short quizzes, readings or small projects, like presenting an exercise to the class. Instructor: Steve Basham (Physics and Math)



MISCELLANEOUS

STRATEGY GAMES • In this class, students learn about great battles and great warriors, read Stephen Zweig's "The Royal Game", play board games that they love and learn new ones. Students give a mini-presentation and a two-page report on a chosen battle or warrior. Instructor: Florence Tolbert (French)

FRENCH CULTURE • Students discover France and French culture Through its writers, poets, artists and filmmakers. No French knowledge is necessary. Instructor: Florence Tolbert (French)

CULTURAL PERSPECTIVES • This class will share stories such as *Seedfolks* and watch movies depicting different perspectives on subjects such as War, Love, Integration or Community. In addition, the class will undertake mini-activities that challenge our own perspective on life. Movies may include: *The Namesake*, *La Vita e Bella*, *Au Revoir Les Enfants*, *The Gods Must Be Crazy*. Students can earn extra credit by reading a novel such as *A Year in Provence* or *I am a Stranger Here Myself*. Students will be responsible for keeping a journal to reflect on what has been shared in class. Instructor: Florence Tolbert (French)

INTRODUCTION TO MINDFULNESS • Being more present in life can help regulate emotions and prevent stress. Drawing on Mindfulness Based Stress Reduction techniques developed by Jon Kabat-Zinh and the Learning to Breathe program, students will explore different kinds of relaxation, meditation, and movement techniques. Instructor: Flo Tolbert (French)

DRIVER'S EDUCATION • This class is offered once a year during the 3rd marking period. (There is also a class held each summer.) Generally, students are given priority to register for class based on age, although TSA reserves the right to include a student in the class, outside of the age criteria, where a specific need is demonstrated. The fee for Driver's Ed class will be set annually.

This course will introduce students to the concepts and skills necessary for beginning drivers in the context of a risk prevention curriculum. The curriculum consists of 30 hours of classroom time, 6 hours of in-vehicle training, and at least 6 hours of observation for each student. The course is a prerequisite to obtaining the Junior Operator's License in the state of Vermont. *This class has limited space and fills up early. Please see www.yankeedrivingschool.com for more information.* Instructor: Gabriella Netsch



Appendix: The Sharon Academy 2013-2014 Academic Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:15 A Block 9:30 15 mins Office Time 9:45	8:15 E Block 9:30 15 mins Advisory 9:45	8:15 A Block 9:30 45 mins Advisory 10:15	8:15 E Block 9:30 15 mins Office Time 9:45	8:15 A Block 9:30
11:00 B Block 11:00	9:45 F Block 11:00	10:15 B Block 11:30	9:45 F Block 11:00 10:50	9:30 E Block 10:50
11:00 PATH / Lunch 11:45	11:00 All School Meeting 11:40	11:40 C Block	11:00 All School Meeting 11:40	10:55 C Block
11:45 Lunch / PATH 12:35	11:45 D Block 12:55	12:55 C Block	11:40 D Block 12:55	12:10 Lunch 12:40
12:40 C Block 1:55	12:55 Lunch 1:30	12:55 C Block	12:55 Lunch 1:30	12:40 B Block 1:55
2:00 D Block 3:15	1:30 Elective 3:15	3:15 C Block	1:30 Elective 3:15	1:55 B Block 2:00 F Block 3:15



The Sharon Academy Student Support Program

The Student Support Program at TSA involves all of our staff and faculty. We all work in different ways to support our students socially, emotionally and academically. The following flow chart outlines the different kinds of support that a student or parent may need while at TSA and who to contact in order to find the needed support. We recommend that specific class concerns be initially brought to the student's teacher, while broader social, emotional or academic concerns be brought to the student's advisor. From there it is likely that the Student Support Team will become involved and offer additional support if needed.

Step 1: Teacher

If the issue is with a **specific class**, address the issue with that teacher. If the issue is not with an individual class, or if the teacher is not able to satisfactorily address the issue, the next step is to contact the student's advisor.

Step 2: Advisor

The student, parent, or teacher(s) should address the issue with the student's advisor. If the advisor is not able to assist in the resolution of the issue, or if additional social/emotional or academic support is needed, they should contact someone from the Student Support Team.

Step 3: Student Support Team

<p>Academic Services Coordinator Louise Caldwell lcaldwell@sharonacademy.net Ext. 113</p> <ul style="list-style-type: none"> ▪ Educational Support ▪ Plans/Accommodations ▪ Academic Testing ▪ Tutoring Support 	<p>College Guidance Advisor Kimberly Barnhart kbarnhart@sharonacademy.net 802-763-2500 Ext. 116</p> <ul style="list-style-type: none"> ▪ Post-secondary options ▪ Summer Opportunities ▪ Independent Studies ▪ Dartmouth/CCV Courses ▪ Course Selection ▪ Scholarships 	<p>School Counselor Kate Sensesich ksensesich@sharonacademy.net 802-763-2500 Ext. 115</p> <ul style="list-style-type: none"> ▪ Individual/Group counseling: stress and anxiety, peer relations, time management, identity development. ▪ Social/Emotional Support Plans ▪ Counseling Referrals ▪ Mediation ▪ Crisis Response
<p>Step 4: Administrative Team</p> <p>The Student Support Team may take the issue to the administrative team meeting to be addressed.</p>		
<p>Step 5: Head of School Michael Livingston</p> <p>If the issue is not able to be resolved satisfactorily through the above steps, the Head of School will be the final arbiter of any remaining concerns.</p>		

Asst Head of School & Academic Dean
 Brian Tonks
bttonks@sharonacademy.net
 802-763-2500 Ext. 118

- Course Selection
- Report Cards and Transcripts
- Honor Cards
- Academic Standing
- Student Grade Information Systems

