The Sharon Academy

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.

High School Program of Studies
The Sharon Academy Culture and Curriculum

2021-2022

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Philosophy, Culture, and Curriculum

About The Sharon Academy Philosophy & Culture

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 in 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.

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Deeper Learning Curriculum
For every student, all day, every day.

What Is Deeper Learning?

Deeper Learning is enduring learning–learning that sticks! It's learning that is **meaningful, powerful, relevant and long-lasting**. Deep learning is a "process through which an individual becomes capable of taking what was learned in one situation and applying it to a new situation." (National Academy of Sciences (2018)) Nancy Doda, the internationally renowned speaker, workshop leader, and author adds, "More specifically, deep learning occurs when students come to understand and make sense of important ideas and processes—and are able to transfer those understandings to new content and contexts." (Doda)

Why Deeper Learning?

Deeper Learning is the answer to the question, "How do we best prepare our students to be positive, contributing citizens in their communities and in our complex and ever changing world?" Most importantly, it is also the answer to the question, "How can we best prepare our students to live meaningful, satisfying and healthy lives?"

The world into which our students are entering is vastly different than it was 20, 60, or 100 years ago. The way our students need to find and access information, as well as the skills and competencies our students must master in order to be successful, are unrecognizable compared to decades ago. Yet, in many cases, the way "school" and "teaching" are organized has hardly changed. **Schools need to change to prepare students better for the world they are inheriting**.

Schools need to realize that they are not the sole provider of information for students. Our role is to help students to find, analyze, and assimilate the information they are gathering. Students also need agency, interpersonal skills, communication skills, and the knowledge of how to use the available tools to gather information.

> "We live in an era of information abundance rather than scarcity. Information that required travel to access is now available on our mobile phones, tablets, and laptops. This information also is no longer expensive: one of the marvels of our time is the sheer volume of learning materials that are easily accessible for free or at very low cost. Additionally, learning no longer has to occur during certain hours at a designated location: instead, it can take place "at any time, in any place, on any path, at any pace" (International Association for

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K-12 Online Leaning, 2015) Many of the assumptions that gave rise to our current educational model no longer apply. (McLeod, pp 15-16).

What Does Deeper Learning Do For Students?

Deep learning promotes the qualities students need for success by building complex understanding and meaning rather than focusing on the learning of superficial knowledge that can today be gleaned through search engines. Deep learning instruction provides students with the advanced skills necessary to deal with a world in which good jobs are becoming more cognitively demanding. It prepares them to be curious, continuous, independent learners as well as thoughtful, productive, active citizens in a democratic society. (Doda) It prepares them to be problem solvers; in other words–good leaders.

Although the specific description of the deeper learning competencies varies among educators and organizations, most definitions of deeper learning include a variation of similar abilities. "Deeper learning prepares students to:

- know and master core academic content;
- think critically and solve complex problems;
- work collaboratively;
- communicate effectively;
- be self-directed and able to incorporate feedback; and
- develop the academic mindsets necessary for learning."

(Deeper Learning)

What will students experience in the classroom with Deeper Learning?

Deeper Learning is about providing a better classroom experience for students. Its major characteristics are that it is:

RELEVANT: students see and experience connections between what they're doing and learning and the world they live in, and also with their future. They don't have to ask, "Why are we learning this", because most of the time, the why behind the learning is clear.

ENGAGING: students are the doers, because we know that whoever is the one doing, is the one learning. They are active participants: they have a voice in and they have choice about what they learn and how they show their learning. The work is engaging because they are invested, and they are invested because it is engaging. In Deeper Learning, learning is transformed from something being done to the students, into something being done with the

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students.

COLLABORATIVE: school becomes a place where we're all working together in meaningful work. When the collective is responsible for the outcome, the experience is really powerful. The 21st century skill of collaboration is one of the most frequently mentioned and emphasized skills cited by colleges and employers as what they want in their applicants.

WIDE-REACHING: school needs to be expanded beyond the walls of the building. Deeper learning happens when students make connections beyond school - with the local community and beyond. The job of the school is to create and facilitate those connections.

Teachers have completely overhauled their curricula and teaching practices in order to incorporate the principles of deeper learning and teaching. Course selections and options were developed using student feedback (student voice), and students have greater choice in their courses. Combined with new teaching practices, student voice and student choice aid in student engagement and investment. At 90 minutes long, academic classes are structured to provide the opportunity for students to dive deeply into a topic, grapple with it, and move past memorization and into understanding. Additionally, by only holding two academic classes each day, the interference that impinges on learning is minimized, while the intentional inclusion of breaks in the day maximizes consolidation of learning. Each academic class happens each day of the week for the entire module (approximately 1 month), then students switch to another module of two academic classes.

	Mon	Tues	Wed	Thurs	Fri
9:00-10:30	AM Block	AM Block	AM Block	AM Block	AM Block
10:30-11:00	Advisory	Office Hours	All School Mtg	Office Hours	Advisory
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-1:00	PM Block	PM Block	PM Block	PM Block	PM Block
1:00-1:15	Break	Break		Break	Break
1:15-2:15	Seminar/Study	Elective		Elective	Clubs/PR
2:15-3:15	Seminar/Study				Forum/PR

For more information about Deeper Learning, please visit SharonAcademy.org/DeeperLearning

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High School Graduation Requirements:

Proficiency and TSA's 7 Gateway Standards

In order for students to succeed in the world outside of school, students need to be able to go *beyond* the content they learn in class. Employers and colleges are reporting that they are lacking applicants who are flexible, creative, active, engaged and thoughtful learners; problem solvers who are able to dig deeply and communicate effectively. *Please see Appendix on pg 55 for the National Association of Colleges and Employers analysis of the key attributes employers seek.*

At TSA, students learn how to learn.

In a world in which there is more and more information to be consumed, learning can no longer be measured solely as mastery of a set of content: there is simply too much to know. Students need a suite of well-practiced skills that allow them to *apply* their knowledge to problem solving through acquiring and synthesizing information, using imagination, persevering, and communicating. Along with learning content in their classes, students must be explicitly taught and evaluated on the skills they order to successfully transition to life after high school.

At TSA, we use a proficiency-based system for learning, teaching, and assessment. TSA's Proficiency program was designed and built from the ground up to give students the tools they need to learn how to learn, while teaching them transferable skills. Coupled with Deeper Learning, the Proficiency system at TSA prepares students for success in life after high school.

At TSA, Proficiency means:

- **Mastering skills and content**: Students gain the skills that will make them leaders on college campuses, in the workplace, and as citizens.

- **An emphasis on detailed feedback:** Student work is assessed using rubrics and a "scale of mastery". Each assignment has a rubric that tells students which of the transferable skills will be assessed in the assignment (see Transferable Skills on facing page.) Student work is evaluated in relationship to meeting the standard set in the rubric for each skill: "Starting" to meet the standard, "Progressing", "Meeting", or "Exceeding". Each assignment may require students to use several different skills, receiving assessment on each of those skills separately. For instance, for a physics experiment, they will receive assessments on Standard 1

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(Acquire) for their experimental design and data collection. Standard 2 (Reason) will be assessed through their analysis and conclusions. Standard 4 (Communicate) will be assessed through the report the student completes. By giving such targeted and specific feedback on the individual components of a student's learning, the proficiency-based system gives students more information about their learning progress; it helps them better understand where they are already proficient and where they need to focus more effort.

Students also earn a letter grade that represents their overall achievement in a course.

- **An emphasis on progress and growth:** Armed with detailed information on their performance, students are asked to reflect on their learning by asking: "How am I progressing? What have I accomplished? What can I do to improve?" rather than, "What grade did I get?" Students and teachers can work on improving the specific goals which need support.

- **Multiple opportunities:** Students will have multiple opportunities within a single class to demonstrate mastery of a content standard and will have opportunities across many classes and school experiences (such as the annual All School Musical) to demonstrate mastery of transferable skills. Opportunities to revise work are frequently given.

- **Offering support and appropriate challenge:** Tracking student progress against clear standards means we can more readily identify when a student needs support to meet the standard, and also when a student can use additional challenges and encouragement to exceed the standard.

Transferable Skills: TSA's Gateway Standards

To provide a unified vision of the skills we value and teach, the middle and high school have developed descriptions of 7 transferable skills that students will begin working on as soon as they begin at TSA, and master in order to graduate. These skills are taught and evaluated along with content knowledge. They are called the Gateway Standards, and they are as follows:

1) **ACQUIRE**: Acquire Information Critically
2) **REASON**: Think Critically and Reason to Construct Arguments
3) **DESIGN**: Demonstrate Creativity in Problem Solving and Design
4) **COMMUNICATE**: Communicate Effectively
5) **SELF-DIRECT**: Take Responsibility for Learning and Growth
6) **ENGAGE**: Commit to Community and Responsible Citizenship
7) **SUSTAIN**: Explore Social, Emotional, and Physical Well-being

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Each Gateway Standard is further broken down into performance indicators. A performance indicator is a specific skill, related to the Gateway Standard, that a student will need to demonstrate mastery of (for a full list of TSA's Standards and skills, please see Appendix on pg 58).

Course Catalog

Humanities

LITERATURE & LANGUAGE ARTS

Modernizing Folk Tales: Does our culture hold foundational beliefs? What will future generations look to in order to examine these beliefs? These are the questions we will consider as we explore traditional folktales, myths, and legends to examine past world cultures and our own. As the module progresses we will turn our focus to the key elements of folk tales as we consider how to write our own to reflect the beliefs of our times. Students will produce their own modern folk tales reflecting our current cultural beliefs, and share these stories with the community. This module would be best paired with or taken after History: Anthropology for 9th and 10th graders, but this is not required.

Roots Run Deep: How do family, culture, and place contribute to our world view and sense of self? To begin to understand and unpack this question we will first explore how others, who have deep roots in ways of life that are being left behind, grapple with that sense of loss and begin to adapt to change. As the module progresses, our thinking will shift to our own roots, be they in visceral ties to place, in ways of life, or in the embrace of family. Students will produce a final project that seeks to examine their roots' effects on their present selves. This module would be most meaningful when paired with History: Oral History for 9th and 10th graders, but this is not required.

Writing Workshop: This module of Humanities will focus on what makes a piece of writing good. We will examine instructor-curated selections of essays and short fiction,

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paying attention to the elements that make these pieces of writing effective, becoming familiar with writing terminology, and choosing strategies for students to use in their own writing. In the final project for Writers' Workshop. we will task students with writing an essay of their own, about a topic of their choosing, which works to emulate those strategies they identify as effective, and which strives to achieve honesty and authenticity. Important to note is that this module must be the first taken within the 9th and 10th grade Humanities offerings, and it can be assigned as either History or Literature in a student's plan to complete either of the two halves of Humanities for the year.

When The World Burns: Under the best of circumstances it can be challenging to be our best selves, to uphold a moral code and system of beliefs we hold dear. What happens to our beliefs structures when we are faced with catastrophic events and trauma? For generations this question has pervaded literature and film, manifesting in an entire genre of fiction focused on apocalypse and dystopia. In this module we will dive into this world of literature, keeping our eye on that question of belief, and how it can survive these terrible worlds of our broader cultural imagination. For their final projects, students will produce a claim based literary analysis, with options for medium of communication. This module may be taken any time after Writers' Workshop.

This I Believe: Students will examine what it means to believe within a variety of contexts and structures. As we unpack our life experiences and their lessons, we will work to become conscious of our guiding set of beliefs and how they impact our interactions with others and with our life events. Students will complete a culminating "This I Believe" essay to be shared with the community. This module should be taken last in the Humanities sequence of modules for 9th and 10th graders.

Literature Discussion

Heart of Darkness & Apocalypse Now: This course is open to any 10th or 11th grade student ready to work with a complex, rewarding literary text and who are eager to examine how literary works connect to historical and current events. Summatives are most likely to be writing based, but may present opportunities for alternative projects. It will include a short course of film study with the accompanying text, Apocalypse Now by Francis Ford Coppola.

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Images Tell Stories: With a focus on building writing skills and practicing presentation, students will examine how visual art tells stories and how artists' choices guide what we see and understand.

Macbeth: Study of this play will exercise reading comprehension and culminate in a written response. We will watch a film of the play. This course will work on any level, either to introduce students to Shakespeare's craftsmanship or help those already familiar with the play appreciate the depth and complexity of the text even more.

Othello: Study of this play will exercise reading comprehension and culminate in a written response. We will watch a film of the play. This course will be most rich for students already well acquainted with Shakespearean text or who are ready to step up to the challenge of a long, intricately devised drama. It is recommended that students take the Literature: Macbeth module prior to this one.

SOCIAL STUDIES

Advanced World Religion: This module is open to any 10th, 11th, and 12th grader (with permission from their current history teacher) interested in an intensive dive into the study of religion. We will examine why humans created religion, as well as what exactly defines religion. We will look into the history of monotheism focusing on Judaism, Christianity, and Islam and why these religions developed in the times and places that they did. This module will survey the holy texts of the three monotheistic religions and compare their belief structures and literary themes. We will also discuss the basic belief structures of each of the main monotheistic religions and the influence that these beliefs have had on the creation of our modern society.

Borderlands: The borders and walls of our world define us and describe its geography. This module will focus specifically on some of the most divisive walls and borders in an effort to understand how both physical and imagined walls and borders are a product of history and geography AND shape culture, politics, individual people, and global relationships. This class will use primary sources, news articles, poetry, art, and personal accounts of the borderland experience. As a class we will examine the border between Israel and Palestine, Haiti and the Dominican Republic, and the United States and Mexico. The final summative for this module is still in development as of this printing.

Genocide Studies: Genocides, which are the deliberate killing of a nation, ethnicity, or group of people, are both often predictable and preventable, yet they continue to happen. This module will begin with an examination of the stages of genocide. Students will then be broken into smaller groups that will each explore a different genocide including the Armenian Genocide, the Rwandan Genocide, the Guatemalan Civil War, and the removal of the Rohingya Muslims. The course will commence with students teaching each other about their assigned genocide with specific focus given to the post genocide healing process and how we might avoid genocide in the future.

Geopolitics: Geopolitics explores the relationship between geography and international politics, positions of power, and relationships. Using current events and case studies from history, the course will explore global alliances and conflict, international trade relationships, and access to resources. This course will focus heavily on the relationship between geography and its effect on global relationships. Projects might include creating maps, solving real life problems through writing, and blog posts.

Global Issues and Events: The goal of this course is to expose students to the issues that are currently happening globally. We will ultimately combine the skills of source analysis and research to create our own news broadcast. This course will begin by exploring the different ways global issues are discussed and portrayed by the media. Ultimately the class will select a few current events to focus on and learn about for the duration of the module. The course will end with students applying their skills of media literacy and knowledge about the selected topics to create and film their own news broadcast.

Creating a population map of Africa for Humanities

Migration and the Movement of People: Migration is an integral part of the human story. In this module we will examine the reasons for migration through history and into the present. Students will understand the differences between migrants and refugees and the various ways that countries respond to an influx of these individuals. The module will end with students working collaboratively to explore a problem related to migration that needs to be solved. Students will then represent different countries that need to respond and react to that situation.

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Propaganda, Then and Now: Critical thinking about propaganda and understanding propaganda's intent are crucial responsibilities of citizenship. This module will provide students with the skills to recognize and respond to propaganda. Though this course will focus mostly on primary sources from WWI and WWII, students will also examine different definitions of propaganda and explore how to find propaganda in news, advertising, public relations, entertainment, advocacy, and education. We will also explore the importance of context in critically analyzing contemporary propaganda and examine the ethics of propaganda. The module will end with students compiling a collection of propaganda that they find in their own community.

HISTORY: WORLD CULTURES

Communism versus Capitalism: This module will focus on the history of US international politics from the end of WWII to the beginning of the War in Iraq. During the history survey, we will look primarily at the differences between capitalism and communism, and the conflicts these two ideologies have created. We will examine the rise of the Cold War and the after-effects it had on US international policy leading to the world we live in today.

Introduction to Anthropology: Anthropology is the study of human societies and cultures and their development. This module will focus on how to accurately and respectfully learn about other cultures. We will explore the similarities and differences of various cultures and compare them with our own. We will then turn this examination on our modern American culture and look at what assumptions we make given where we are coming from. The module will culminate in a research project into a foreign culture or an American sub culture, their traditions, and unwritten rules.

Oral History: This module will look at each student's family history, tracing their roots back to their early ancestors. We will explore what it means to be a part of a family and what traditions each holds. Some traditions are based on culture and where people are from and others are newer and based on modern experiences. By examining personal experiences with tradition, culture, and family, students will gain a deeper understanding of why we as humans desire these things. This module will culminate in an oral history project with a family member of your own family or cultural background and sharing experiences of being the interviewer with the school.

Science

METHODS IN SCIENCE

Investigations & Essential Experimental Skills: This 9th grade offering teaches fundamental skills for experimental science that include measurement and data collection, spreadsheet and graphing software use, and planning/executing experiments. Students will be assessed on their timeliness for completing the practice assignments and also on their ability to apply the skills they practiced while completing two experiments.

Investigations & Statistics for Scientists: Building upon the concepts of Investigations 1, this course introduces students to more standard and rigorous methods for analyzing experimental data that students will continue to use in science courses and potentially beyond. This will include a basic knowledge of how and when to apply common statistical measures (primarily the mean, standard deviation, and standard error) and also how errors are propagated in calculations for the purposes of testing models and making predictions. Students will be assessed on their timeliness in completing the practice assignments and also on their ability to apply the skills they practiced while completing two experiments. Some of the data analysis skills taught in this course require students to apply ratios, decimals, and percents; and utilize algebraic operations (addition/subtraction, multiplication/division, powers/roots) for multi-step calculations. Students who have not yet developed these skills may require additional practice during the course.

Modeling in Science: 9th grade students are introduced to modeling in science. The modeling will focus on important concepts of chemistry that are central to the study of this subject in high school. Students in this class will look at phenomena important to understanding temperature and pressure.

Science Communication: In this Methods module, students will practice extracting information from secondary source documents and communicating complex scientific concepts to a broader audience. The content of the course will focus on the human brain and how current brain science relates to our everyday lives. The module will

conclude by having students construct an argument related to a societal rule or norm to answer the question: Should this societal rule change to reflect what we know about adolescent brain science? This module will cover introductory content, focused heavily on research and communicating skills, and is geared toward 9th and 10th grade students.

BIOLOGY

Biology (1): Body Systems: In Biology 1, students will examine how body systems within complex organisms interact to maintain homeostasis. Students will investigate the structures and functions of the human body, analyze similarities and differences of body systems among different organisms, and model systems interactions for functions such as muscle movement, reflex and voluntary action, and respiration. This module includes introductory content in biology and is geared toward 9th and 10th grade students.

Biology (2): Biomolecules: Biology 2 provides students the opportunity to explore the macromolecules that make up all living organisms. In this module, students will take a deep dive into the chemical structure and primary functions of carbohydrates, proteins, and lipids. They will also learn how these biomolecules connect to the food we eat. The module will conclude with students investigating a nutrition-related topic of their choice and communicating their findings to their peers. This module includes introductory content in biology and is geared toward 9th and 10th grade students.

Dissecting a sheep's brain in Biology

Biology (3): Cells and Energy: In Biology 3, students explore the two biochemical processes that are essential to life on Earth: photosynthesis and cellular respiration. Students will conduct investigations, analyze data, and create models to learn about how organisms get the energy they need to grow and survive. This module includes introductory content in biology and is available to students who have completed Biology 1 and Biology 2.

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Modern Biology (4): DNA: During Biology 4, students will learn about DNA in the context of COVID-19. The first part of the module will focus on molecular structure and function, protein synthesis and different types of DNA mutations. Students will then apply that knowledge to SARS-CoV-2 (the virus that causes COVID-19) by answering questions such as: How does a mRNA vaccine work and, what are variants of SARS-CoV-2? This module is designed to transition students from introductory content in Biology to more advanced concepts and is open to students who have taken Biology 1, 2, and 3.

Modern Biology (5): Genetics: Biology 5 explores the question: How do organisms get their traits? To find the answer, students will begin by reviewing DNA functioning, meiosis, and Mendel's Laws of Inheritance. They will then learn about more complex ways that traits are passed from parent to offspring and how to predict traits through multiple generations. Students will conclude their inquiry by researching genetic disorders that affect human populations. This module covers advanced content in biology and is geared toward 11th and 12th grade students who have completed Biology modules 1–4.

Modern Biology (6): Evolution: Biology 6 focuses on the processes of evolution and the patterns generated by these processes. The goal of this course is to foster a scientific way of thinking about biological diversity rather than attempting to memorize the history of living things. Students will explore concepts such as natural selection, fitness and adaptation, modes of speciation, and systematic biology to help them create logical explanations for questions such as: How can we account for the extinction of dinosaurs and the existence of mites that crawl around our eyelids? How did some insects come to look so much like sticks? And, why are there so many different types of birds? This module covers advanced content in biology and is geared toward 11th and 12th grade students who have completed Biology modules 1–4.

CHEMISTRY

Combustion: This class looks at the important chemical reaction of combustion and the role its products play in Earth's changing climate. The main topics in this class are molar mass, balancing chemical equations, and stoichiometry, all major topics that are needed to study advanced concepts in chemistry. This class is best suited for students who plan to go to college and study a science and any students who are interested in climate change.

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Fundamental Forces of Nature: Electricity is central to human's everyday existence. The central theme of this class is what is electricity? Students in this class will explore the atom and how it is organized and ordered in the periodic table. They will learn how the forces in an atom are central to electricity generation in more ways than one. This class will build on the modeling skills from Methods: Modeling in Science.

Science and Photography: In this class students will use the science of photography to explore concepts of chemical bonding. The major activity is to produce black and white pictures using a pin hole camera. Students build the camera and process the images in order to investigate how light and chemical compounds form images. The class is suited for any student.

ENVIRONMENTAL SCIENCE

Carbon: The carbon cycle is central to understanding climate change and the impacts of human contributions to carbon in the atmosphere. This class is split between developing a student's understanding of the carbon cycle using a simple game and measuring the biomass of storage of carbon in trees. The latter can be estimated with calculations from measurement of a tree's diameter. The class is best suited for students who like to work independently in the woods and who are interested in humanity's impact on natural environments.

Analyzing soils samples for Environmental Science

Forest: Healthy forests provide many products and services that are important to all organisms. Using TSA's own Lingelbach Woods adjacent to the high school, students will learn the skills needed to quickly assess forest health using a series of benchmarks provided by Vermont Family Farms. Students will develop technical writing skills and collect and analyze data. This class is best suited for students who like to work outside and think about the effects that humans have on the planet.

Stream: Rivers and streams provide many functions in the natural world. This course focuses on how to evaluate a stream in terms of its land and water quality. This class is best suited to students who like to understand and think about the natural world and

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the effects that humans have on it.

PHYSICS I

Kinematics: Kinematics is the study of motion and, in particular, the study of the interrelationship between position, velocity, and acceleration. It is typically the first topic covered in physics courses because the concepts of kinematics are needed for more advanced topics about motion. In this course students will learn the mathematics of how to describe motion with uniform acceleration with the end goal of understanding and applying Galileo's model of projectile motion. The course is experimentally focused with an end of term project in which students will build tennis ball launchers that will be used as part of a simulation of global armed aggression. Students enrolling in this course should be competent

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

with their algebra skills. Students will frequently need to manipulate and solve linear and quadratic equations, including applying the quadratic formula.

Origins of Physics: In this course students will learn about how problems in astronomy led to the development of physics. We will cover ancient theories of the cosmos and how these theories came to be challenged and replaced starting in the 17th century. This information provides the context and motivation behind topics covered in the other physics courses. Students enrolling in this module should be confident readers and competent with the algebraic skills of manipulating and solving linear equations and ratios.

PHYSICS II

Geometrical Optics: Geometrical Optics utilizes the ray model of light to explain, predict, and design optical systems for which the wave nature of light has negligible effects. In this module students will learn how to apply the ray model of light to situations that involve refraction at planar surfaces, a simple analysis of rainbow formation, refraction at spherical surfaces, and an analysis of lenses and lens systems. This is a lab-based course. Students enrolling in this module should be familiar with the

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basic trigonometric functions and their inverses and also be skilled at manipulating and solving rational algebraic equations.

Newton's Laws of Motion: Newton's laws of motion are the foundation of classical physics (all physics up to about the 20th century). This module provides detailed instruction on both the concepts and mathematics needed to apply these laws. Depending on the available time and student interest, we may also be able to cover Newton's Law of Universal Gravitation, which would tie together kinematics and astronomy from Physics I modules, or the basics of using calculus to apply Newton's laws, which would allows us to tackle more interesting situations like rocket motion and drag forces. Students interested in pursuing any type of science (including medicine) or math after high school are encouraged to take this module because physics is a requirement for a wide variety of college majors.

Math

PRE-ALGEBRA

Concrete Math: Topics include rational numbers, fractions, decimals, ratios, proportions, and percents. This course is meant for students who need to develop fluency in operations on rational numbers in order to prepare for Algebra 1.

ALGEBRA 1

Studying energy transfer with a student-made camp stove

Abstract Thinking: Topics include variables, expressions, linear equations, inverse operations, inequalities, and systems of equations. Students will learn to abstract and solve equations with precision.

Linear and Exponential Functions: Topics include lines, rate of change, graphing, linear regressions, exponents, exponential growth, and function notation. In this module students will start applying math to model real world behavior.

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ALGEBRA 2

Conics Sections: Topics include the distance formula, locus, cts, and transformations. Students will model orbits, and other instances of conic sections.

Linear Algebra: In this course students will learn to use matrices to analyze real world problems and examine other applications of linear algebra such as computer graphic processing.

Quadratic Functions: Topics include quadratics, factoring, cts, quadratic functions, and irrational numbers. Students will take their algebraic manipulations skills to the next level. Focus will include abstracting and solving real world problems as well as developing more precise communication.

GEOMETRY

Discovering Geometry Part 1: This is the first module in a three-part series equivalent to a full high school course in geometry. This introductory module introduces students to the fundamentals required to complete the remainder of the course. We'll cover properties of lines and angles, how to use the tools of geometry to make constructions, then use this knowledge to discover properties of triangles. The Discovering Geometry curriculum is interactive and hands-on. Students will be able to work individually and in small groups to investigate topical questions to build their intuition before being asked to apply their knowledge. This module will also build the skills needed to construct mathematical proofs that will be expanded upon in subsequent modules. Students entering this module should be comfortable with Algebra I skills.

Discovering Geometry Part II: This is the second of a three-module sequence for a full course in high school geometry. In this module we will apply the tools and knowledge from the first module to discover and prove polygon properties, similarity and proportion, areas of planar and solid figures, and, time permitting, transformations and tessellations.

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Discovering Geometry Part III: This module wraps up the full course in high school geometry. Topics covered in this final module include discovering and proving properties of circles, the Pythagorean Theorem, volume, and geometry as a mathematical system.

PRECALCULUS

Functions & Models II: Working with exponents, logarithms, and logistic functions, we will model population, Starbucks, COVID–19, forensics and more. This course requires Algebra 2 skills.

Rational Expressions and Limits: Division by zero was illegal, until now. But, what is zero divided by zero? Well, it depends on what's making those zeros. We will work with variables in rational expressions and develop a sense of the limit to be able to examine zero and infinity. Algebra 2 skills are required.

Trigonometry: How should you angle a stationary solar panel to maximize the energy generated throughout the year? What angle should a projectile be fired from a complicated mechanism like a trebuchet? We will work from right triangle trigonometry "SOH CAH TOA" to sophisticated models and trigonometric identities. Algebra 2 skills are required.

Trigonometry & Astronomical Applications: This module explores trigonometry through its original application: astronomy. We will learn about the problems that early astronomers were trying to solve and then tackle them with the tools of modern trigonometry. These problems will include questions like: How big is the earth? How far away is the sun? If time permits we may have the opportunity to cover some spherical trigonometry which, when combined with an orbital model would allow us to answer more complex questions like: where will the sun rise on X date? Students entering this module should have facility with ratios, solving equations, and properties of triangles.

Determining the slope of a hill in Precalculus

CALCULUS

Limits and Intro to Derivatives: What do instantaneous velocity and roller coasters have in common? Slope, of course. We will introduce the concept of the derivative through designing roller coasters on Desmos. Precalculus skills are required.

INTRO TO STATISTICS

Data Visualization: Want to convince someone with a single glance? Data visualizations that convey meaning in a moment can be powerful and persuasive. We will learn to work with a powerful industry standard tool, Tableau, to build data visualizations that convey meaning. Requires Intro to Stats previous modules.

Is there a Difference? Describing Data: How sexually active are teenagers? Are teenage girls better drivers than teenage boys? Has the change in "Stop and Frisk" policing in NYC reduced racial targeting? You will develop an important question and work through how to make the data you gather (or find) meaningful. Algebra 2 skills or at least Algebra 1: Quadratics skills required.

Probability and Statistics: Probability ties into predictions: Do you want to build a better March Madness bracket? How can we predict the outcome for two teams who have not played each other? Probability and statistics also tie into making inferences: How can polls predict elections? How many people do you have to ask to have your results matter? We will work through probability and statistics skills for addressing these real world applications and see if we can improve our brackets on the way. Algebra 2 skills required.

Investigations & Statistics for Scientists: Building upon the concepts of Investigations 1, this course introduces students to more standard and rigorous methods for analyzing experimental data that students will continue to use in science courses and potentially beyond. This will include a basic knowledge of how and when to apply common statistical measures (primarily the mean, standard deviation, and standard error) and also how errors are propagated in calculations for the purposes of testing models and making predictions. Students will be assessed on their timeliness for completing the practice assignments and also on their ability to apply the skills they practiced through two experiments. Some of the data analysis skills taught in this course require students to apply ratios, decimals, percents, and utilize algebraic operations (addition/subtraction, multiplication/division, powers/roots) for multi-step

calculations. Students who have not yet developed these skills may require additional practice during the course.

STEM

(Science, Technology, Engineering, Math)

Computer Science: An introduction to coding for beginners, focused on learning basic programming skills with an emphasis on using code as a tool for problem solving.

Intro to Engineering Design: Students will learn prototyping, revision process and failure, evaluation of design, and independent problem solving. Each student will have the opportunity to design their own project from the ground up.

World Language

SPANISH

Novice Spanish:

Getting Around: This course is designed to give students the basics to the four skills of communication: speaking, listening, reading, and writing. More specifically, however, this course is meant to encourage and facilitate their ability to ultimately navigate through a Spanish-speaking city with practical applications in mind. The classes will normally begin with a vocabulary lesson, a review of grammar, a cultural discussion or a reading assignment. Linguistic knowledge will initially be built upon a foundation of "the basics:" subject pronouns, question words, rules on agreement of nouns and adjectives, sentence structure, and verb conjugations.

Module B: This is appropriate for beginning Spanish students who have taken their first module. Description to come.

Module D: Students will be learning high Novice level grammar and vocabulary in a

project based format. Students should sign up for this course if they have successfully completed Spanish Novice.

Module E: This is appropriate for beginning Spanish students who have taken their first module.

March Music Madness!: This module is appropriate for any student who has successfully completed a Spanish Novice 1 module. It will take place in March and we will explore the world of Spanish music in a "March Madness" style playoff between current songs from around the Spanish-speaking world. Students will each be challenged at their individual level and will continue learning vocabulary and grammar through music analysis.

The Immigrant's Journey: This module is best suited for high novice and low intermediate Spanish students. In this module, students will learn about immigration, from the factors that cause immigration to the day-to-day aspects of an immigrant's journey from Guatemala to Los Angeles. The class will read a novel based on the true story of a family of immigrants. The students will also focus on high novice and low intermediate grammar skills, such as object pronouns and the preterite and imperfect tenses. The final product from this course will be a creative writing piece and a role play immigration interview.

Spanish Class Outside

Intermediate Spanish:

Ecuador and the Galapagos: This course is best suited for intermediate level Spanish students. Students will be reading <u>48 Horas,</u> a novel about a field trip to the Galapagos gone awry. Students will be focusing on high intermediate level grammatical concepts such as past tenses and perfect tenses and beginning to explore more advanced concepts such as the subjunctive mood. Thematically, students will learn about Ecuador, the Galapagos, species preservation, and responsible tourism. Students should expect to spend time reading, both in a group and independently, discussing the book, and writing about the book as well as playing games, listening to music, and studying grammar.

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Costa Rica Rainforest Preservation: This course is best suited for high novice or low intermediate level students. Students will be reading Robo en la Noche, a novel about bird thieves in Costa Rica. Students will also be focusing on intermediate level grammatical concepts such as the preterite and imperfect tenses. For their final project, students will research an environmental issue in Latin America and create a poster and presentation about that issue.

Dictatorship & Resistance: This Spanish course is appropriate for high intermediate and low advanced level Spanish students. The course will focus on a reader called Minerva, which chronicles the true story of Minerva Mirabal and her sisters as they resist the Trujillo dictatorship in the Dominican Republic. This course will also focus on intermediate level grammar and vocabulary, focusing specifically on perfect tenses, and the future and conditional tenses. Students' final projects will include independent research and writing about dictatorship and resistance in another Spanish speaking country.

March Music Madness!: This module is appropriate for any student who has successfully completed a Spanish Novice 1 module. It will take place in March and we will explore the world of Spanish music in a "March Madness" style playoff between current songs from around the Spanish-speaking world. Students will each be challenged at their individual level and will continue learning vocabulary and grammar through music analysis.

Soccer, Mythology, and Music in Latin America: During this module, students will read La Llorona de Mazatlan, a story about a teenage girl who goes to soccer camp in Mexico. The book includes a study of Mexican mythology. Students will also explore the role of music and the World Cup in Latin American society and will complete a final project whereby they analyze and review a song about soccer and present their findings to the class. Grammatically, students will continue to focus on different past tenses during this module.

The Immigrant's Journey: This module is best suited for high novice and low intermediate Spanish students. In this module, students will learn about immigration, from the factors that cause immigration to the day to day aspects of an immigrant's journey from Guatemala to Los Angeles. The class will read a novel based on the true story of a family of immigrants. The students will also focus on high novice and low

intermediate grammar skills, such as object pronouns and the preterite and imperfect tenses. The final product from this course will be a creative writing piece and a role play immigration interview.

Advanced Spanish:

Contemporary Issues & Culture in Latin America: This course is appropriate for advanced Spanish students. In this module, we will learn together about contemporary issues in Latin America or Spain, depending on student interest. Students will drive which issues are studied and how. Discussion will be a prominent focus in this class. Final projects might include a class debate and/or a presentation about an event in another country.

Immigrants in New England: This course is appropriate for advanced Spanish students. In this module, we will meet some immigrants who live in Vermont, speak with them in Spanish, and learn more about their experiences in arriving here. Students will end this module by creating a short movie or podcast about the experience of someone they met in this course. Students will also read literature and news articles and watch clips about contemporary immigration issues in the US.

Latin American Literature: This course is appropriate for advanced Spanish students. It will explore 20th century Latin American literature, such as short stories by Gabriel Garcia Marquez, Juan Rulfo, and Horacio Quiroga, novel excerpts by Isabel Allende, and poetry by Pablo Neruda. This class will also focus on advanced grammar skills and academic writing in Spanish. The final product will include an analytical essay written in Spanish, and an independent analysis of a poem or story fragment. This module will help prepare students for college level Spanish.

March Music Madness!: This module is appropriate for any student who has successfully completed a Spanish Novice 1 module. It will take place in March and we will explore the world of Spanish music in a "March Madness" style playoff between current songs from around the Spanish-speaking world. Students will each be challenged at their individual level and will continue learning vocabulary and grammar through music analysis.

FRENCH

Novice French:

Colonization: This is an introductory module designed for students who have little to no experience in French or who have struggled at the Novice level and would like a fresh start. We will explore the historical and modern implications of French colonization in Africa, the Caribbean, and French Polynesia. The focus of this module will be building competency in basic French sentences as well as describing people and basic French verb tenses. The final project will be a Pirates Connections project.

French Culture: This is a higher level Novice module that students can access after successfully completing French Novice 1 or at least two introductory Novice 1 modules. We will explore French life and culture through podcasts, news, websites, and other sources. We will read Nuits Mystérieuse à Lyon and talk about holidays, food, and traditions.

March Music Madness! This module is appropriate for any student who has successfully completed a French Novice 1 module. It will take place in March and we will explore the world of French music in a March Madness style playoff between current songs from around the French speaking world.

Paris: This is a higher level Novice module that students can access after successfully completing French Novice 1 or at least two introductory Novice 1 modules. We will explore Paris virtually: the geography, tourists attractions such as the Eiffel Tower, Notre Dame, museums, cafés, and architecture. We will explore Parisien history and royalty, and we will touch on the French Revolution, as we read a story about le collier (the necklace) of Marie Antoinette.

Travel: This is a higher level Novice module that students can access after successfully completing French Novice 1 or at least two introductory Novice 1 modules. We will discuss vacations, travel, and leisure activities, and introduce the past tense through a short story entitled "Problèmes au Paradis".

Who Am I?: This is an introductory module designed for students who have little to no experience in French or who have struggled at the Novice level and would like a fresh start. We will build a family tree; explore vocabulary about school, hobbies, and daily life; learn how to describe people; read a short story called "Le Nouvel Houdini"; and watch a movie called *Être et Avoir*. The final project will be 'A day in the life' where students present a character they have developed.

Intermediate French:

Cameroun: This module is appropriate for students who have successfully completed French Novice 2, or French Novice 1 at a B+ or higher. In this unit we will talk about the former French colony of Cameroun as well as discuss poaching issues, animals, capitalism, and the black market. We will read a story about bird poaching entitled Le Vol des Oiseaux. Students will create a brochure advocating for a cause of their choice.

French Feminism: This module is appropriate for students who have successfully completed at least one French Intermediate module successfully. We will explore the birth of feminism in France, including the writings of Olympe de Gouges and Charles Fourier.

March Music Madness! This module is appropriate for any student who has successfully completed French Novice 1 or higher (or at least two French Novice 1 modules). It will take place in March and we will explore the world of French music in a March Madness style playoff between current songs from around the French speaking world.

Paris: This intermediate module is appropriate for students who have successfully completed French Novice 1 or French Novice 2. We will explore Paris virtually: the geography, tourists attractions such as the Eiffel Tower, Notre Dame, museums, cafés, and architecture. We will explore Parisien history and royalty, and we will touch on the French Revolution, as we read a story about le collier (the necklace) of Marie Antoinette.

Telling Stories through Film: This module is appropriate for students who have successfully completed at least one French Intermediate level module. In this course,

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we will explore how French filmmakers evoke emotions. We will watch films such as *Ma Vie En Rose*, *Amélie*, and *Au Revoir Les Enfants* and discuss how the filmmakers use color, sound, and imagery to create their story. Note: some films are rated R. Parental permission required.

The Power of Myth: This module is appropriate for students who would like to challenge themselves in French, and have successfully completed French Novice 1 or French Novice 2. We will discuss the elements of the stories we tell ourselves about the meaning of life. We will read Le Petit Prince and students will design a myth or story based on their personal values and interests.

Travel: This intermediate module is appropriate for students who have successfully completed French Novice 1 or French Novice 2. We will discuss vacations, travel, and leisure activities, and introduce the past tense through a short story entitled "Problèmes au Paradis".

Advanced French:

Comedic Theatre: This module is appropriate for students who have successfully completed at least two French Intermediate modules successfully. Students who select this course will learn short scenes and skits that they will perform in class. One such scene is a vaudeville piece entitled "L'Anglais tel qu'on le parle."

French Civil Rights: This module is appropriate for students who have successfully completed at least two French Intermediate modules successfully. In this module, we will discuss the US and the Civil Rights movement, discrimination, Haiti, and the Dominican Republic. We will read the true life story of Felipe Alou, a Dominican baseball player who came to the US from the Caribbean in the 1950s, and the discrimination he faced.

French Feminism: This module is appropriate for students who have successfully completed at least two French Intermediate modules successfully. We will explore the birth of feminism in France, including the writings of Olympe de Gouges and Charles Fourier.

March Music Madness! This module is appropriate for students who have

successfully completed at least two French Intermediate modules successfully. It will take place in March and we will explore the world of French music in a March Madness style playoff between current songs from around the French speaking world.

Poverty & Prosperity: This module is appropriate for students who have successfully completed at least two modules at the Intermediate level. This unit will center around an excerpt from Les Miserables, by Victor Hugo and what it means to be rich or poor in historical and modern France. The final project will incorporate photojournalism as students learn to express concepts of equality and justice.

Surrealism: This module is appropriate for students who have successfully completed at least two French Intermediate modules successfully. In this module, we will read a short story entitled "Le Passe Muraille" as we explore the concepts of surrealism. We will also talk about the art and poetry of the surrealist movement (Examples include André Breton, Rene Magritte, and Paul Eluard.)

The French Republic: Second semester only: This module is for students who have successfully completed at least one module at the intermediate level. We will explore the founding of the French Republic and explore themes of justice, mercy, jealousy, and revenge.

The Power of Myth: This module is appropriate for students who would like to challenge themselves in French, and have successfully completed at least two French Intermediate level modules. We will discuss the elements of the stories we tell ourselves about the meaning of life. We will read Le Petit Prince and students will design a myth or story based on their personal values and interests.

VISUAL ART

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. Exhibitions include

Creating the TSA Middle School Mural

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a formal evaluation of students' visual presentation. (Please see page ## for a description of Exhibitions.)

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.

Motivated students are encouraged to pursue independent studies, internships, and apprenticeships, and to teach electives to support their creative interests. Student art work is celebrated and displayed around TSA's campus and the surrounding area.

TSA's 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.

Working on a hanging kite sculpture

Art Classes for 2021/2022 include: Portrait Photography, Stage Combat, Graphic Memoir, Yearbook, Filmmaking, The Creative Process, Block Printing, Site-Specific Sculpture, Darkroom Photography, Felt Ornaments, Painting in Process, Mapmaking, Art and Empathy, and Public Art.

Electives

Plan of Electives for 2021/2022

	Module 1-2	Module 3-4	Module 5-6	Module 7-8
Music	Old Time Ensemble	Old Time Ensemble	Old Time Ensemble	Guitar
Theater	Interim: Actors		One-Act Play	
Studio Art	Portrait Photography	Yearbook	Site-Specific Sculpture	Mapmaking
	Theater Arts: Stage Combat	Filmmaking	Darkroom Photography	Art and Empathy
	Graphic Memoir	The Creative Process	Felt Ornaments	Public Art
		Block Printing	Painting in Process	
Tech	Game Development		Podcasts	Intro to Microprogramming
Physical	River Kayaking (Beginners)	Bodyweight Fitness	Maple Sugaring	River Kayaking (Intermediate)
	Trail Crew			PE
				Garden
Other	Summer Reading	Dungeons & Dragons	Filmosophy	Book Group
	Interim: Committees/Playbill	Knitting	Research Writing & Study Skills	Research Writing & Study Skills
	Research Writing & Study Skills	Research Writing & Study Skills		

*Please see page 34 for a description of TSA's Elective Program

Description of Electives in Module 1 & 2:

Graphic Memoir: Everyone has a story to tell. This crash course in comics and graphic novels will explore the medium through the lens of memoir. We will look at how graphic storytelling is uniquely equipped to materialize the past in a way no other art form can achieve. How does the intersection of words and pictures create an emotional authenticity that is greater than the sum of its parts? This class will include reading and discussing graphic novels as well as drawing projects. Please bring pen, pencil, and paper. NO DRAWING EXPERIENCE IS REQUIRED, STICK FIGURES WELCOME.

Portrait Photography: What's in a portrait? Students in this course will learn about portrait photography through individual and group in-class photography assignments and by studying the great portrait photographers, past and present. Both studio and natural lighting techniques will be explored. Students will select an area of expertise after dabbling in several areas of portrait photography and produce a professional portrait portfolio in their area of discipline. (There are said to be 9+ different areas of portrait photography!) Students will look deeply at the question, "What is really captured in a portrait?" Higher quality cell phones can be used in this course, a digital SLR is preferred.

Game Development: Students will learn the ins and outs of video game development. No experience necessary. School chromebooks and all other machines welcome!

Interim Committee Heads/Playbill: The students in this elective are the heads of the committees that build, feed, promote, finance, organize, inform, advertise and outfit all the moving parts of Interim. Students will begin by reading through the script and collectively create and execute the vision for this year's production of <u>Beauty and the Beast, Jr.</u> Heads of Costumes, Set Design, Set Construction/Stage Manager, Finance, Museum, Hair & Makeup, Promotions, Props, and Budget are expected to be in this class unless alternative arrangements have been made. Students will learn about their personal leadership styles, create plans (including budgets for the two weeks of Interim), and work with back-stage professionals from Northern Stage.

Interim Principal Actors: The students in this elective have the lead roles in our musical. Students will begin by reading the show and collaborating with the Committee Heads to create a cohesive vision for the show. Actors will create nuanced backstories for their characters and work to examine the motivations of their characters. Students will then collectively develop the scenes (acting, blocking, and singing) for this year's production of Disney's <u>Beauty and the Beast Jr.</u> In addition to learning their lines and songs, students will work on giving each other constructive feedback as they build the on-stage vision of the play.

Music: Old-Time Ensemble: Let's play some music! In this elective you will learn some old time dance, bluegrass, and fiddle tunes. All reasonable instruments are welcome (fiddle, guitar, ukulele, bass, winds, and percussion)! In addition to learning the tunes we'll also cover technique, some basic music theory (rhythm, pitch, some scales, diatonic chords, and also how to transpose a song from one key to another). As such, this is a great genre to learn to play because the skills will transfer easily to other styles of music (pop, rock, etc.) It is best if you can provide your own instrument, but we will work to find you an instrument to borrow or rent if you cannot provide your own. All levels and abilities are welcome!

Research Writing & Study Skills: This class is for students who need to hone their study skills or work on long-term projects like Exhibition, and are eager to accept guidance and instruction in research writing and study skills.

River Kayaking for Beginners (American Canoe Association Level 3):
Whitewater kayaking is a lifelong pastime, with a wide range of opportunities. Kayakers think of rivers as playgrounds and can access the places that swimmers and fisherman might not frequent. Kayakers start on flatwater with hardly a ripple, learning the basics of paddling strokes. Over the year the class progresses to waves and holes, getting comfortable with advanced strokes, rolling, and river safety. And little by little, the river

affects us for the better. The Level 3 course is an introduction to the skills students will need to make rivers a part of their lives. Students will learn about whitewater equipment, the basic strokes and maneuvers needed to eventually paddle independently, and to engage with a group in an outdoor setting. The course is recognized by the ACA and students will receive documentation of their participation. Important Note: Saturday sessions are required for this elective as the air temperature is too cold at the end of the first quarter for comfortable paddling. The dates for Quarter 1 are: September 18 and October 16 from 8:00 am until 12:00 pm.

The Sugaring Elective

Summer Reading: This elective is for students who were inspired by their summer reading and want to take it further! Did you read about a scientific topic that you want to explore further? Did you come across an event in history that you want to understand more deeply? This is an opportunity to dig deep. With support from the teacher, students will design their own projects. There will be some collaboration and discussion among the students, especially as we develop the project work, but also when we share about our learning.

Theater Stage Combat: Dodge! Duck! Punch! Students will learn the fundamentals of basic, unarmed stage combat through drills and choreography. With safety always paramount, the class will focus on stage combat as a powerful storytelling and acting tool. Students will work toward performing a short scene of choreographed unarmed violence.

Trail Crew: In trail crew, students will learn how to properly design and maintain woodland trails. Students will use tools including flags, saws, loppers, picks, hoes, and rock bars to plan, brush and dig out a tread for a new trail and to maintain existing trails. Students will also learn how to design and build timber and rock features, such as bridges and stairways. Students in this elective are expected to contribute daily both through their efforts in planning the trail as well as physical work on the trail.

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INTENTIONAL CURRICULUM

The following are aspects of our program that have been intentionally crafted to support our mission, enhance 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.

Philosophy of Electives: Elective classes meet for two hours 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, to mix with different student groups, and to demonstrate proficiency in many of the seven graduation requirements.

Every full-time teacher at TSA teaches at least one elective. 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 an Orienteering elective, allowing students and the teacher to know each other as outdoors people. A Spanish teacher may teach a singing course, allowing students a glimpse of her passion for music. 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 TSA's teacher community.

Generally, elective courses run for two modules. Some courses run for a full semester. We make an effort to offer a well-rounded selection of electives throughout the year, including musical, academic, artistic, physical, technical, and dramatic options.

CHOOSING ELECTIVES • At the beginning of the school year, families will receive an overview of elective offerings for that school year. We encourage students to plan for the entire year with an eye to the student's Personal Learning Plan (PLP), in consultation with their advisor and parents. Students enroll in electives prior to the beginning of each new elective period and will receive information regarding any changes in the offerings at that time. Course selection is based on seniority and availability.

Students who need an additional Study Hall may request to use elective time as a Study Hall after consulting with the Student Services Coordinator.

Clubs: Friday Club time creates an opportunity for student-driven, staff-supported alternative programming throughout the school year. Clubs can last one module or all year long depending on staff interest and student engagement. The main goals for TSA Clubs are as follows:

- To engage in Deeper Learning outside the formal classroom setting
- To connect and share our common interests
- To foster positive relationships and interactions between all members of our community
- To encourage student leadership, decision making, planning, and engagement
- To have fun and decompress at the end of a busy work week

Examples of Clubs Offered: Soccer Club, Book Club, Movie Club, Queer Straight Alliance (QSA), Spanish Culture Club, Crafting Club, Skateboarding Club, Frisbee Club, Dungeons & Dragons Club, Outing Club, Phoenix Activity Club, Leadership Council, Music Club, Trivia Club, etc.

Career and College Advising: The Sharon Academy expects each of our students to pursue post-secondary training at some time after high school graduation–whether it is college, university, tech/trade school, or other training. Throughout their time at TSA, students are offered guidance in exploring options for life after high school with ample opportunity for reflection on their individual path. Students work closely with their peers through grade level seminars, advisory, career exploration field trips, college visits to TSA, and college fair field trips. Every student is encouraged to schedule frequent individual appointments with the Director of College and Career Advising, particularly as they begin the college application process.

In 9th grade, students begin the post-secondary exploration during their regular classes and by working on their personalized learning plans in advisory. Students gain executive function skills, identify their strengths and weaknesses, develop self-advocacy skills, and learn how to work with others. All of these skills are key to the post secondary planning process.

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All tenth graders are offered the opportunity to take the PSAT on a designated fall date on campus at TSA. 10th graders are also given guidance on course selection and extracurricular opportunities as they relate to their post secondary plans. While the PSAT is optional for 10th graders, it is required for all 11th graders.

Students are introduced to Naviance–the online guidance software we employ to help students and families plan for life after high school–in the fall of their 11th grade year. 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. 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.   The Director of College and Career Advising organizes an information session in the spring for parents of 9th and 10th graders.

Students begin more formal exploration of specific colleges in the fall of their junior year. The Director of College and Career Advising guides students through registering for and attending fall open houses on individual campuses as well as large regional college fairs held virtually or on nearby college campuses. The Director of College and Career Advising also coordinates with many college Admissions Representatives to set up information sessions specifically for TSA students, right on the TSA campus. 11th and 12th graders are strongly encouraged to attend as many of these visits as possible so that they may meet directly with admissions officers and begin the process of honing in on schools and paths that are right for them.

Starting in the spring semester of their junior year, students meet once a week in a College Seminar led by the Director of College and Career Advising. Junior Seminar explores various post-secondary options and allows students to begin to focus on a path that fits their goals. During junior year, we recommend that students take some initiative on the post-secondary process by visiting some colleges in the fall and spring while also taking a standardized test in the spring. Parents can assist their student by helping with the logistics of organizing college visits and registering for a standardized test. The Director of College and Career Advising holds an annual information night for 11th graders and their parents in February.

By the time a student begins their senior year, they are expected to have made at least

a few college visits, completed a rough draft or outline of their personal statement, and recorded a list of potential colleges through their Naviance account. During the first semester, seniors once again attend a weekly seminar with the Director of College and Career Advising to navigate all aspects of post secondary planning. For most students this includes support with the college application process or preparing for a gap year. Students will complete college applications, write college essays, request letters of recommendation, strategize which colleges to apply to, and obtain basic financial aid information and support. Additionally, Senior Seminar helps students who are interested in going directly into the world of work with interview skills, resume writing, cover letter writing, and financial planning.

The Director of College and Career Advising hosts a fall Senior Parent Night. This information session is designed to guide parents through the post-secondary process and provide tools to enable their student to survive and thrive. Parents are encouraged to attend with their student. In addition, a financial aid information evening is offered by the Vermont Student Assistance Corporation (VSAC) either at TSA or a neighboring high school.

Throughout high school, the Director of College and Career Advising coordinates a series of career field trips. In the past this has included visits to Hypertherm, Women Can Do, and Art Portfolio Workshops. Students of all grades are encouraged to participate.

Please see the TSA Career and College Advising webpage for detailed information on all of these areas or contact the school if you have further questions. College news and information is also included in our weekly e-newsletter throughout the year. Individual appointments for both students and parents with College and Career Advising are encouraged and welcomed at all times.

Seminar Block: The purpose of Seminar is to support students in making informed decisions by increasing their awareness of self and others. Seminar encourages students to maximize their TSA experience by promoting communication skills, responsible self-expression, and facilitating access to community resources. Seminar meets once a week by grade level for 50 minutes. Topics covered in Seminar include digital citizenship, social/emotional awareness, sex education, drug education, and post-secondary

exploration and planning.

Each year of Seminar is split between having an academic focus for a semester and a social/emotional focus for the other semester. This curriculum is designed to educate the whole child and to recognize that the two components – academics and social/emotional themes–are interconnected and build off one another from year to year.

Themes for each year will explore the following:

- **9th Grade**:
  - **Goal**: Exploring TSA's community resources and expectations and students' part in it, including curricula covering bullying and harassment and sex education.
  - **Classes**: Digital Citizenship is taught at the beginning of 9th grade to support the 9th grade students' transition to high school. Sex Education is taught in the second semester.
- **10th Grade**:
  - **Goal**: Exploring the transition to increased independence and responsibility, positive decision making, the challenges facing today's youth, and students' relationship to the greater community.
  - **Classes**: Students begin with a class examining the effects of Alcohol, Tobacco, and Other Drugs (ATOD). In the second semester, students move into a class called Emotional CPR, led by Sean Perry of We R H.O.P.E. This course provides students with skills and tools to navigate their emotions and challenges.
- **11th Grade**:
  - **Goal**: Identifying and articulating personal values, aspects of identity, and self-awareness.
  - **Classes**: Sex Education and Post-Secondary Exploration with our Director of College and Career Advising.
- **12th Grade**:
  - **Goals**: Continuing with self-awareness, exploring goals, and creating plans for the future. Helping student prepare for their transition to life after high school.
  - **Classes**: First semester, students receive guidance in post-secondary options including college application, entering the workforce, and taking a gap year.

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Second semester invites students to reflect together as they explore the skills needed for life after high school in "Adulting" class.

The High School performs "Seussical" in 2019

The Interim/Fall Musical: The High School's Interim is one of the signature experiences at TSA. 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 Interim and are encouraged to participate for all four high school years–which 95% do!

Each year through 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 deeper learning and community-building tool.

By constraining the majority of 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, 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.

Exhibitions: Exhibitions are culminating academic experiences for Juniors and Seniors, and an institutional assessment of proficiency in research, writing, and public speaking skills.

The ability to conduct independent research, write clearly, and communicate coherently is of paramount importance to an educated citizenry. TSA students actively practice these skills throughout their high school career in myriad ways. Throughout their high school careers, students complete several research projects. Through writing papers, students learn to structure and compose a persuasive essay with a coherent argument. Students also give a variety of presentations, for which they learn to dress appropriately, speak clearly from notes, make eye contact, listen attentively and respectfully, and create an effective visual component to communicate their research.

In either 11th or 12th grade, students are required to complete a multi-faceted project, called Exhibition, for which students execute in-depth research into a topic about which they are passionate. Exhibition assessment is based both on a written component (8–12 pages) and on an oral presentation (20–25 minutes) and includes face-to-face feedback and evaluation from a jury of teachers. Successful completion of the Exhibition requires students to work independently, develop a thesis, think creatively, research complex topics, synthesize information from a variety of sources, and present confidently to an audience of faculty and peers.

In keeping with the school's mission to "nurture intelligent, independent, and creative thinking", Exhibitions are on topics of each students' choosing, with careful guidance from a faculty mentor. Students can opt to take a Study Hall elective to work on their Exhibitions during school hours. 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.

All School Meeting: Every Wednesday morning, the entire high school gathers for All School Meeting (ASM). ASM is a 30-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 entirely run by students who keep their fellow students, as well as adults, on task and on time. ASM is designed to help students to learn and practice their role as citizens and to become active members of their 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". Community Service 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 contributions can make a difference, while also fostering a habit of service. Through Community Service, students also have the opportunity to pursue their interests, meet potential mentors, and develop skills and contacts that will help them well into the future. Students will be informed of both school and community related opportunities as the year progresses. TSA's newsletter posts the most current opportunities.

Clearing trails for Community Service

Completing Community Service hours is one way for students to fulfill Standard 6: Committing to Community and Responsible Citizenship. Students are strongly encouraged and supported to complete 15 hours of community service per year while in 9th and 10th grades and 20 hours of community service per year while in 11th and 12th grades. Hours must be submitted by June 1 in order to meet the standard.

The student reflection on community service becomes a part of the Personal Learning Plan (PLP) and can access none, one, or in a very rare case, two more transferable skills

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standards (at the advisor's discretion) per reflection. The advisor must check with another advisor to confirm the standards are appropriate to be earned.

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.

Ultimate Frisbee

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 IV school in Boy's and Girl's Soccer, Boy's and Girl's Basketball, and Track and Field (coed). We compete against schools such as White River, Rivendell, Proctor, Arlington, and Twin Valley. **Because of our inclusive approach to athletics, we have a very high rate of student participation. Last year over half of the student population participated in a sport!**

NCAA: Students who are interested in competing in a Division 1 or Division 2 college sports program should alert their advisor and begin the process of registering with the NCAA during their Sophomore year. By Junior year, students interested in competing must register. Students and parents should check the NCAA website (http://www.ncaa.org/) for deadlines and requirements. Students will need to arrange for a transcript to be sent to the NCAA at the end of their junior year by contacting Wendy Bordeau, Director of College and Career Advising.

<u>Varsity</u>: The Varsity teams rely on foundations of skill development and enjoyment, with the priority on being competitive each year. Varsity teams are composed mostly of 11th and 12th graders, however, there are open tryouts at the beginning of each season for all who are interested in the sport, regardless of experience. Varsity playing time is

Varsity Soccer

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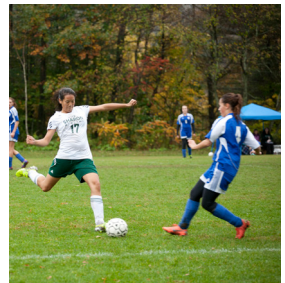
not guaranteed and is largely determined by coaches assessing the needs of the team and the capabilities of the players. As a result, some Varsity team members may not play at all in some games.

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

Varsity Basketball

Student Support

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 their high school 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 their years at the high school so that they can build a relationship. However, there is an advisory change process if students do not feel that their advisor meets their needs.

Students meet with their advisory group twice a week for a total of one hour. 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.

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- **Advocacy**: to be an advocate for the student at TSA, while modelling advocacy so that the student can transition to being their own advocate by the time they graduate.

Personalized Learning Plans: All TSA students create a Personalized Learning Plan (PLP) during their 9th grade year. These plans are shared with each student's teachers and advisor. During the fall and spring Student/Advisor/Parent/Guardian conferences, the goals on students' PLPs will be reviewed and assessed.

Students will craft additions to their PLP each year in advisory, creating an individual narrative that will guide them as they work with their parents/guardians, advisors, and faculty to pursue post-secondary goals. Having a complete PLP allows students to access dual enrollment vouchers and other outside learning opportunities, like Extended Learning Opportunities (ELOs). For more information on this statewide initiative please visit http://education.vermont.gov/plpworkinggroup/main

Academic Student Services: At TSA, we want all students to experience academic success and to perform to the best of their abilities. We recognize 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 Director. The student, along with his/her family, will work with the director to develop a plan for academic support. 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.

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 students to engage in open, honest, and confidential conversations.

Our full-time School Counselor is a trained social worker 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.

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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, or transition to high school
- Group counseling
- 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.

Kid Talk: Every week, TSA faculty and staff meet for one hour 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. Together, the staff learns 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, whether academic or personal, and to develop a plan for their support.

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High School 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 flowchart outlines the different kinds of support that a student or family 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 the appropriate student support personnel (see below).

Step 3: Student Support Personnel

Director of Academic Services	Director of College and Career Advising	Academic Dean	School Counselor	Dean of Students	Equity and Wellness Coordinator
Tiffany Badams tbadams@sharonacademy.net 802-763-2500 Ext. 221	**Wendy Bordeau** wbordeau@sharonacademy.net 802-763-2500 Ext. 215	**Brian Tonks** btonks@sharonacademy.net 802-763-2500 Ext. 221	**Lydia Wood** lwood@sharonacademy.net 802-763-2500 Ext. 216	**Blake Fabrikant** bfabrikant@sharonacademy.net 802-763-2500 Ext 208	**Christa Wurm** cwurm@sharonacademy.net 802-763-2500 Ext. 214
IEP Case Management and Direct Services Academic Testing	Post-secondary options Study Abroad Summer Opportunities Course Scheduling Scholarships Seminar Teacher Dual Enrollment	Academic Standing Course Scheduling Report Cards/Transcripts Program/Curriculum Concerns	Individual/Group Counseling Social/ Emotional Support Plans Counseling Referrals Seminar Teacher 504 Plan Coordinator Designated Employee- Hazing, Harassment, Bullying	General Student Concerns Honor Code Student Behavior Designated Employee- Hazing, Harassment, Bullying	General Student Wellness (Emotional, Physical, Social) Health Liaison Diversity and Inclusion Title IV Designated Employee- Hazing, Harassment, Bullying

Step 4: Administrative Team

The Student Support Team may take the issue to the administrative team meeting to be addressed.

Step 5: Head of School

Mary Newman

If the issue is not able to be resolved satisfactorily through the above steps, the Head of School, *or his designee*, will be the final arbiter of any remaining concerns.

Study Outside of TSA's Core Curriculum

Foreign Travel: TSA has organized student trips in the past to Spain, Italy, France, the UK, the Dominican Republic, Costa Rica, Mexico, and Belize. We intend to offer opportunities like these in the future, as COVID–19 precautions and restrictions allow.

Foreign Study or Study at Another School: Participating in an alternative 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 alternative study program, whether for a semester or a year, need to seriously consider the effect their travel will have on meeting their graduation requirements and on the college application process. Leaving for a semester or a year requires considerable planning and work. We encourage students

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to consider summer programs or post high school travel.

It is essential that all students' families/guardians who are considering alternative 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 consulting with our Director of College and Career Advising, Wendy Bordeau at wbordeau@sharonacademy.net

Independent Study Projects: The Sharon Academy follows the Vermont Agency of Education's recommendations for flexible pathway opportunities. Students at TSA can complete either an Extended Learning Opportunity (ELO) or a more substantial Independent Course (IC) to earn graduation evidence. Examples of past ELOs include: learning to telemark ski, writing a biography of an influential family member, and completing a multi-faceted artistic and creative writing reflection of a summer travel opportunity. Examples of past ICs include a year-long study in music theory and composition, learning Italian with an outside tutor, and undertaking a large quilting project. Students should remember that completing an ELO or IC requires a high level of self-motivation and follow-through. In order to receive evidence for independent work, students must fill out an application, meet with the Director of College and Career Advising, and submit all of their work according to the decided upon deadlines.

Dual Enrollment/Advanced Academic Study: Publicly-funded Vermont high school students are eligible to take a total of two free college courses at participating Vermont colleges in their junior and/or senior years. This is called Dual Enrollment because the free college courses will earn students college and high school credit. Students are eligible to access dual enrollment between the summer before junior year until they graduate high school. Students must apply for a voucher for the semester they wish to enroll in a dual enrollment course. Students who are not tuitioned by their hometown are not eligible for a voucher. (See vtdualenrollment.org for more info.) Students who are residents of New Hampshire are eligible to take discounted courses at some community colleges in New Hampshire.

Early College: Seniors may choose to finish high school and earn college credit by

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enrolling in an early college program. Vermont Academy of Science and Technology (VAST) at Vermont Technical College is one example of a program that students can participate in for free. Students should work with The Director of College and Career Advising during the spring of their junior year to apply to an early college program.

Special Events

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

Chain Reaction / MLK Programming: In recognition of Dr. Martin Luther King's contributions to our society, TSA high school holds an annual "Chain Reaction Program", a series of events and lecture inspired by Dr. Martin Luther King's legacy. The events 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 is held quarterly at the High School in Moore Hall, for students to share their talents (skits, singing, bands, poetry recitations, etc). The event is typically held on Thursday nights, and can be referred to as "Café Night" or "TNC". TNC is a wonderful opportunity to connect with other TSA families and to share the sometimes unexpected talents of our students.

High School Field Trip: Every student attends this annual 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.

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 murals which have been 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

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TSA, and it takes place with appropriate adult supervision.

References:

"Deeper Learning." Alliance For Excellent Education, https://all4ed.org/issues/deeper-learning/.

Doda, Nancy. "Deeper Learning." In Service Training Session on Deeper Learning, August 27, 2021, The Sharon Academy, Sharon, VT, Workshop Facilitation.

McLeod, Scott and Dean Shareski. *Different Schools for a Different World*. Solution Tree Press, 2018

Appendices

TSA High School Staff/Faculty Directory 2021-2022

All Staff/Faculty emails:
first initial and last name @sharonacademy.net (example: kbarnhart@sharonacademy.net)

Staff/Faculty	Position	Phone Ext.
Badams, Tiffany	Director of Academic Services	221
Barnhart, Kimberly	French Teacher	211
Basham, Steve	Science/Math Teacher	204
Behre, Chad	Math Teacher	213
Bergeron, Anne	Academic Coach	N/A
Bordeau, Wendy	Director of College and Career Advising	215
Carter, Spike	Literature Teacher	219
Davis, Stephanie	History Teacher	210
DeCapua, Laura	Director of Visual Arts	217
Fabrikant, Blake	Dean of Students/Athletic Dir.	206
Fabrikant, Kate	Director of Human Resources	234
Groppe III, Carl	Director of Technology	209
Hurwitz, Paul	Director of Facilities	802-282-1881
Lane, Andrew (MS)	Director of Middle School	301
Levinger, Hannah	Social Studies/History Teacher	222
Levy, Grayson	Student Support Asst/ Asst AD	206
Mallary, Anne	Bookkeeper	234
Masterman, Cynthia	Administrative Assistant	200
Milito, Rachel	Spanish Teacher	221
Newman, Mary	Head of School	205
Piasecki, Maria	Literature Teacher	212
Rodig, Kayleigh	Director of Writing Center	216
Sirotkin, Barbara	HS/MS Spanish Teacher	N/A
Spickard, Angie	Science/Biology Teacher	202
Spector, Wendy	Digital Communications Mgr.	235
Stainton, Rob	Science/Chemistry Teacher	218
Stumpf, Janice (MS)	Middle School Office Manager	300
Tonks, Brian	Math Teacher/Academic Dean	221
Thorne, Sandy	Math Support	N/A
Wood, Lydia	HS/MS School Counselor	201
Wurm, Christa	Equity & Wellness Coordinator	214
Wylie, Amber	Director of Enrollment	203

October 2021

The Sharon Academy
2021-2022 School Event Calendar

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July

4	Independence day

- 1/2 Day
- no school
- HS Interim
- conference day
- vacation

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

26-27, 30	Teacher In-Service
31	7th, 8th, 9th Grade Orientation
	Days: 1

September 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September

1 - 2	HS and MS Orientation
3	No School - Teacher In-Service
6	No School - Labor Day
7	School Resumes- Start of HS Module 1
9	MS Parent Information Night, 6:30 pm
23	HS Parent Information Night, 6:30 - 8:00
28	Picture Day
	Days: 20

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October

1	No School - HS Grading Day/MS Inservice
4	Start of HS Module 2
11	No School - Teacher Inservice (Indigenous Peoples' Day)
13	PSAT DAY
15	Troy Wunderle Visits MS
16	Prospective Family Information Event, 3:30 - 5:30
29	1/2 Day for HS and MS (1pm dismissal)
TBD	SAT Day at TSA — Days: 19

November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November

1	Start of HS Module 3
19	No School MS - Middle School Conference Day
8-20	HS Interim
22-26	Thanksgiving Recess
29	School Resumes
29	HS Module 3 resumes

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| | | | | Days: | 18 |

December 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December

| 20 | No School/HS Inservice |
| 20-31 | Holiday Recess |

| | | Days: | 13 |

January 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January

3	School resumes
3	Start of HS Module 4
5	Ski Program begins
12	No School HS Only - High School Conference Day
17	No School - Martin Luther King Jr. Day
19	Chain Reaction Opening Event
26	Chain Reaction Workshops

| | | Days: | 20 |

February 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February

2	Chain Reaction Closing Event
4	HS and MS 1/2 Day - Teacher Inservice
7	Start of HS Module 5
16	Ski Program ends
21-28	February Recess

| | | Days: | 14 |

March 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March

1	No School - Town Meeting Day
2	School Resumes
12	Free Family Arts Day, 12:00 - 4:00
14	HS 1/2 Day, 1pm Dismissal, MS Full Day
14-26	MS Circus Interim
15	Start of HS Module 6
27	VIRTUAL Prospective Family Information Event, 4:00 - 5:30
28	No School for MS ONLY	Days:	22

April 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April

11	HS and MS 1/2 Day - HS Grading Day/ Teacher Inservice
15	Middle School Conference Day/No School for MS only
18-22	Spring Recess
12	Start of HS Module 7
29	High School Conference Day/No School for HS only
30	TSA Gala	Days:	16

May 2022

Su	M	Tu	W	Th	F	Sa

May

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16	HS and MS 1/2 Day - HS Grading Day/Teacher Inservice		
17	Start of HS Module 8		
21	HS Prom, 7-11		
30	No School - Memorial Day		
31	MS Hulbert Trip		
TBD	HS Field Trip	Days:	21

June 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June

1 - 3	MS Hulbert Trip		
9	MS Science Fair		
14	End of HS Module 8		
15	HS Proficiency Recovery Day		
16	Last Day of School - HS Field Day/ MS Graduation		
17	No School		
18	HS Graduation		
21-23	Teacher In-Service	Days:	12

July 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July

4	Independence Day		
		TOTAL	**176**

August 2022

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

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The Sharon Academy
Weekly Schedule

	Mon	Tues	Wed	Thurs	Fri
9:00-10:30	AM Block	AM Block	AM Block	AM Block	AM Block
10:30-11:00	Advisory	Office Hours	All School Mtg	Office Hours	Advisory
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-1:00	PM Block	PM Block	PM Block	PM Block	PM Block
1:00-1:15	Break	Break		Break	Break
1:15-2:15	Seminar/Study	Elective		Elective	Clubs/PR
2:15-3:15	Seminar/Study	Elective		Elective	Forum/PR

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THE KEY ATTRIBUTES EMPLOYERS SEEK ON STUDENTS' RESUMES

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SUBJECT: The Key Attributes Employers Seek on Students' Resumes

BETHLEHEM, PA — College students who are conducting their job search and want to impress employers with their resumes should emphasize their abilities to solve problems and work as part of a team, according to a new survey report from the National Association of Colleges and Employers (NACE).

When NACE asked employers participating in its *Job Outlook 2018* survey which attributes—beyond a strong GPA—they most value, employers indicated that problem-solving skills and an ability to work in a team are the most desired attributes and are of equal importance. (See Figure 1.) This is the second consecutive year that the largest percentage of employers will search for these attributes on students' resumes.

Following problem-solving skills and teamwork abilities, written communication skills, leadership, and a strong work ethic are also highly valued attributes that employers want to see evidence of on resumes.

Employers also provided insight into the influence of attributes when deciding between two otherwise equally qualified candidates. This year, NACE added four attributes—all related to work experience—to the original list that had been used in the past.

While past surveys consistently found the student's major to be the deciding factor between two otherwise equally qualified candidates, this year the most influential factors are whether the candidate completed an internship with the hiring organization and whether the candidate has internship experience within the hiring organization's industry. (See Figure 2.)

Additionally, general work experience and no work experience are found to be more of a deciding factor than a candidate's high GPA (3.0 or above), involvement in extracurricular activities, school attended, and volunteer work. The only other attribute that held its ground with the addition of the new attributes is leadership. It continues to follow immediately after the student's major in terms of influence.

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Figure 1: Attributes Employers Seek on a Candidates Resume

ATTRIBUTE	% OF RESPONDENTS
Problem-solving skills	82.9%
Ability to work in a team	82.9%
Communication skills (written)	80.3%
Leadership	72.6%
Strong work ethic	68.4%
Analytical/quantitative skills	67.5%
Communication skills (verbal)	67.5%
Initiative	67.5%
Detail-oriented	64.1%
Flexibility/adaptability	60.7%
Technical skills	59.8%
Interpersonal skills (relates well to others)	54.7%
Computer skills	48.7%
Organizational ability	48.7%
Strategic planning skills	39.3%
Creativity	29.1%
Friendly/outgoing personality	27.4%
Tactfulness	22.2%
Entrepreneurial skills/risk-taker	19.7%
Fluency in a foreign language	4.3%

Source: *Job Outlook 2018*, National Association of Colleges and Employers

Figure 2: Influence of Attributes

ATTRIBUTE	2018 AVERAGE INFLUENCE RATING*	2017 AVERAGE INFLUENCE RATING*	2016 AVERAGE INFLUENCE RATING*
Has completed an internship with your organization	4.6	N/A	N/A
Has internship experience in your industry	4.4	N/A	N/A
Major	3.8	4.0	4.0
Has held a leadership position	3.7	3.9	3.9
Has general work experience	3.7	N/A	N/A
Has no work experience	3.4	N/A	N/A
High GPA (3.0 or above)	3.4	3.6	3.5
Has been involved in extracurricular activities (clubs, sports, student government, etc.)	3.3	3.6	3.6
School attended	2.8	2.9	2.9
Has done volunteer work	2.7	2.6	2.8
Is fluent in a foreign language	2.2	2.1	2.2
Has studied abroad	2.2	2.0	2.0

Source: *Job Outlook 2018*, National Association of Colleges and Employers. *5-point scale where 1=No influence at all; 2=Not much influence; 3=Somewhat of an influence; 4=Very much influence; 5=Extreme influence.

About the *Job Outlook 2018* survey: Data for the *Job Outlook 2018* survey were collected from NACE's employer members from August 9, 2017, through October 2, 2017. A total of 201 surveys were returned—a 20.5 percent response rate. Of those responding, 14.4 percent of respondents were from the West, 25.9 percent were from the Northeast, 23.9 percent were from the Southeast, and 35.8 percent were from the Midwest. The *Job Outlook 2018* report is available for purchase at www.naceweb.org/store/2017/job-outlook-2018/.

About NACE: Since 1956, the National Association of Colleges and Employers (NACE) has been the leading source of information about the employment of college graduates. For more information, visit www.naceweb.org. NACE maintains a virtual press room for the media at www.naceweb.org/about-us/press/.

http://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-seek-on-students-resumes/

The Sharon Academy Essential Transferable Skills - Updated Summer 2019

1. Acquire Information Critically

- 1A. Analyze Text
- 1B. Analyze Sources
- 1C. Research
- TSA 1D. Listen
- 1E. Frame Questions

2. Think Critically and Reason to Construct Arguments

- 2A. Causality -- Cause and Effect
- 2B. Patterns -- Generalization and Specificity
- 2C. Evidence-based Claim
- TSA 2D. Empirical Argument
- 2E. Logical Development

3. Demonstrate Creativity in Problem Solving and Design

- 3A. Analyze a Problem, Process, and Results
- 3B. Make Use of Prior Knowledge
- 3D. Use Appropriate Tools or Materials
- 3E. Use and Develop Models
- 3F. Investigate Approaches and Discover Solutions (was: Find Best Solutions)
- TSA 3G. Analyze Results (deprecated)

4. Communicate Effectively

- 4A. Organized Communication
- 4B. Evidence and Supporting Detail in Communication
- 4C. Development of Communication
- 4D. Mechanics
- 4E. Oral Communication and Presentation
- 4F. Interpersonal Communication
- 4G. Artistic Expression

5. Self-Direction: Take Responsibility for Learning and Growth

- 5A. Identify and assess new opportunities to learn.
- 5B. Set goals and make informed decisions.
- 5C. Take initiative and responsibility for learning.
- 5D. Persist and Revise
- 5E. Collaborate Effectively
- 5F. Reflect

6. Engagement: Commit to Community and Responsible Citizenship

- 6A. Community Service
- 6B. Ethics
- 6C. Diversity
- 6D. Digital Citizenship
- 6E. Global Perspective
- 6F. Broadened Horizons
- 6G. Develop a College or Career Plan

7. Sustaining: Explore Social, Emotional and Physical Well-Being

- 7A. Develop, practice, or explore skills to promote one's own Social and/or Emotional Well-Being
- 7B. Develop, practice, or explore skills to promote one's own Physical Well-Being

We at TSA appreciate and often refer to Harwood Unified Union School's rubrics

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