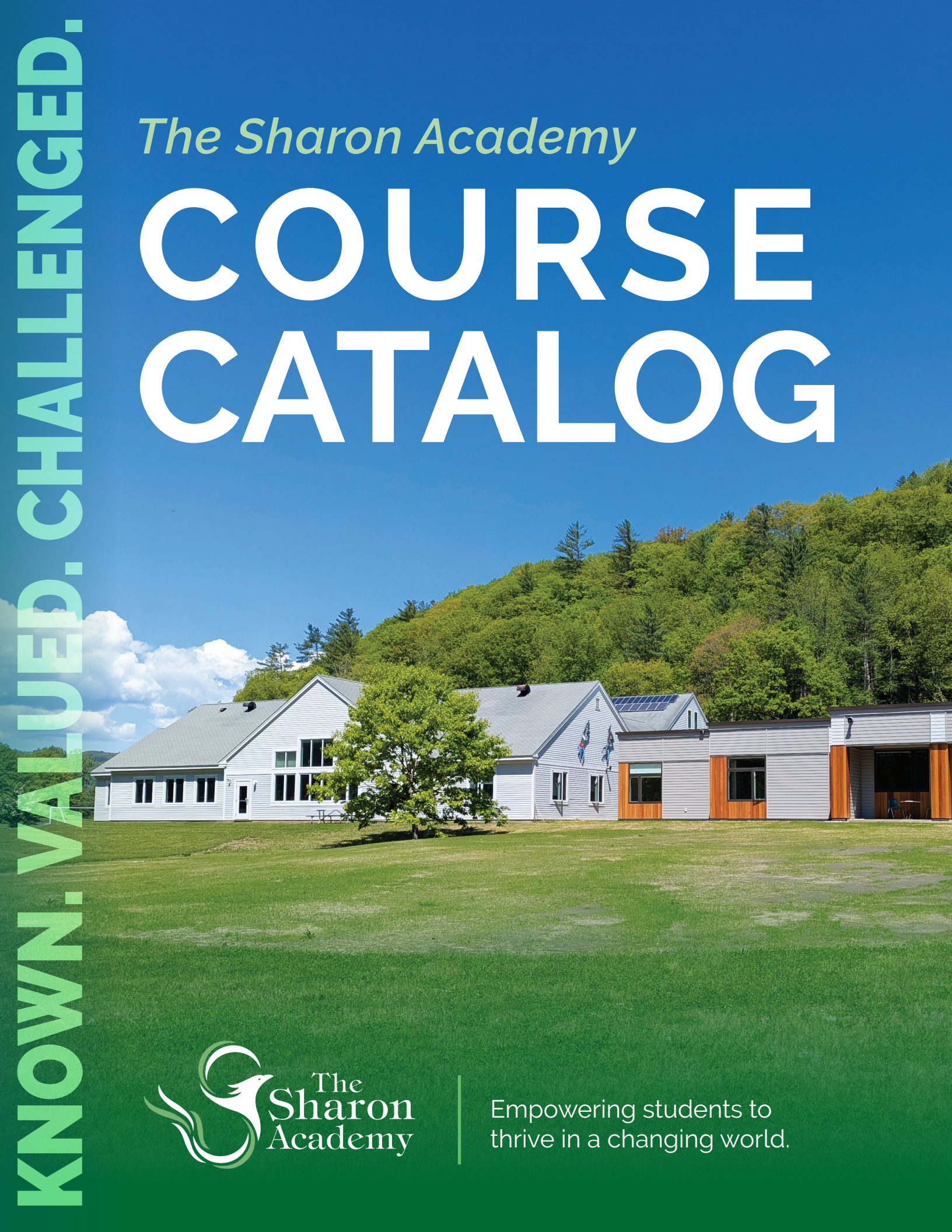




The Sharon Academy

COURSE CATALOG



Empowering students to
thrive in a changing world.

KNOWN. VALUED. CHALLENGED.

WELCOME TO THE SHARON ACADEMY

The Sharon Academy was founded in 1996 by educator Judy Moore, who envisioned a school where students would be truly known, respected, and challenged. What began as a single classroom in a renovated barn has grown into a thriving middle and high school serving students from across the Upper Valley. TSA was built on a belief in student voice, community connection, and learning that goes beyond the classroom, and that founding spirit still guides us today.

At TSA, students are not just taught, they are seen. In a world that demands creativity, compassion, and resilience, we prepare students to rise to the challenge and lead with purpose.

OUR MISSION

*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.*



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WHO WE ARE



OUR PHILOSOPHY & CULTURE

At The Sharon Academy, we believe school should be more than preparation. It should help young people discover who they are, what they care about, and how they can contribute to the world around them.

In our small, inclusive community, students are known deeply, challenged thoughtfully, and encouraged to grow intellectually, creatively, and personally. Strong relationships create the foundation for meaningful learning, giving students the confidence to ask questions, take risks, find their voices, and pursue their interests with purpose.

At TSA, students are not asked to fit a mold. They are supported in becoming more fully themselves while developing the curiosity, skills, and sense of responsibility they need to thrive in a changing world.

THE TSA EXPERIENCE

Our four pillars reflect what makes a TSA education distinctive and how we bring our mission to life. Together, they shape how students learn, connect, grow, and discover who they are.



COMMUNITY OF BELONGING

At TSA, strong relationships are at the heart of the school experience. Students are known, valued, and connected to a community where they can be fully themselves.



VOICE

Students are encouraged to ask questions, share ideas, make meaningful choices, and take an active role in their learning and community. Along the way, they develop a strong sense of their own voice, the confidence to use it, and the curiosity to listen deeply to others.



TECH-INTENTIONALITY

We are intentional about technology, using it when it supports learning while protecting space for deep thinking, meaningful conversation, and human connection. Students are encouraged to be curious, engage fully, and be present with one another.



FLEXIBLE & INDIVIDUALIZED EDUCATION

We recognize that students learn, grow, and find their paths in different ways. TSA sees students as individuals and creates opportunities shaped by their interests, strengths, needs, and goals.

OUR PILLARS IN ACTION

Our pillars aren't simply ideas. They show up in the experiences, relationships, traditions, and opportunities that shape everyday life at TSA.

STUDENTS ARE TRULY KNOWN

Our intentionally small community makes deep relationships possible. Learner Profile Conferences begin that process before a student even enrolls, while our advisory program, community meetings, and close student-teacher relationships ensure that students have adults who know, support, and challenge them.

STUDENTS LEARN TO USE THEIR VOICES

Students build confidence expressing their ideas in many different settings, from Socratic seminars and Science Fair presentations to Beliefs and Exhibition projects, performances, community meetings, graduation speeches, and student membership on the Board. Speaking, questioning, listening, and self-advocacy are skills we intentionally develop over time.

TECHNOLOGY IS USED WITH PURPOSE

We are not anti-technology. We are pro-learning. Students put away cell phones for the full school day and do not use personal laptops, while teachers use technology intentionally when it meaningfully supports learning. This creates more room for deep thinking, curiosity, meaningful conversation, and human connection.

EDUCATION IS PERSONAL

Small classes allow teachers to know how individual students learn and provide meaningful attention, support, and challenge. Our flexibility also allows us to shape educational experiences around students' strengths, needs, goals, and interests, including opportunities that may extend beyond our core curriculum.



OUR SHARED EXPECTATION

At TSA, students are active participants in their learning and in the life of our community. We ask every student to:

- ✓ Engage actively in their learning
- ✓ Build healthy, respectful relationships
- ✓ Contribute positively to our school community

OUR APPROACH TO LEARNING

Deeper Learning is at the heart of TSA's academic experience. Students don't simply learn information. They ask questions, explore ideas, solve problems, collaborate, create, and connect what they are learning to the world around them.

This student-centered approach gives students opportunities to take an active role in their education, develop their own ideas, and apply their learning in meaningful ways.

Deeper Learning helps students:

- » Master academic content with purpose
- » Think critically and creatively
- » Ask thoughtful questions and explore new ideas
- » Collaborate and communicate effectively
- » Develop confidence, independence, and resilience
- » Apply their learning in meaningful, real-world contexts

The result is learning that is rigorous, relevant, and engaging, preparing students not only for college and careers, but to continue learning, adapting, and contributing throughout their lives.

TSA MIDDLE SCHOOL: WHERE WHOLE-PERSON LEARNING BEGINS

At TSA, we believe transformation starts early. Our Middle School program lays the foundation for lifelong learning through strong relationships, authentic challenge, and joyful exploration. In keeping with TSA's mission, we create a space where students are known deeply, encouraged to grow, and empowered to take ownership of their learning and voice.

Through hands-on projects, interdisciplinary learning, and a caring community, students begin to build the confidence, creativity, and resilience that define deeper learning at TSA.

INTEGRATED CURRICULUM

Our Middle School uses a two-year thematic cycle (Grades 7–8) that weaves Language Arts, Science, Social Studies, and Art into multi-age classrooms. Students explore questions like “Who am I?”, “What do I believe?”, and “How can I make a difference?” using an interdisciplinary approach—scientific investigations, reflective writing, historical analysis, and artistic expression are all part of the learning journey.

SIGNATURE PROGRAM: CIRCUS INTERIM

Since 2007, TSA's Middle School has devoted a two-week interim led by Troy Wunderle, a former Ringling Brothers clown and Circus Smirkus Artistic Director, to transform the school into a circus training ground.

Students learn juggling, unicycling, stilt walking, clowning, gymnastics, and more. They invent original scripts, build props, design costumes, arrange live music, manage concessions, and create the entire show. This immersive experience builds teamwork, resilience, creative problem-solving, and confidence.

SIGNATURE EXPERIENCE: HULBERT OUTDOOR CENTER

Each spring, the entire Middle School spends four transformative days at the Hulbert Outdoor Center in Fairlee, VT. Through team challenges, outdoor skill-building, and intentional reflection, students form deep bonds, develop leadership, and build emotional and social resilience; laying the groundwork for lifelong growth.

BUILDING THE BRIDGE TO HIGH SCHOOL AND BEYOND

Our Middle School program is intentionally designed to prepare students for success in TSA's high school and in life. By the time they complete eighth grade, students are not only academically ready, but personally grounded and equipped with the curiosity, collaboration, and self-direction that our high school values and deepens.

TSA's mission comes to life in every grade. The Middle School is where it takes root.



TSA MIDDLE SCHOOL COURSES

Integrated Curriculum (Language Arts, Science, Social Studies, and Art)

Grade 7-8

Year A: Human Rights, Food and Hunger, Energy

Human Rights

Students explore identity and justice through the lens of human rights, connecting history, literature, and science to contemporary issues.

Social Studies: Study U.S. government structure and foundational documents; examine citizen rights and justice.

Science: Explore cell structures, genetics, and environmental factors affecting human differences.

Language Arts: Read *To Kill a Mockingbird* and *The Hate U Give*; write persuasive essays on human rights issues.

Health: Human reproduction and development.

Food and Hunger

Students investigate the ethical, social, and scientific dimensions of food and nutrition while engaging in real-world research and creative projects.

Social Studies: Analyze food policies, justice issues, and global hunger; consider community solutions.

Science: Study nutrition, digestion, photosynthesis, and energy in food webs; perform experiments and model digestion.

Language Arts: Read a range of related texts and explore historical impacts of food scarcity.

Art: Create ceramic meals with nutritional analysis.

Project: Produce *Our Times*, a community newsletter addressing food issues.

Energy

Students examine energy, sustainability, and climate change, connecting historical context, science, and literature to develop actionable understanding.

Social Studies: Examine industrialization, energy use, and environmental impacts.

Science: Study energy, electricity, generators, and carbon footprint; understand climate change.

Language Arts: Read a variety of texts related to the theme; research and present sustainability projects.

Year B: Living in Vermont, This I Believe, Immigration

Living in Vermont

Students explore local culture, ecology, and identity through fieldwork, mapping, and artistic expression.

Social Studies: Investigate Vermont history and culture; analyze primary sources and create maps.

Science: Study local ecology and biodiversity through fieldwork, species inventories, and forest studies.

Language Arts: Read literature exploring identity and place (recently *Return to Sender*).

Art: Create landscape art inspired by Vermont and Andy Goldsworthy.

Project: Climb Mount Cardigan to apply ecological, mapping, and artistic skills.

This I Believe

Students explore identity through world beliefs, major religions, and scientific reasoning, culminating in research projects and personal essays.

Social Studies: Study major world religions and cultural traditions; research and present findings on one religion.

Science: Examine how scientific theories develop from evidence.

Language Arts: Write memoirs reflecting on beliefs, values, and identity. Read Elie Wiesel's memoir *Night*.

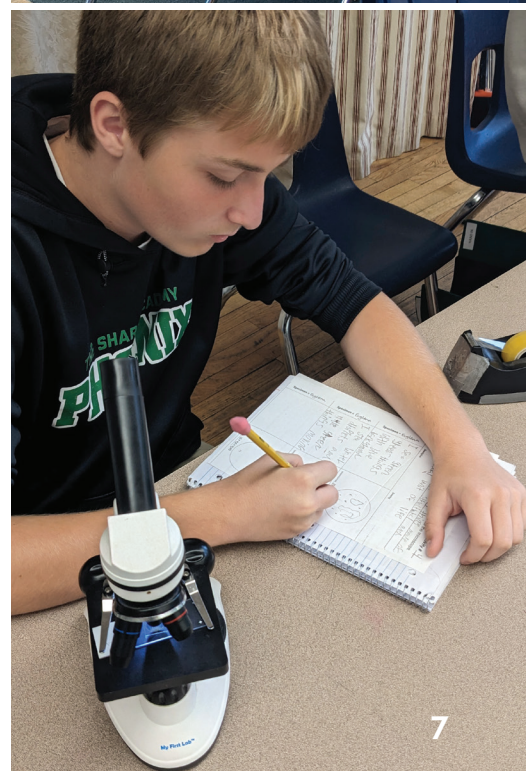
Immigration

Students connect science, social studies, and language arts to understand historical and contemporary immigration and identity.

Social Studies: Examine immigration trends, analyze political cartoons, and participate in debates.

Science: Explore basic chemistry and properties of matter, connecting to questions of origins.

Language Arts: Research and present findings linking immigration issues to identity and responsibility.



Mathematics

Grade 7-8

Math is treated as a language learned at each student's pace. Classes are grouped by skill level to allow flexible progression.

Foundations: Fill gaps in elementary math; strengthen core skills in a small class.

Pre-Algebra: Two pacing options; prepares students to advance to Algebra 1.

Algebra 1: Mirrors a high school course; lays the foundation for Geometry or Algebra 2.

Reading Block

Grade 7-8

Meeting once a week, students choose a book that sparks their interest and read independently. This block fosters a lifelong love of reading, encourages personal reflection, and helps students develop strong habits as engaged readers.

Phoenix Block

Grade 7-8

Held once a week, Phoenix Block is a structured academic work period where students complete homework, make up missed assignments, work on ongoing projects, and receive extra support or enrichment from teachers. This time promotes responsibility, self-direction, and academic growth.

Afternoon Classes

Grade 7-8

Middle school students participate in one of four afternoon classes, grouped by grade, meeting twice a week:

Spanish: Develop language skills through speaking, listening, reading, and writing, while exploring cultural connections.

Art: Explore creativity and self-expression through hands-on projects such as drawing, painting, ceramics, collage, printmaking, and zines.

Study All: Focused academic support for homework, project work, and skill development in core subjects.

Emotional/Social/Physical Wellness

(ESP): Engage in activities that build emotional intelligence, social skills, and physical well-being.

Middle School Clubs

Grade 7-8

Students help shape their own club experiences by proposing ideas that teachers help refine and support. Many clubs are student-led by spring, encouraging leadership and collaboration. Past clubs have included spoon carving, dissection, baking, cooking, creative writing, D&D, biking, fishing, improv, circus skills, movie

making and watching, debate, outdoor and indoor games, art, upcycling, and fiber arts.

After-School Sports

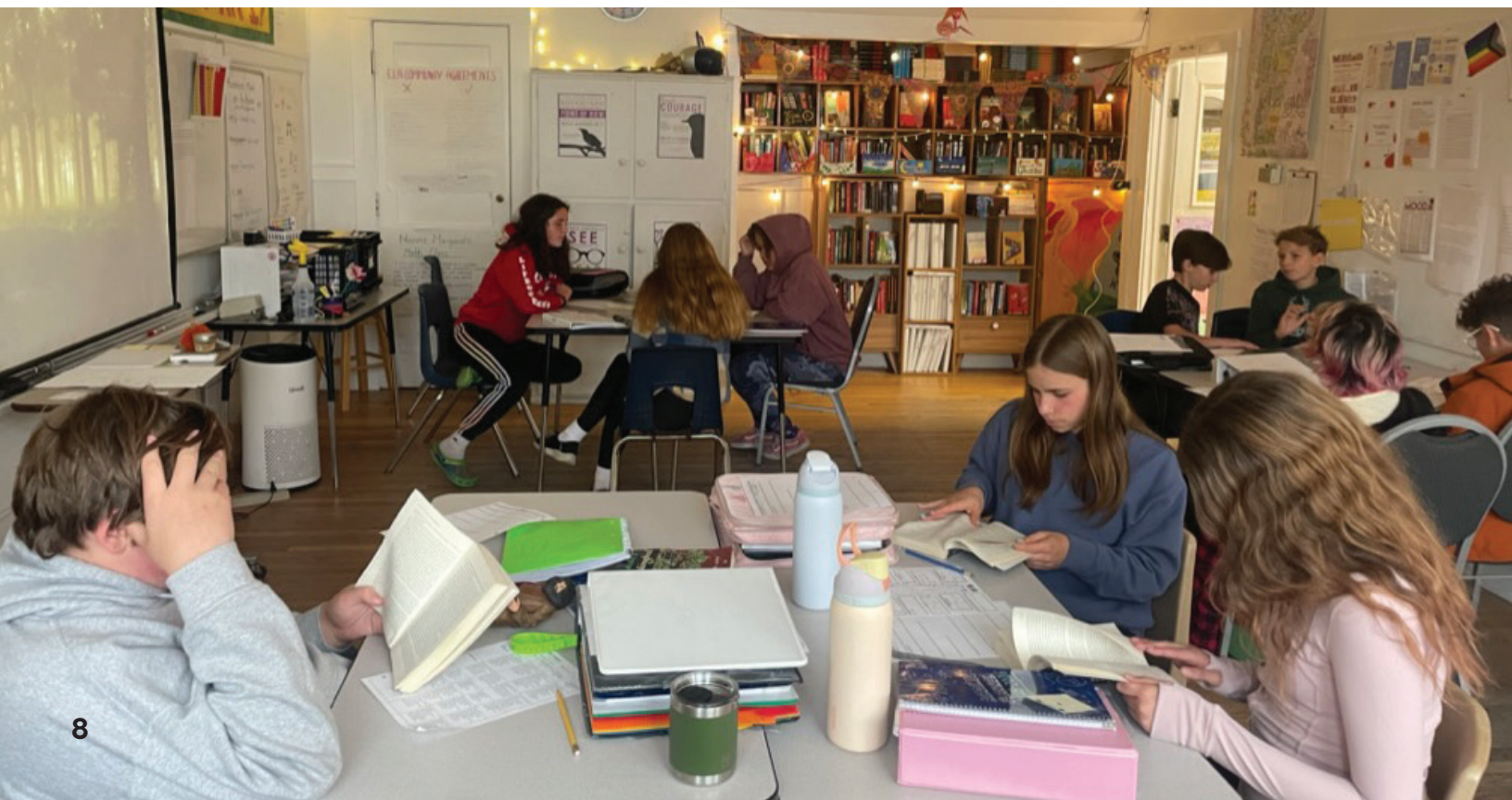
Grade 7-8

TSA's middle school after-school sports program offers opportunities to participate in soccer, basketball, baseball, Ultimate, and track. In the winter, students can ski at Saskadena Six Ski Area on Wednesday afternoons. Students interested in sports not offered at TSA, such as football or girls' lacrosse, can join teams through the Vermont Principals Association, allowing them to compete with other schools.

Extra-Curricular Competitions

Grade 7-8

Middle School students have opportunities to compete in MathCounts, Jr. Iron Chef, and Destination Imagination at regional and national levels. Many students also join a local Robotics team, fostering teamwork, problem-solving, and real-world application of skills.



High School Academic Preparation

WHERE DO TSA GRADUATES GO TO COLLEGE?

2018-2026 Matriculation



Bard College	Keene State College	St. Thomas University
Bates College	Lasell University	Syracuse University
Beloit College	Lesley University	Tufts University
Bennington College	Lewis & Clark College	Union College
Berklee College of Music	Macalester College	University of British Columbia
Boston University	Maine College of Art	University of Connecticut
Bridgewater State University	Marist College	University of Denver
Bucknell University	Michigan State University	University of Maine
Champlain College	Middlebury College	University of Minnesota
Clark University	Montana State University	University of New England
Clarkson University	Mount Holyoke College	University of New Hampshire
Colby-Sawyer College	New England Institute of Technology	University of North Carolina
College of Wooster	Norwich University	University of Pennsylvania
Community College of Vermont	Oberlin College	University of Portland
Connecticut State University	Paul Smith College	University of Puget Sound
Cornell University	Plymouth State University	University of Southern Maine
Dalhousie University	Purdue University	University of Utah
Dartmouth College	Quinnipiac University	University of Vermont
Denison University	Rensselaer Polytechnic Institute	Vassar College
DePaul University	Saint Michael's College	Vermont State University
Earlham College	Salem State University	Warren Wilson College
Emerson College	Sarah Lawrence University	Wheaton College
Flagler College	Skidmore College	Wentworth Institute of Technology
Goucher College	Smith College	Whitman College
Hamilton College	St. Anselm College	
Hartwick College	St. Lawrence University	
Ithaca College	St. Olaf College	



GRADUATION AT TSA: **MORE THAN A TRANSCRIPT**

We measure success by more than test scores. At TSA, graduation means demonstrating mastery of academic content and the skills that matter most; the ones students will carry into the real world.

Our **Proficiency-Based Learning** model ensures students:

- » Get clear, detailed feedback on their progress
- » Have multiple opportunities to grow and revise their work
- » Learn transferable skills, not just content

All students are assessed across TSA's 7 Gateway Standards, which guide their growth from the moment they arrive:

1. **Acquire** – Gather and evaluate information critically
2. **Reason** – Think deeply and build logical arguments
3. **Design** – Solve problems with creativity
4. **Communicate** – Share ideas clearly and effectively
5. **Self-Direct** – Take charge of learning and growth
6. **Engage** – Act as thoughtful, responsible community members
7. **Sustain** – Care for their emotional, physical, and social well-being

This approach prepares students not only to graduate but to thrive.



HIGH SCHOOL GRADUATION REQUIREMENTS

TSA Graduation Requirements (Starting 2024–2025)

Subject Area	Credits Required	College-Bound Recommendation	Course Guidance
Literature (English)	2	4 credits recommended	American Literature, Literature-Finding Our Way, Connections, Beliefs
History/Social Studies	2	3 credits recommended	Social Studies, U.S. & World History, Connections, Beliefs
Math	2	3 credits recommended	Pre-Algebra, Algebra 1 & 2, Geometry, Pre-Calc, Calc. Physics, Statistics
Science	2	3 credits recommended	Methods in Science, Biology, Chemistry, Physics, Environmental Science
World Language	2	2+ credits recommended	Spanish or French, with multi-year progression
Art	2	2	Includes visual arts, Interim-Performing Arts Signature Program, film-making, dance, and studio-based electives
Well-being	2	2	A minimum of 1 1/2 in Social-Emotional Learning, 1/2 in Physical Education
Subject Area Focus	+2 in one core area	Included in totals above	Choose one subject (min 4 credits): Math, Science, English, History, or Language
Flexible Pathways (Includes additional courses)	8	Varies	Electives, Band, Independent Studies, Internships, Dual Enrollment Programs, Community-based learning, Additional credits in any of the above, elective, band, Interim
Exhibition/Capstone	Required	Required	Junior year project demonstrating independent, in-depth research presented to a live audience
TOTAL	24 credits minimum	26–28 credits suggested	Most students exceed minimum through electives and extended coursework

- » **All students must complete an Exhibition or Capstone Project** to graduate.
- » **Students planning to attend college** should work closely with our College & Career Advisor to ensure they're meeting typical admissions expectations.
- » TSA's flexible credit system allows students to shape their path, whether they're college-bound, career-focused, or creatively driven.

EXHIBITION: CAPSTONE LEARNING THAT LASTS

At TSA, learning culminates not in a test, but in a powerful public expression of student voice, passion, and purpose.

Each student at TSA completes an Exhibition, a hallmark of the student experience and a requirement for graduation. Students typically complete Exhibition during their junior year, although under certain circumstances it may be completed during senior year. Students choose a meaningful topic, conduct in-depth research, and collaborate with a faculty mentor.

Exhibition includes:

- » A research-based paper (8–12 pages)
- » A 20–25 minute oral presentation, complete with visuals
- » A jury evaluation with detailed feedback from faculty

Students build key skills for college, career, and life:

- » Conducting independent research
- » Writing with clarity and purpose
- » Synthesizing complex information
- » Thinking critically and creatively
- » Communicating confidently in front of an audience

Through this process, students master transferable skills aligned with TSA's Gateway Standards—especially in communication, reasoning, and self-direction—and demonstrate proficiency required for graduation.

At its heart, Exhibition is a reflection of our mission: nurturing intelligent, independent, and creative thinkers. It challenges students to go deep, take ownership of their learning, and share their voice with the world.

Students may also design an alternative Capstone project that reflects their individual interests and learning goals. Past projects have included *Hydrological Impacts of Snowgrooming at Saskadena Six* and a blacksmithing apprenticeship.

Past Exhibition topics include:

- » Theories of Brain Plasticity
- » The Effects of Food Coloring on the Perception of Taste
- » An Ethnographic Study of Barbie
- » Development of a Tool for Cliff Bryophyte Habitat Assessment
- » Marian Apparitions in Post-Biblical History
- » Film Propaganda: How the Moving Picture Moved Audiences in WWII

More than a graduation requirement, Exhibition is a rite of passage that connects TSA's deeper learning philosophy with real-world skills and inspires students to see themselves as capable changemakers beyond our walls.

HIGH SCHOOL COURSE SELECTION

Humanities

Division II Humanities: The Beliefs Year

Grade 9-10

During the Beliefs Year in 9th and 10th grade Humanities, 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. To help students access their own beliefs we will explore where the beliefs of others, in history and in literature, come from and how others incorporate these guiding ethos into their lives. Throughout our year, units will be designed to integrate Social Studies and English in order to provide students an opportunity for deep examination of themes like foundations of belief systems, integrity in the face of challenge, civic engagement and responsibility to others, and the role that culture can play in the formation of self. Our year will culminate in a long-standing TSA tradition: the Beliefs Presentation, for which students will determine their Beliefs Word, a single word guiding principle, and publicly present on the importance of their word in their lives, and in the broader world around them.

Division II Humanities: The Connections Year

Grade 9-10

During the Connections Year in 9th and 10th grade Humanities, students explore the ways historical events, systems of power, and human decisions continue to shape our world. Through an integrated study of English and Social Studies, students examine themes including exploration and colonization, cultural conflict, resistance, identity, and the lasting impact of historical events on present-day global issues. Literature, primary sources, research, discussion, and creative expression help

students make meaningful connections across time, place, and perspective while developing empathy and critical thinking. The year culminates in an independent research project in which students investigate a topic of personal interest, draw connections across cultures and history, and present their findings through evidence-based writing and public speaking.

Literature: Finding Our Way Grade 11-12

The main course goal is to expand students' reading and writing experience, skills, and confidence in order to "nurture" how they can assemble and express their "intelligent, independent and creative thinking." Additionally, we will work to connect literature's role and relevance in the world, historically, in our time and, most importantly, to ourselves.

Theme of the curriculum: Finding Our Way

Vermont Poet Laureate Bianca Stone notes that "Poetry is a way of being in the world" and a means to "work out the most complicated parts of being alive." Extending that quality to other genres, guided by three major threads in the narrative of Dante's *Inferno*, the Personal, the Political and the Spiritual journey, this course will consider how stories can aid our reflection on how we are in the world and how we know ourselves and others.

Guiding Questions

- » How do we orient ourselves in our personal worlds?
- » How do we align ourselves with the political & social atmospheres around us?
- » What beliefs and value systems do we use to guide us as we navigate the journeys we are on? What are the challenges we face?
- » How do we make the choices we make—what voices and ideas do we listen to?

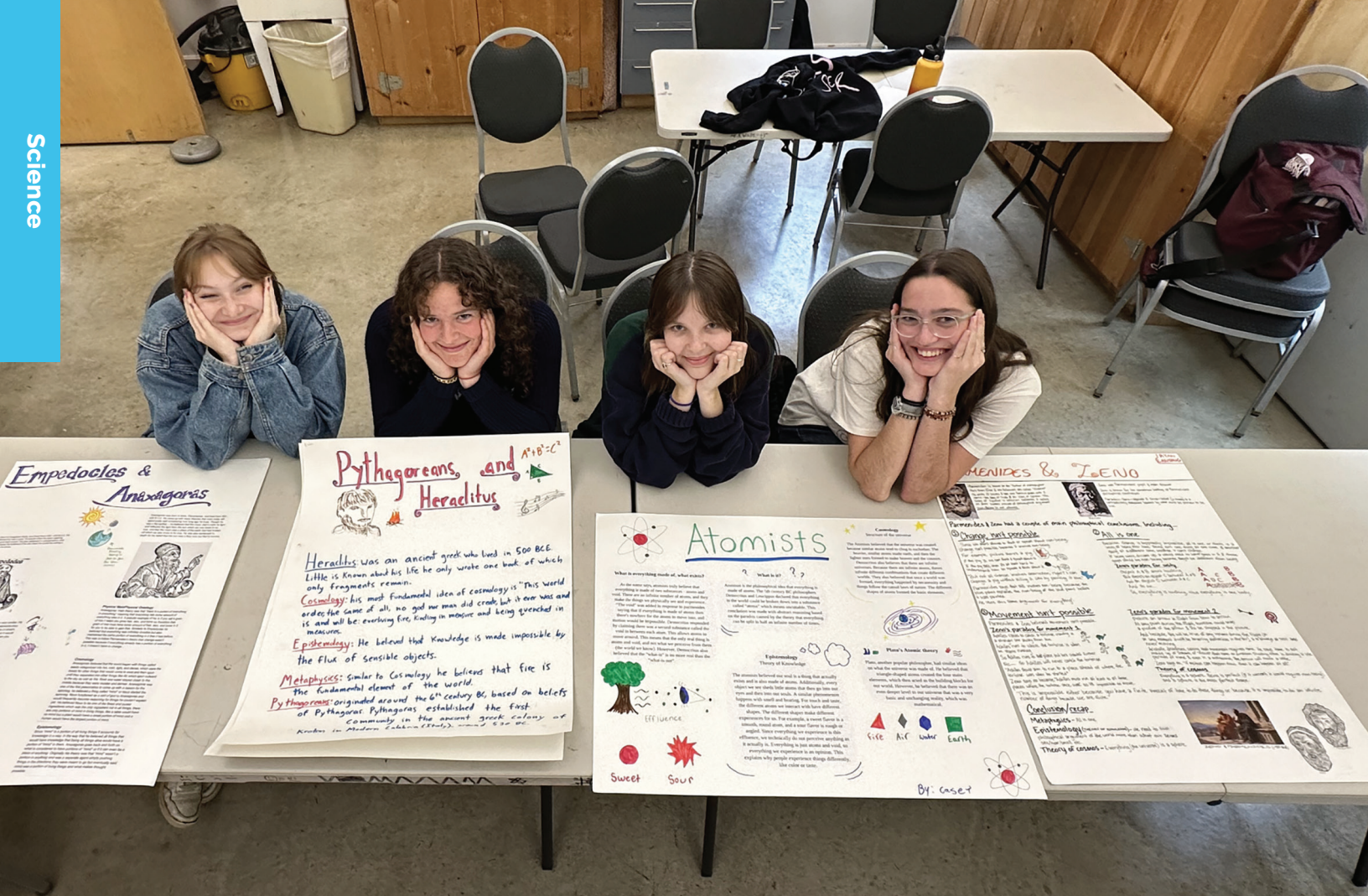
World History

Grade 11-12

This course alternates between different lenses for studying history, aiming to offer both a zoomed out, big picture overview of global historical developments and a zoomed in window into the human experience. Focus will be given to periods of major upheaval brought on by technological and environmental change and war and the social, political, and philosophical responses to those disruptions as evident in the art, writings, and systems created in their wake. By studying these shifts and the conflict, cooperation, and creativity they generated, students gain perspective on how to face and make sense of their ever-changing world today. Designed to challenge students to wrestle with different viewpoints and formulate and support their own, the course is largely discussion-based with opportunities for self expression and interest-driven projects. Materials and themes explored will often overlap with those explored in Literature. Key units include (but are subject to change): The Agricultural Revolution, The Black Death, The Printing Revolution, the Scientific Revolution, and the World Wars.

Honors

Pursuing honors in this course requires students to take on additional, more complex texts and apply their understanding of those texts in Summative Assessments. It also requires students to consistently exceed the standard for all other assignments.



Science

Methods in Science

Grade 9

This course introduces the major disciplines in science that a student will encounter throughout their high school career and beyond. It centers on three questions derived from the anchoring phenomenon: *How do ecosystems work, and how can understanding them help us protect them?* (Biology); *How can we slow the flow of energy on Earth to protect vulnerable coastal communities?* (Chemistry) *And how can we design more reliable systems to meet our communities' energy needs?* (Physics). The Units are adapted from OpenSciEd, who provide instructional material and teaching methods supported by the Next Generation Science Standards Network.

Methods in Science Learning Goals

By the end of this course, students will know:

Biology:

- » How limiting factors impact population carrying capacity in ecosystems.
- » How organisms interact in an ecosystem, their interdependence (keystone species), and how they function within the trophic levels of an ecosystem.
- » All ecosystems on Earth function in similar ways.

Chemistry:

- » How rising sea levels are connected to polar ice melt and temperature increases.
- » How does excess carbon dioxide in the atmosphere affect temperature?
- » Energy transfers on the molecular level through radiation, convection, and conduction.

Physics:

- » How energy is transferred between systems from a generator to our communities.
- » How decisions are made about our energy systems

Biology

Grade 10, 11, 12

This course focuses on the science that helps us understand living organisms and the systems that support and interact with them. This course covers biological topics using a phenomenon-based approach. In this curriculum, students will learn, investigate, and explore five main topics: 1) Evolution through natural selection, 2) Cells, 3) Genetics, 4) Heredity, and 5) Energy Flow. Students will connect these topics to real-life biological processes. This provides a learning structure that helps teach biology in a way relevant to students' lives and supports other science curricula and personal learning exploration. This course follows the nationally recognized and required Next Generation Science Standards (NGSS).

Chemistry

Grade 10, 11, 12

This course focuses on three questions derived from the “anchoring” phenomena: 1) What causes lightning and why are some places safer than others when it strikes? *Structure and Properties of Matter*; 2) How can we find, make, and recycle the substances we need to live on and beyond Earth? *Molecular Processes in Earth Systems*; and 3) Why are oysters dying, and how can we use chemistry to protect them? *Chemical Reactions in Our World*. This course is aligned to the Next Generation Science Standards, and the primary skills we focus on are:

- » Make observations and frame questions for inquiry.
- » Develop and use a model to explain phenomena.
- » Use claim, evidence, and reasoning to answer a question.
- » Analyze data.
- » Plan and carry out investigations from observations.

Honors

Chemistry Honors is available to all students and is concurrent with the regular curriculum. However, it involves weekly additional work beyond regular chemistry class assignments. It is a year-long supplementary syllabus that is planned to introduce students to concepts that might be covered in an introductory chemistry course in college. Students work independently to complete a weekly reading assignment and problem set assigned at the end of the chapter. Students must be able to work productively outside of class, keep track of work, and meet weekly deadlines. Students must opt in to this additional work by week 3 of the school year. Students will be asked to stop working on this supplementary chemistry if they fall 3 weeks behind in the syllabus, or miss a week of reading and/or exercises, and this is not completed within 3 weeks.

Environmental Science

Grade 10, 11, 12

Environmental Science is the study of natural cycles in our world. This course covers the following units: River Chemistry, Climate and Biosphere, Climate and the Carbon Cycle, and the World of Insects. The course focuses on using investigations to find answers to student-generated questions. By the end of this course, students will be able to:

- » Develop and use models to explain phenomena.
- » Develop visuals to show trends in and analyze data.
- » Plan and conduct an investigation.
- » Use evidence in communication.

Physics 1

Grade 10, 11, 12

This course is designed to provide an introduction to physics through the study of its history. We begin with the achievements of the ancient Greeks (c. 300 BCE) and end with those of Galileo Galilei (c. 1640 CE). This approach to learning physics is unique and comes with several advantages over more conventional courses. By learning the history, the context for each topic develops naturally and connections between topics come about organically. The complexity of theories, methods, and mathematical techniques are naturally scaffolded thanks to the cumulative nature of scientific knowledge. The historical approach also effectively illustrates how scientific progress is intimately intertwined with cultural values, and easily affords the opportunity to learn about and discuss important questions regarding the philosophy and nature of science. This can help dispel potentially harmful myths or misunderstandings about science which is important for everyone regardless of their interests.

Like a history course, students will read from a variety of sources, engage in discussions with each other, and write summaries to consolidate their learning. Like a lab science course, students will engage in experiments that are designed to help them make important discoveries themselves rather than simply reading about them or being told about them. And, like any physics course, students will wrestle with conceptual and mathematical problem sets designed to teach them applications of these discoveries in various contexts. In many

ways this course synthesizes the core skills and subjects that students have been learning since grammar school (reading, writing, mathematics, and science).

This course was designed with an eye towards depth. We will not shy away from details, both historical and mathematical. For example, most students learn about the geocentric and heliocentric models of the solar system in school, but the learning expectations are often limited to recalling facts and being able to explain how the development of these models illustrate scientific progress. Students in this course will understand these things also, but they will also emulate some of the work done by great astronomers like Ptolemy, Copernicus, and Kepler by learning how their models can be applied. This experience will help bring these topics to life.

In addition to depth of content knowledge, students will work toward depth of their skills as experimental scientists. Experiments in this course coach and require 1) good experimental design, 2) application of essential data analysis skills including how to estimate and calculate uncertainties in their measurements, and 3) how to write clear, professional reports.



Mathematics

Placement in math depends on skills and readiness.

Pre-Algebra:

Grade 9, 10, 11, 12

Pre-Algebra builds the mathematical foundation students need for success in Algebra and future math courses. Students strengthen their understanding of numbers, ratios, proportions, equations, functions, geometry, and introductory statistics while developing problem-solving strategies and mathematical reasoning. Through real-world applications and hands-on projects, students discover how mathematics helps explain patterns and solve everyday problems while building the confidence and study skills needed for higher-level mathematics.

Algebra 1

Grade 9, 10, 11, 12

This course builds a strong foundation in algebraic thinking and problem-solving. Students develop fluency with linear, exponential, and quadratic functions while learning to solve equations, graph relationships, analyze data, and recognize mathematical patterns. Through real-world applications, students explore how algebra is used in fields such as science, engineering, economics, and computer programming, preparing them for higher-level mathematics.

Algebra 2

Grade 9, 10, 11, 12

Algebra 2 expands on the concepts introduced in Algebra 1 and Geometry, preparing students for higher-level mathematics through increasingly sophisticated problem-solving. Students explore polynomial, exponential, logarithmic, trigonometric, and other advanced functions while strengthening their analytical reasoning and mathematical communication. Through a student-designed project, students apply algebraic concepts to investigate real-world topics such as economics, environmental science, or technology, discovering how mathematics helps explain and solve complex problems.

Geometry

Grade 9, 10, 11, 12

This geometry course follows the *Discovering Geometry* curriculum by Michael Serra which is designed to help students develop inductive and deductive reasoning skills by creating

conjectures, and reporting and justifying conclusions as they explore the principles of geometry. Congruence, similarity, and symmetry are studied from the perspective of geometric transformation to create connections within mathematics. In this course the learning is based on a student-centered, discovery-based pedagogy and most class periods will require students to work both individually and collaboratively rather than a more traditional approach of lecture followed by work time.

Precalculus

Grade 9, 10, 11, 12

The first precalculus text was published in 1748 by the great mathematician Leonhard Euler and titled *Introduction to the Analysis of the Infinite*. The aim of the text was to provide a comprehensive and detailed survey of algebraic and geometric techniques to improve student facility with learning calculus. Much of the difficulty students have with calculus is not with the concepts of calculus itself but with the algebra required to transform common problems in calculus into more manageable ones. The goals of precalculus today have changed little since Euler's publication. For students going on to study calculus, this course will make the next step of their math education less difficult. That said, precalculus is also a course that may be worth taking for students who will not study calculus. Precalculus is essentially the study of functions, their properties, and how functions can be transformed. Aside from the joy one can find in the study of abstract mathematics, studying functions broadens one's ability to model phenomena with mathematics. That is, there are a wide variety of applications for the content covered in precalculus. The types of functions that students will study in this course include: linear, polynomial, rational, irrational, inverse, exponential, logarithmic, and trigonometric functions. The aim of the course is to improve student facility in working with each of these classes of functions.

Calculus

Grade 9, 10, 11, 12

Calculus explores the mathematics of change, building on concepts from Algebra 2 and Pre-Calculus to help students understand how mathematical models describe the world around us. Students investigate limits, derivatives, and integrals while developing advanced problem-solving and analytical reasoning skills. Through a student-

designed project, they apply calculus to real-world topics such as engineering, environmental science, economics, technology, or other areas of personal interest, discovering how calculus can be used to analyze, predict, and solve complex problems.

Honors

Students pursuing Honors extend their learning by applying calculus to the analysis of a complex system, such as climate science, financial markets, innovation, or other dynamic systems, demonstrating a deeper understanding of how calculus models and explains change in the real world.

Statistics

Grade 9, 10, 11, 12

Statistics is part of our everyday life. We are presented with varying forms of statistics, with varying rigor and, at times, with varying integrity. We can think of this as healthy skepticism or being informed consumers of information. In this course, we will work through how to assess and interpret statistics, how to design studies intended to create statistical clarity, how to visualize data to bring about high-levels of understanding, how to do statistical analysis, how to consider the underlying data model (data cube, large language model (LLM), and how to assess and interrogate the data itself.

Honors

Statistics will include an optional Honors Curriculum as an augmentation to the core course with the following characteristics:

1. Students will work in group(s) on a commercially available data set (e.g., labor data, economic data, USDA commodity data, Vermont housing data)
2. Group(s) will be able to clean, organize, assess, and build visually-driven, insightful statistical analysis of that data (essentially, following the course material and executing on the selected data set(s))
3. Groups/students must be able to work productively outside of class, keep track of work and the overall project plan, and meet interim and final deadlines.

World Language

World language courses help students develop strong listening, reading, speaking, and writing skills while exploring the cultural, historical, and everyday life of French and Spanish speakers around the world. Students focus on meaningful communication through guided conversations, making food together, literature, film and music. The emphasis of our World Language program is on building fluency, cultural understanding, and confidence in using another language.

French Novice 1

Grade 9, 10, 11, 12

French Novice 1 is an introductory course designed for students with little or no previous experience in French. Through speaking, listening, reading, and writing, students build practical communication skills while exploring the cultures, history, and everyday life of French-speaking communities around the world. Class activities emphasize interactive communication, collaboration, games, music, authentic resources, and cultural exploration to help students develop confidence using French in real-world situations. By the end of the course, students will have established a strong foundation in the language and be prepared to continue their study of French.

French Novice 2

Grade 9, 10, 11, 12

Novice 2 French builds on Novice 1, strengthening students' ability to understand and use French in practical contexts. Students practice speaking in full sentences, reading and responding to short texts, writing simple essays, and performing skits. Cultural exploration continues through projects on French regions, traditions, and everyday life.

French Intermediate 1

Grade 9, 10, 11, 12

Intermediate 1 French deepens students' listening, reading, speaking, and writing skills. Students explore a variety of cultural and historical topics, engaging with authentic texts, participating in guided conversations, and writing essays or short stories. They will also deliver oral presentations, perform skits, and continue building fluency to communicate confidently in French.

French Intermediate 2 /Advanced

Grade 9, 10, 11, 12

Intermediate 2/Advanced French focuses on interpretive and interpersonal communication using authentic resources. Students read newspapers, articles, and literature excerpts, engage in spontaneous conversations, write detailed texts expressing opinions and ideas, and analyze cultural and historical topics. Projects may include presentations, debates, or creative writing, all in French to reinforce fluency.

Content-Specific Skills

Students who successfully complete this course and then travel to a French-speaking country should be able to hold a meaningful conversation over a meal, navigate and give directions, read and understand a travel guide and selected French literature, and keep a journal of their trip in accurate French.

Spanish Novice 1

Grade 9, 10, 11, 12

Novice 1 Spanish introduces students to listening, reading, speaking, and writing in Spanish. Students develop foundational skills through Comprehensible Input-based activities and explore Spanish-speaking cultures using the SOMOS curriculum, Locura de Marzo program, and Fluency Matters scaffolded books. Class activities include memorizing and performing songs, writing short paragraphs, performing skits, and engaging in guided conversations to practice basic communication.

Spanish Novice 2

Grade 9, 10, 11, 12

Novice 2 Spanish builds on Novice 1, expanding students' ability to communicate in present and some past tenses. Students read and respond to texts, write paragraphs, perform skits, give presentations, and engage in conversations about personal and cultural topics. Texts and activities continue with the SOMOS curriculum, Locura de Marzo program, and Fluency Matters and TPRS scaffolded books, helping students strengthen fluency and cultural understanding.

Spanish Intermediate 1

Grade 9, 10, 11, 12

Intermediate 1 Spanish focuses on the past tenses, continues to build students' vocabulary and strengthens interpretive and interpersonal communication. Students will continue their Spanish learning journey through comprehensible input-based activities as well as explicit instruction on verb tenses and other grammatical elements. Students spend most of their class time in Spanish, applying grammar and vocabulary to cultural themes and real-world texts. They write essays, read authentic texts, participate in discussions, give presentations, and perform skits. Students will also engage in projects exploring Latin American and Spanish culture, continuing to refine pronunciation and fluency.

Spanish Intermediate 2 /Advanced 1

Grade 9, 10, 11, 12

Intermediate 2/Advanced 1 Spanish focuses on perfect tenses, the subjunctive mood, increasingly sophisticated vocabulary and grammatical structures and the expectation is that, with the exception of grammar explanations, the class is conducted entirely in Spanish. The primary text for this class is "Encuentros Maravillosos," which provides grammatical structures, vocabulary studies and excerpts from Spanish and Latin American literature. Specific aspects of Latin American and Spanish history and culture will be explored through film and music, and major summative assessments include conversations, presentations, memorizations and grammar tests.

Content-Specific Skills

Students who successfully complete this course and then travel to a Spanish-speaking country should be able to have an in-depth dinner conversation, find their way around and give others directions, read and understand a travel guide and some Latin American literature, and keep a journal about their trip in accurate Spanish.

Arts

VISUAL ARTS

At The Sharon Academy, visual arts are woven throughout the student experience, not isolated to a single room or class. Our program encourages exploration, risk-taking, and expression in a supportive environment where creativity thrives.

Students engage with a variety of materials, artistic styles, and cultural perspectives while developing visual literacy and creative confidence. Many pursue independent projects, teach electives, or explore internships and apprenticeships. Student artwork is regularly showcased both on campus and in the wider community. Our art teachers are practicing artists who bring passion, skill, and mentorship into the classroom.

TSA's Visual Arts Program promotes:

- » Creative risk-taking and self-expression
- » Critical and visual thinking
- » Engagement with diverse artistic media and perspectives
- » Confidence in turning imagination into meaningful work

Studio Art: Advancing Your Creative Practice

For students ready to go deeper, TSA offers a rigorous, portfolio-focused Studio Art course. Designed for upper-level students, Studio Art provides time, structure, and mentorship to build a cohesive body of work, connect with working artists, and explore visual arts as a serious creative and academic path. This course supports students pursuing advanced study, creative careers, or a deeper personal connection to their art.

Studio Art: Course Description

Grade 11-12

Studio Art is a course designed for 11th & 12th grade students who want a more rigorous studio-based art class. Select 10th graders can request consideration from the art department, their advisor, and the College and Career Advisor. Students who take this course are interested in creating a body of work for continuing studies beyond high school. Fundamental skills will be explored to prepare students for what will be required in most college portfolios. Once students have a solid understanding

of the foundations of visual art they may select an independent study path. Students will be responsible for keeping an active sketchbook that documents their artistic process through sketching, skill-building exercises, notes, research, and idea generation. We will look at art throughout time and into the present. Students will consider context while studying art history. We will also consider how art is interpreted through our shared and personal experiences. Students will connect their artwork with others in the class, artists in our local community, and the larger world. Students are required to present their artwork beyond the walls of TSA. In addition, they will learn how to write an artist statement and engage in beneficial and supportive class critiques. Time will be spent looking at art in person through gallery visits, local museums, and visiting artists. By taking this class you will be challenged to grow your artistic voice and create a solid artistic practice to use as a jumping-off point for life beyond TSA.

VISUAL ART CLASS ELECTIVE OFFERINGS:

VISUAL ART

Grade 9, 10, 11, 12

Learn the basics of painting: Controlling lines, mixing colors, expanding your palette, underpainting, composition, and the secrets to "good" painting. This is a studio class designed to teach art skills through mini-lessons which lead the way to more complex projects developed by the student. The class will engage in critiques and reflect on our work to grow as visual artists. We will be using acrylic and watercolor plus other pigment-based materials.

Sculpture Exploration

Grade 9, 10, 11, 12

Explore the basics of working in the realm of three-dimensional art. This is a fast-paced studio class designed to teach skills through mini-lessons which lead the way to a more complex project developed by the student. This course includes exposure to historical and contemporary styles and techniques.

What's in a Portrait?

Grade 9, 10, 11, 12

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?' A digital SLR camera is provided for the course.

Bringing Meaning to Your Photographs

Grade 9-10-11-12

Students learn to frame photographs slowly and with intention while exploring different disciplines of digital photography, including portrait, still-life, and documentary photography. Students study contemporary photographers working in each of these areas and create original photographs for display. Through the process, students develop skills in exploring different approaches, analyzing their work, and persisting through revision.

Storytelling, Illustration, and Creating Comics

Grade 9, 10, 11, 12

Students in this course will learn how to make their own comics, tell a story from start to finish, and create compelling visual media. Class time will be divided between lectures and practice-based assignments. Each week students will build upon lessons from previous weeks, with one longer comic due at the end of the course. Lectures will vary and include storytelling, genres, zines, covers, mixed media, character design, and Emanata.

Your TSA Yearbook

Grade 9, 10, 11, 12

The act of art-making in itself is an empathetic gesture. Students in this course will create the current yearbook with this in mind— considering what one may have in common with others before creating an authentic record of this unique year. Students will take into consideration the needs, desires, and tastes of the school community when 'building' an authentic record of the year. This course provides students with opportunities to explore and reflect on their year, while also designing and crafting a visual representation of its events. All yearbook members will take photos, design pages, and work together to create the yearbook.

Life Drawing and Painting

Grade 9, 10, 11, 12

Drawing from life will challenge students to hone their hand-eye coordination while gaining a better understanding of form, light, and perspective. We will work on still lifes, as well as figure and gesture drawing, with graphite, charcoal, and eventually paint. Our goal will be to gain confidence drawing subject matter from the eye and will culminate in a self-portrait.

Mixed Media Art Exploration

Grade 9, 10, 11, 12

Explore the contemporary practice of making art by combining different art mediums. In this class, we will focus on two-dimensional art. This may include a combination of collage, painting, photography, text, drawing, and assemblage. This is a studio class designed to teach art skills through mini-lessons which lead the way to more complex projects developed by the student. Students will begin to add content to their artwork by engaging in critiques and reflecting on their work to grow as visual artists.

Filmmaking

Grade 9, 10, 11, 12

In this elective, students will learn the introductory processes and theories of filmmaking through immersive projects. We will cover topics about writing, shooting, directing, and editing short films. Each student will leave the class with the skills and knowledge to craft a short film from conceptualization to completion. Video cameras are provided for student use.

Origami and Community

Grade 9, 10, 11, 12

During this elective students will be diving into the world of origami! Students of all origami levels are welcome, from beginners to someone who has been doing it for a while. During our time together we not only explore and challenge ourselves to try patterns, but we will also be looking at how art can impact the community. Students will be asked to research organizations in the area and write a persuasive essay on which organization in the area would benefit most from an origami art installation.

Art History through Art Making

Grade 9, 10, 11, 12

Interested in learning more about the history of visual art? In this class, students study important periods in art history and create art based on the stylistic qualities and subjects that define different art movements. We work with various mediums, including two-dimensional and three-dimensional art forms.

Wordless Expression

Grade 9, 10, 11, 12

Students in this course will explore creative methods for stress relief through visual arts projects. The course supports self-awareness and emotional resilience through coloring, drawing, clay, handwork, and sculpture. Students are expected to participate in each hands-on project while also keeping a journal for reflection. Each class meeting focuses on creating your own narrative and beginning conversations through wordless expression.

Ceramics: Hand Building Techniques

Grade 9, 10, 11, 12

Students learn how to work with clay using hand-building techniques. Assignments are presented with general guidelines and expectations to complete processes using specific techniques demonstrated by the instructor, while encouraging students to draw on past experiences with the medium and their own intuition to complete tasks. The course primarily uses hands-on methods, with simple tools provided (rolling pins, guide sticks, scratching and cutting tools). Students demonstrate appropriate use of materials and tools to achieve desired outcomes in their finished pieces. Students gain a general understanding of the process of working with clay, including molding, drying, firing and finishing. They are invited to plan and research clay artists and techniques outside of class to build their knowledge and appreciation of the ceramics process. Students are also encouraged to sketch designs as a "map" for creating their finished pieces.

Alternative Photographic Processes

Grade 9, 10, 11, 12

This course is an introduction to alternative photographic processes with an emphasis on historical printing techniques such as cyanotype, Van Dyke, Chlorophyll and anthotype processes. Students will create unique works of art by combining these 19th and 20th century printing techniques with the most contemporary digital techniques. Class time will include lecture, demonstration, critique, and hands-on, in-class projects.

Printmaking

Grade 9, 10, 11, 12

Printmaking describes a variety of processes that create art via image transfer. In this class, students will learn to think like a printmaker by prioritizing shape over line and process over perfection. We will experiment with techniques like cyanotype, legopress, linocut, and screen printing on both paper and fabric. While we wait for screens to set and ink to dry, we'll also engage with the history of printmaking. Students will learn not only how prints are made, but also by who and why.

Stop Motion Claymation

Grade 9, 10, 11, 12

Students bring stories to life through the art of stop motion animation. Using modeling clay, cardboard, construction paper, and other everyday materials, they design original characters, build sets, and create collaborative short films while learning the fundamentals of animation. Along the way, students develop creativity, storytelling, problem-solving, and teamwork skills using basic animation software and hands-on filmmaking techniques.



Performing Arts

PERFORMING ARTS: Band

Grade 9, 10, 11, 12

In this elective we'll build a repertoire of songs based on student interest and ability so we can jam and perform together. All levels and abilities are welcome! Students can take on a variety of roles for each song they learn depending on their instrument(s) and interest with at least one of the following being required for what we play: the chord progression, melody, lyrics, rhythm (percussion), and improvisational techniques. Students are welcome to request songs to learn or teach the class how to play songs they know.

Interim: Theater & Production Intensive

Grade 9, 10, 11, 12

Each fall, TSA's high school community sets aside all regular classes for two weeks to take on something extraordinary: producing a full-scale musical together, from scratch.

Interim is more than theater. It's a creative sprint, a deep dive into collaboration, and a rite of passage that fosters confidence, perseverance, and growth. Recent

productions have included *The Addams Family*, *Footloose*, *Bye Bye Birdie* and *Curtains*.

Whether stepping into the spotlight or supporting from behind the scenes, every student plays a vital role. They can act, sing, and dance; or lead one of the many committees that bring the show to life:

- » Set Design & Construction
- » Lighting & Sound
- » Hair, Makeup & Costumes
- » Backstage Crew
- » Playbill Creation & Promotions
- » Box Office & Fundraising
- » Food Prep for Cast & Crew

Students don't just help with these areas, they run them. Adults act as guides, while students take on real responsibility, face real challenges, and develop the confidence that comes from owning their work. From choreographing scenes to leading the band to budgeting and problem-solving, students make it happen.

Interim is a living example of TSA's Deeper Learning in action. It asks students to think critically and creatively, solve complex problems, communicate clearly, and lead with empathy, all while

working toward a shared goal. From choreographing scenes to budgeting supplies to managing backstage logistics, students engage deeply with real-world skills in an authentic, high-stakes environment.

The intensity of a two-week timeline creates urgency and unity: everyone, from staff to students, must collaborate to solve problems, adapt quickly, and meet the final curtain. It's an immersive, joyful reminder of what's possible when students lead with creativity, resilience, and trust in one another.

As Head of School Mary Newman puts it:

"What Interim looks like is perseverance through missteps; collaboration through teamwork and problem-solving; creativity, re-envisioning classmates as characters through hair, makeup, and costume design; authentic student leadership, sheer determination, profound patience, and a giant leap of faith."

That leap ends in standing ovations and a deeper belief in what's possible when students create something bigger than themselves.



ELECTIVES AT TSA

At TSA, electives are more than add-ons, they're a chance to explore new interests, dive deeper into passions, and help shape your own learning. As a small school, we offer a wide range of creative and evolving electives, and we're always open to student ideas. If there's something you want to see offered, we're happy to talk about how to make it happen.

TSA's High School Elective Program provides opportunities for TSA staff to join forces with guest instructors to offer rigorous and varied programming beyond the traditional curriculum. With opportunities to use creativity and problem-solving skills, students get to take courses with peers they don't necessarily see in the core academic classes. Each elective class offers opportunities to learn and develop **TSA's Essential Transferable Skills**, that, if met, earn evidence toward graduation.

Elective offerings:

Open to grades 9–12 except where otherwise indicated.

American Canoe Association Level 3: River Kayaking (Beginners)

The Level 3 course is an introduction to the skills you'll need to make rivers a part of your life. You will learn about whitewater equipment, learn to do the basic strokes and maneuvers you will need to eventually paddle independently, and learn to engage with a group in an outdoor setting. The course will be proficiency-based and will engage in multiple rounds of feedback and assessment of skills. The course is also recognized by the ACA and students documentation of their participation. Important Note: Saturday sessions are required for this class as the air temperature is too cold at the end of the first quarter for comfortable paddling.

Sugaring

This elective focuses on the production of maple syrup from the tree to the jar. The work required for this means that students need to be in the woods in all weather conditions to prepare taps and lines for the season and work in the sugar house to evaporate sap to make syrup.

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. Other projects in the woods and around the campus will also be completed in this elective.

Flower Gardening and Spring Beautification

In this elective, we will work on beautifying the TSA grounds by cleaning up and preparing the gardens for summer perennials and annuals. We will design this year's flower gardens to produce beautiful blooms through next October. We will also take on some needed beautification projects to prepare for our end-of-the-year celebrations.

Creative Writing Workshop

This creative writing workshop provides a supportive, collaborative environment for students to develop their writing and explore a variety of genres, including poetry, fiction, creative nonfiction, drama, and more. Through daily writing prompts, peer workshops, and contemporary readings, students experiment with different forms and approaches to creative writing. Each student develops an original portfolio that reflects their unique voice, interests, and goals while building confidence through feedback, revision, and creative exploration.

Advanced Nonfiction Writing Workshop

Grade 10–11–12

Designed for college-bound students who want to strengthen their writing, this workshop-based course explores a wide range of nonfiction genres, including personal narrative, memoir, commentary, creative nonfiction, satire, travel writing, and more. Through close reading of exemplary nonfiction, regular writing practice, instructor feedback, and supportive peer workshops, students will develop a polished portfolio while refining their voice, style, and ability to write for a variety of audiences and purposes.

Reading for Pleasure

This elective is designed to give students the time, space, and support to rediscover the joy of reading. Whether you're an avid reader, looking to rebuild a reading habit, or simply curious to explore new books, you'll have the opportunity to choose texts that interest you, set personal reading goals, and reflect on your experience. Through independent reading, book recommendations, and a visit to the library, students will cultivate a lifelong appreciation for reading while building focus, curiosity, and well-being.

Ways of Tea

This elective gives students an immersive, analog learning experience exploring tea cultures from around the world. Students experience different types of tea during each class session while learning about the history of tea and tea cultures, tea preparation, courtesy, and manners. Students explore the Slavic samovar tradition

as well as the particular historical importance of tea in Britain during wartime. The elective also includes journaling, poetry writing, analog reading, and a few short quizzes. Students prepare and participate in two specific tea traditions, an English afternoon tea and a Japanese tea ceremony, both of which they offer as gifts to the rest of the school community.

Marketing and Business Management

This elective consists of 3 parts: (1) the fundamentals of marketing and marketing strategy; (2) the marketing of Interim and TSA; and (3) business management including how to build business plans and manage profit and loss (P&L). For the marketing of Interim and TSA, we will work as a team in areas such as brand, social, design, data analytics and measurement, customer engagement, and content creation and marketing.

Interim Musical Marketing & Playbill

Grade 10-11-12

Students in this elective help promote TSA's Interim musical through real-world marketing, design, and communications projects. Working collaboratively, students create playbills, posters, digital content, and promotional materials, help develop the show's online presence, and document the production through photography and video. Students also gain experience with advertising, community outreach, and sponsorships while helping build excitement for the production and support ticket and advertising sales.

LEAD 101

This course will explore different leadership styles and traits and identify what good, bad, and toxic leadership looks like. Through hands-on experiences, case studies, and leadership exercises, participants will gain the tools to lead initiatives that foster inclusivity, respect, and collaboration within their school community. We will frame the discussion around creating and maintaining a positive school culture and climate. Students will explore the dynamics of their school's environment, including the attitudes, values, and behaviors

that influence the overall atmosphere. Wherever you are in your leadership journey, you will benefit from this course.

Science Fiction

Science fiction authors have long sparked big questions about what it means to be human and the relationship between technology and society. Through their speculations, they provide space for ethical and philosophical musings and challenge us to consider the consequences of current and future developments. By sampling what the genre has to offer, primarily through short stories, but through some other art forms as well, we will approach each not just as entry points into imagined worlds, but as reflections of the worlds in which they were created. Students will be expected to bring their curiosity and critical thinking to generate questions and engage in class discussions.

Filmosophy

In the Philosophy and Film class (Filmosophy) students explore the fundamental concepts of human existence, psychology and emotion through the complex narrative structures and powerful visuals of film. We watch meaningful and moving films whose story lines tend to invoke journeys of self-discovery and self-reflection. After each film viewing, we will engage in relevant writing prompts as well as in-depth class discussions covering subjects that center on the intricacies, meaning and importance of everyday life. Students are assessed on several written assignments as well as in-class discussion and conversations that are based on their abilities to critically analyze problems, arguments and questions. This class is for those who are intellectually curious, have an interest in philosophy and also have an affinity for artistic, worthwhile filmmaking.

By Heart: Poetry Recitation

What does it mean to know something "by heart"? And, what is the value of knowing something "by heart" in the world today? Since ancient times, humans have memorized and recited poetry and other texts for recall purposes and enjoyment, but is there still reason to do this today when we have access to endless texts at our fingertips? We will consider these questions as we take part in this ancient

tradition. Students will select texts not only to commit to memory, but to analyze and embody through oral recitations, with the goal of gaining a deeper understanding and relationship with the text as well as a sense of empowerment. This class is for anyone who wants to sharpen their literary analysis skills, build confidence in their public speaking, or for anyone who has ever wanted to be able to spontaneously break out in verse. Being committed to building a collaborative and supportive classroom environment is a must.

World Religions: An Introduction

What is religion, and how has it shaped cultures throughout history? This course introduces students to the world's major religious traditions, including Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam. Through reading, discussion, art, film, and collaborative projects, students will explore the beliefs, practices, histories, and cultural influence of these traditions while considering questions of ethics, identity, and the role of religion in society. Opportunities may include guest speakers, field experiences, and research presentations.

Intro to Human Anatomy and Physiology

This elective covers anatomical terminology and explores major body systems. Each body system covered will be done in case study format for learning and relation to real life. Areas of focus will be on structure, function, and cooperation with other systems.

Robotics

Offered during the winter to coincide with the FIRST Robotics Competition season, this hands-on elective gives students the opportunity to design, build, program, and test a competition robot. Students take on roles based on their interests and strengths while developing skills in engineering, fabrication, coding, strategy, and problem-solving. The course emphasizes collaboration, creativity, and learning through an iterative process as students work toward a shared goal. Students enrolled in the elective participate in Archytas, TSA's robotics team, which is also open to students from other schools in the community.

Health & Wellness

Personal Finance - Part 1: Banking and Investing

Grade 11-12, 10 with permission

Students learn the fundamentals of money management, including how cognitive biases can influence financial decisions, the ins and outs of checking and savings accounts, strategies for saving, the power of compound interest, and how and why to invest for the future. Work is generally completed in class, with homework expected only when students need to make up work due to an absence.

Personal Finance - Part 2: Credit and Budgeting

Grade 11-12, 10 with permission

Students build on their money management knowledge by learning the ins and outs of credit, including obtaining loans, managing debt, and building a credit score. Students also explore the basics of insurance, develop budgeting skills, and learn strategies for becoming savvy consumers. This discussion-based elective includes teamwork, with work generally completed in class and homework expected only when making up work due to an absence.

Physical Education

The General PE class is open to anyone and everyone. The intention of the General PE class is to give students an opportunity to be active and engage in healthy competition in a relaxed atmosphere. This class is set up for both those who aren't interested in organized sports as well as those who already participate in sports. Each week we will be doing a different unit of standard PE activities. This is a great opportunity for those who want to be active and try new sports and activities outside of organized athletics in a safe, social and uninhibited environment. Students will be assessed on their willingness to engage in the habits of social/emotional well-being through the activities presented in the class. Students will also be assessed on their willingness and participation in both the development and immersion of practicing and exploring the skills that promote physical well-being.

Army Holistic Health and Wellness

This elective helps students set and reach individual goals to improve physical fitness and overall wellness. Using exercises from the U.S. Army Physical Fitness Manual to guide their exercise plans, students also learn about effective training habits, nutrition, and overall health and wellness. The elective is designed for all fitness levels and can be tailored to each student, with the goal of helping every participant improve from their individual starting point. No prior athletic experience or expertise is required.

The Fine Art of Doing (Almost) Nothing: How to Mindfully De-stress, Decompress, and Renew

This wellness course gives students the opportunity to slow down, recharge, and develop lifelong practices that support balance and well-being. Through gentle yoga and stretching, meditation, breath work, mindfulness, forest bathing, creative journaling, Sumi-e ink painting, and other restorative activities, students will cultivate greater self-awareness while learning practical strategies for managing stress. By the end of the course, each student will have developed a personalized toolbox of mindful practices to support their physical and emotional well-being.

P.A.T.H. Grade 9-10 Health

P.A.T.H. (Pursuing Awareness, Thoughtful relationships, and Health) is a course that introduces students to research-based concepts related to social and emotional well-being. Students learn about the cognitive and physiological benefits of mindfulness, skills for coping with distress and building resilience, and emotion regulation strategies. Topics include: recognizing cognitive distortions, understanding the relationship between physical and mental states, and developing values-based goals. Students also learn about various interpersonal communication techniques, which they analyze in media and apply to their own lives. Students are expected to practice these skills outside class and reflect on their experiences. As the year progresses, students lead class activities to build their sense of competence and belonging.

P.A.T.H. Grade 11-12 Post-Secondary Planning

This course is designed to support students in exploring, making, and implementing post-secondary plans by examining themselves and the world/community around them. Students leave this course with a better understanding of their strengths, interests, and areas of improvement and the ability to create an actionable plan for life after high school. The Sharon Academy recommends that all students pursue some form of post-secondary planning. Students are encouraged to voice their interest in specific topics that may or may not be included in the course syllabus. The overarching goal of this course is to explore possibilities for life after TSA.

More than Sex – Relationships, Communication, & Respect

This course explores the skills needed to build healthy, respectful relationships and make informed decisions. Through discussion, interactive activities, and student-driven inquiry, participants will examine communication, consent, boundaries, emotional well-being, and the factors that influence relationships. Additional topics include identity, sexual health, and the ways media and culture shape our understanding of ourselves and others. The course encourages thoughtful conversation, self-reflection, and respect for diverse perspectives.

This is Your Brain on Drugs

Throughout the history of the world, people have used substances to alter their experience of reality – whether for spiritual purposes, fun, or the desire to escape suffering. Yet, history is equally littered with examples of how substance use has led to addiction, death, and immeasurable social harm. This class will empower students with scientific information about how different substances impact the brain and body, strategies for making healthy decisions, and recent research related to addiction. We will also explore current discussions related to harm reduction, the opioid epidemic, drugs and mental health, and areas of student interest.

Athletics at TSA

At TSA, every student can find their team. Our athletics program emphasizes teamwork, personal growth, and spirited competition. Being a small school doesn't mean fewer opportunities, in fact, it often means more: more chances to play, to lead, and to contribute meaningfully

Ninth and tenth grade students regularly compete at the varsity level, gaining experience and contributing alongside older teammates. When participation numbers support an additional team, one will be offered.

TSA combines an inclusive philosophy with a competitive mindset, striving to balance participation and performance. We are a **Division IV school** competing against teams such as White River, Rivendell, Proctor, and Twin Valley, and we welcome students of all experience levels.

Varsity Sports

Fall

- Girls Varsity Soccer
- Boys Varsity Soccer

Winter

- Girls Varsity Basketball
- Boys Varsity Basketball

Spring

- Track & Field (co-ed)

Varsity teams prioritize skill development and team cohesion, with competitive play as the goal. While open tryouts are held each season, playing time is not guaranteed and is determined by coaches based on the needs of the team and player readiness.

Winter Program: Ski & Snowboard

Hit the slopes at Skadadena Six with TSA's winter ski and snowboard program. Open to all skill levels, students enjoy weekly trips with provided transportation, building confidence and community in a classic Vermont setting.

Spring Club: Golf

A relaxed, inclusive experience focused on learning golf techniques, spending time outdoors, and enjoying the game. No experience necessary.

Playing Beyond TSA

If a sport isn't offered at TSA, students can still participate through cooperative sports agreements with nearby schools (e.g., baseball, lacrosse), as allowed by the Vermont Principals' Association (VPA). Students earn TSA credit while competing on another school's team.

Physical Wellness Credit

Participation in any TSA sport, club, or cooperative program earns 0.5 Physical Wellness credit toward graduation. Through participation, students develop:

- » Teamwork and leadership
- » Personal wellness practices
- » Belonging and connection within the TSA community

Participation Highlights

- » Inclusive varsity teams—younger students welcome
- » Goal-driven culture of heart and hustle
- » Over 67% of students participate in at least one sport
- » High engagement across all seasons

NCAA Eligibility

Students interested in competing at the **Division I or II** college level should begin preparing in tenth grade and register with the NCAA by eleventh grade. For guidance and transcript support, students can contact our College and Career Adviser. Learn more: ncaa.org



CAREER & COLLEGE ADVISING

At TSA, preparing for life after high school is a thoughtful, personalized process. Through progressive advising, dedicated classes, and individual support, students build the skills and confidence they need to navigate college admissions and career exploration with clarity and purpose.

FIRST AND SECOND YEAR

- » Students explore skills, tools, and evaluations needed to help discover their passions
- » Students work within their Advisory Team on their Personal Learning Plans as they begin to explore their future

JUNIOR YEAR

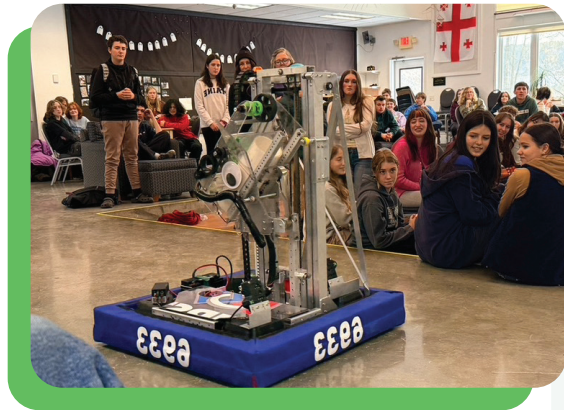
- » In the spring, students have weekly classes with their Career & College Advisor
- » Develop a resume
- » Explore college and career options
- » Visit colleges
- » Support in navigating the college application and post-secondary planning process

SENIOR YEAR

- » Starting in the fall, students have weekly classes with their Career & College Advisor
- » Step-by-step college application guidance
- » Guidance with college essays and letters of recommendation
- » Support in cultivating connections at their colleges of interest

Career & College Pathways

At TSA, students have access to a range of flexible pathways that connect their high school education with real-world experience and college-level learning. These opportunities help students explore careers, build technical skills, and even earn college credits before graduation.



Technical Education: HACTC

Starting in 11th grade, TSA students can attend the Hartford Area Career and Technical Center (HACTC) part-time while continuing their core academic coursework at TSA. HACTC offers hands-on, professional programs in fields such as:

Health Sciences
Culinary Arts
STEM and Engineering
Cosmetology (Hair, Nails, Esthetics)
Natural Resources
Automotive and Building Trades
And more

Transportation is provided, and students earn TSA credit for successful completion. HACTC courses may also lead to industry certifications or align with college and career pathways.

Community-Based Learning

TSA's Community-Based Learning program allows students to pursue hands-on learning through job shadows, internships, and paid work placements. Working with our CBL Coordinator, students in grades 10-12 can participate in short and long-term placements that allow them to explore their career interests and develop crucial job-readiness skills. Depending on the placement, students may be able to earn academic credit and/or have CBL replace a portion of their traditional school day. CBL opportunities are developed based on a student's interests. Some possibilities include interning at a family law practice, job shadowing with a mobile vet clinic, or learning how to manage business expenses through paid employment at a local store.



DUAL ENROLLMENT AND EARLY COLLEGE

Through the Vermont Agency of Education's Flexible Pathways Initiative, TSA students can earn college credit during high school, often at no cost, while gaining experience in a post-secondary academic environment.

DUAL ENROLLMENT (DE)

Open to juniors and seniors, the DE program allows students to take one college course per semester through Vermont State University (VTSU), Norwich University, or the Community College of Vermont (CCV). Courses may be taken online or in person and count as both TSA and college credit. Tuition is covered by the state, as long as students follow the proper enrollment process.

EARLY COLLEGE PROGRAM (ECP)

This full-time, senior-year option enables students to withdraw from TSA and instead enroll in a full course load (12–15 credits per semester) at CCV, VTSU, or Norwich. ECP students complete their high school diploma requirements through their college coursework. Like DE, tuition is covered by the state.

VERMONT ACADEMY OF SCIENCE AND TECHNOLOGY (VAST)

VAST is a special version of Early College offered at VTSU–Randolph Center, with a focus on STEM-related fields. VAST students enroll full-time in college, take a full course load, and complete both their senior year of high school and their first year of college simultaneously.

DARTMOUTH COLLEGE

COMMUNITY HIGH SCHOOL PROGRAM (CHSP)

For high-achieving juniors and seniors who have exhausted TSA's course offerings in areas like world languages or advanced math, Dartmouth College offers an opportunity to take college-level classes tuition-free. These courses appear on a Dartmouth transcript and may be transferable to future college studies. While highly selective and academically rigorous, CHSP is ideal for motivated students ready for a deeper academic challenge and seeking to demonstrate college-level work on their transcripts.

These flexible pathways empower TSA students to tailor their learning, explore future careers, and build confidence in their readiness for life after high school. Whether pursuing hands-on technical training or rigorous college coursework, students are supported every step of the way.

STUDENT SUPPORT & ACADEMIC SERVICES

ADVISORY: SUPPORT THAT STAYS WITH YOU

At TSA, every student is known, and that starts with Advisory. Each student joins a small advisory group led by a faculty advisor who becomes a trusted mentor and consistent advocate. Unlike traditional homerooms, TSA advisories are relationship-centered and built to last: most students stay with the same advisor throughout their high school journey.

Advisory meets twice a week and offers academic guidance, social-emotional support, and a strong sense of community. Students track their progress toward graduation, set personal and academic goals, explore community issues, and build self-advocacy skills. Advisory is also a space for team-building, connection, and fun; whether that's planning community service projects, playing games, or simply checking in.

Above all, Advisory gives every student a consistent place to be known, supported, and challenged. It strengthens students' confidence, independence, and sense of belonging throughout their high school journey.

PHOENIX BLOCK: TIME WITH PURPOSE

Building on a tradition that begins in the Middle School, Phoenix Block becomes a daily part of the high school experience. It provides dedicated time for students to receive academic support, meet with teachers and advisors, collaborate with peers, and make meaningful progress toward their goals. Students begin by checking in with their advisor to determine priorities for the block, with academic support always taking precedence.

Academic Support

Students who miss class or are identified by teachers as needing assistance are required to meet with their teachers during this time. Phoenix Block may also be used for direct instruction, Academic Center support, enrichment opportunities, or for students to seek extra help on projects and assignments.

Meetings

Students meet with teachers, advisors, counselors, and peers. Phoenix Block is also used for clubs (such as Model UN), Interim planning, post-secondary planning, Student Support Team meetings, and other collaborative work.

Independent Study

Students work independently on coursework, long-term projects, research, and assignments, learning to manage their time and take ownership of their learning.

Community & Well-Being

Once academic responsibilities have been met, many students choose to participate in healthy social and physical activities such as basketball, volleyball, music, ping pong, or other community-building opportunities.

PERSONALIZED LEARNING PLANS: A ROADMAP FOR LIFE AFTER TSA

TSA's Personalized Learning Plans (PLPs) are more than a document, they're a dynamic tool for students to reflect on who they are, where they're headed, and how they'll get there.

Starting in 9th grade, every student builds a PLP in collaboration with their advisor, teachers, and family. Updated each year, PLPs evolve with the student, helping them clarify strengths, identify challenges, and make intentional choices about courses, internships, electives, and post-secondary plans.

PLPs help guide access to dual enrollment, Extended Learning Opportunities (ELOs), Community-Based Learning, Dual Enrollment, and other flexible pathways. They ensure that students stay connected to their long-term goals and understand how their day-to-day learning supports them. From community service reflections to post-graduation aspirations, PLPs foster ownership, purpose, and direction in every student's TSA experience.



ACADEMIC STUDENT SERVICES

At TSA, academic success means meeting students where they are and helping them grow. Our Academic Student Services team works with students and families to develop customized plans for support, whether that means setting up tutoring, exploring testing and accommodations, or creating a 504 or school support plan.

We're also equipped to serve students with IEPs in all categories, offering a small-school setting where each student's progress is closely monitored, supported, and celebrated.

SCHOOL COUNSELOR

TSA is committed to supporting the whole student- academically, emotionally, and socially. That's why both our Middle School and High School each have their own dedicated, full-time School Counselor who knows students personally and is available throughout the school day.

Our counselors help students navigate challenges both big and small, whether that means managing stress, working through social dynamics, exploring identity, or planning for life beyond TSA.

Services include:

- » Referrals to outside providers (mental health, psychiatric, etc.)
- » Student Support Team referrals
- » Individual counseling (weekly, monthly, or as-needed)
- » Group Counseling
- » Creation and Implementation of support plans for social/emotional/behavioral health

Confidentiality and trust are essential. While student safety always comes first, TSA's counselors work closely with students and families to provide consistent, compassionate care.



TSA TRADITIONS

ALL-SCHOOL MEETING

Every Monday, the entire high school - students, faculty, and staff - gathers for our weekly All-School Meeting, led by our two elected student board members. Together, we share announcements, celebrate successes, discuss upcoming events, and address community questions. It's a student-powered space where everyone's voice matters and the TSA community connects, plans, and thrives.

EXHIBITION

Each student at TSA completes an Exhibition, a hallmark of the student experience and a requirement for graduation. Over the course of the year, students choose a meaningful topic, conduct in-depth research, and collaborate with a faculty mentor. The process culminates in a professionally crafted presentation, combining written, visual, and oral components that they "defend" to a panel of faculty, peers, and community members.

Exhibition is a powerful finale to the TSA experience: a demonstration of the research, critical thinking, and communication skills students cultivate during their time at TSA. It gives students the opportunity to use their voices with knowledge and confidence and prepares them to contribute meaningfully to the world beyond TSA.

HIGH SCHOOL TRIP

Each spring, TSA students celebrate the end of the year with a memorable trip. Past adventures have included white water rafting in The Forks, Maine, exploring Boston, or visiting Portsmouth. These trips are a fun way to bond, make lasting memories, and cap off the school year together.

CHAIN REACTION DAY

Each January, the entire TSA community comes together to honor the legacy of Dr. Martin Luther King Jr. through Chain Reaction Day, a powerful tradition of reflection, learning, and action. Organized by teachers, this special day features guest speakers, parents, professionals, and community members who lead workshops and discussions on topics including equity and justice, global health, media literacy, and public policy. Students choose sessions based on their interests, making it a dynamic and personalized experience that expands perspectives and inspires civic engagement. Chain Reaction Day brings TSA's mission to life through deeper learning, student choice, community connection, and thoughtful engagement with the wider world.

PROM AT TSA

Each spring, students organize a prom for all TSA high school students in grades 9–12. Held off campus, often in a barn, prom is an inclusive, community-focused event, and all students are encouraged to attend. In the weeks beforehand, families and community members donate dresses, suits, and other formalwear to a shared clothing rack, where students may choose an outfit at no cost. It's a memorable evening of music, dancing, and fun, TSA-style.



8TH GRADE GRADUATION SPEECHES

At TSA, the 8th grade graduation ceremony isn't just a send-off; it's a celebration of transformation. Every 8th grader prepares and delivers a personal speech to share their journey, reflections, and growth with family, teachers, and classmates. It's a capstone moment where students stand quietly at the threshold of high school, speak from the heart, and mark the shift from middle school into the larger TSA community. This heartfelt tradition honors each student's emerging voice and prepares them to step confidently into grade 9 and beyond.

SENIOR SPEECHES

Each TSA senior delivers a personal speech at graduation, a cherished tradition that reflects our commitment to student voice and authentic learning. These speeches give every graduating student the opportunity to reflect on their growth, share their story, and express what matters to them. It's a celebration of individuality, courage, and the deep connections formed within our community. No two speeches are alike, but all are honest, heartfelt, and uniquely TSA.

SENIOR HIKE

In the spring, seniors embark on an overnight hike up Mt. Moosilauke, taking advantage of TSA's partnership with the Dartmouth Outing Club. Students spend the night in a cozy lodge before tackling the summit, creating a meaningful outdoor adventure to mark their final year.

SENIOR DINNER

The week before graduation, the senior class comes together for a celebratory dinner with staff. The evening features a shared meal and a reflection slideshow highlighting each student's growth and achievements during their time at TSA.

THURSDAY NIGHT CAFÉ (TNC)

TNC is TSA's original student-led variety show, part talent show, part open mic, and always full of surprises. Held about three times a year on Thursday evenings, TNC showcases the creative spirit of our school through music, poetry, video, comedy, dance, and more.

With two student hosts and a wide-open sign-up list, performances range from acoustic originals to heavy metal, heartfelt poetry to hilarious skits. Even teachers and the Head of School get in on the fun. Families and community members are always welcome.

The final TNC of the year is held on the last day of school, closing out the year with laughter, creativity, and serious TSA heart.

COMMUNITY BUILDING DAYS

Throughout the year, TSA hosts special Community Building Days to bring students and staff together for fun, learning, and connection. Events include Career Day, where professionals such as TSA alumni and local community members share their experiences and help students envision future possibilities. Other highlights include the Winter Carnival and memorable fall hikes, with Middle School students climbing Mount Cardigan and High School students tackling Mount Tom. These experiences foster social skills, celebrate accomplishments, and strengthen relationships across the TSA community.



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The Sharon Academy is an approved independent school with the Vermont Agency of Education and is accredited by the New England Association of Schools and Colleges (NEASC).

Equal Opportunity & Non-Discrimination Policy

The Sharon Academy does not discriminate on the basis of a student's, applicant's, employee's, former employee's or their family member's actual or perceived race, color, ancestry, national origin, ethnic origin, creed, religion, gender, gender identity, sex (including pregnancy), sexual orientation, marital/civil union status, age, military/uniformed service or veteran's status, disability, genetic information (including family medical history), crime victims or other legally protected classifications in the provision and administration of its activities, services, educational programs and policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs, and access provided to the public, in accordance with and to the limits of applicable requirements of state and federal

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