



CHAMBERLAIN INTERNATIONAL SCHOOL

1 PLEASANT STREET, P.O. BOX 778, MIDDLEBOROUGH MA 02346

Curriculum of Studies

Grades 6 through 12

ACADEMIC PROGRAM SUMMARY

- ★ Academic School Session is every weekday from 8 am to 3:00 pm
 - ★ The campus has 12 classrooms in 7 buildings. In these classrooms, students are offered instruction in English/Language Arts, Literature, Writing, Mathematics, Science, and Social Studies in accordance with Chamberlain's curriculum, MA Curriculum Frameworks, and their individualized needs.
 - ★ All students will have Physical Education (3x per week fall/spring/summer); Health (3x per week winter), Visual Art (1 double class per week = 2x per week), and World Language – Spanish, French (2x per week) with specialized instructors. *All students also have an Automotive Technology Course one double class per week (1.5 hours per week).*
 - ★ All students have classes each week with their homeroom/lead teacher and/or associate teacher in the following: Study/Organizational Skills, Social Skills, and Test Preparation. The number of times per week these courses are offered will vary by class.
 - ★ Students in grade 8 will have a Technology course for one term five days a week.
 - ★ Students in grades 11, 12, and 12+ will have regularly scheduled small group or individual Planning/Guidance Time to discuss transition plans, college planning, needs assessments, vocational interest & skills inventories, etc as appropriate.
 - ★ All students will have Enrichment Courses each Wednesday 1:00 pm to 3:00 pm. Proposals for electives will be done during the first week of school and enrichment courses begin the second week of September.
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- ❖ All students will have an Eligibility Determination for Title I reading/math/apprenticeship and will enter the program based on need and slots. Anyone can make a recommendation that a student have this service.
 - ❖ Students will be referred to the Apprenticeship Program based on Team meeting discussions and individual student interests/plans.
 - ❖ All students have access to related services when necessary or indicated in the Individualized Educational Program (IEP). Chamberlain has an onsite full-time Speech/Language Pathologist and also contracts with an Occupational Therapist two days a week. Services for English Language Learners and students with specialized reading needs are also offered as necessary.

PHILOSOPHY OF EDUCATION

At Chamberlain International School, our Educational Philosophy is based upon the premise that every student can and will love learning. The educational program embraces an individualized philosophy, where each student learns in the way s/he learns best. Our low staffing ratio allows for instruction, support, and encouragement appropriate to each student. While the curriculum is rigorous and challenging, it is also delivered in a supportive atmosphere that allows students to learn strategies and content simultaneously while building self-esteem, social skills, and confidence.

Chamberlain International School's educational program is able to accommodate many learning styles and needs. From multi-modality and project-based instruction to creative assessment of learning, the approach is designed to meeting student needs. Academic staff are trained in communication, pragmatics, clinical presentation, and counseling so that they are able to offer a holistic approach to academic learning. Our faculty members are an eclectic mix of individuals with a wide range of experience, interest, and expertise. Teachers work collaboratively as a strong academic team and are able to highlight their own strengths through their work. They are educators of the highest quality and their enthusiasm is paramount to our success with each student.

Chamberlain's learning theory and model has been developed over years of experience and research and encompasses a nurturing and structured framework which is combined with the characteristics of teachers and students to fuel the learning process. The learning process consists of constructivist learning with a focus on process and hands-on instruction. Chamberlain believes that students grow and learn through relationships and experiences.

COURSE OFFERINGS BY GRADE LEVEL

2011-2012

GRADES 6 through 12

MIDDLE SCHOOL GRADES

Grade 6

- English/Language Arts*--
 - Language [Standards 1 to 6];
 - Reading/Literature [Standards 7 to 18]; and
 - Composition [Standards 19 to 27]
- Grade 6 Integrated Mathematics (based on K-6 learning standards)
- Social Science: World Geography
- Science: Earth & Space Science (using Grade 6 to 8 Standards)
- Technology/Engineering (using Grade 6 to 8 Standards)

Grade 7

- English/Language Arts*--
 - Language [Standards 1 to 6];
 - Reading/Literature [Standards 7 to 18]; and
 - Composition [Standards 19 to 27])
 - All as listed in SUPPLEMENT, grade 7
- Grade 7 Integrated Mathematics (based on SUPPLEMENT – grade 7 learning standards)
- Social Science: Ancient & Classical Civilizations in the Mediterranean to the Fall of the Roman Empire
- Science: Life Science (using Grade 6 to 8 Standards)
- Technology/Engineering (using Grade 6 to 8 Standards)

Grade 8

- English/Language Arts*--
 - Language [Standards 1 to 6];
 - Reading/Literature [Standards 7 to 18]; and
 - Composition [Standards 19 to 27]
- Grade 8 Integrated Mathematics (based on Grades 7-8 Learning Standards)
- Social Science: World History I (500 to 1800)
- Science: Physical Science (using Grade 6 to 8 Standards)
- Technology/Engineering (using Grade 6 to 8 Standards)

HIGH SCHOOL GRADES

Grade 9

- English/Language Arts*--
 - Language [Standards 1 to 6];
 - Reading – Exploring Literature [Standards 7 to 18]; and
 - Composition [Standards 19 to 27]
- Mathematics – Algebra I (Learning Standards for Grades 9-10 AND Algebra I)
- Social Science – U.S. History I (1763-1877)
- Science – Earth & Environmental Science (Use Learning Standards for Full First-Year Course)

Grade 10

- English/Language Arts*--
 - Language [Standards 1 to 6];
 - World Literature [Standards 7 to 18]; and
 - Composition [Standards 19 to 27]
- Mathematics – Geometry (Learning Standards for Grades 9-10 AND Geometry)
- Social Science – U.S. History II (1877-present)
- Science – Biology (Use Learning Standards for Full First-Year Course)

Grade 11— Standard & College Preparatory

- English/Language Arts*--
 - Language [Standards 1 to 6];
 - American Literature [Standards 7 to 18]; and
 - Composition [Standards 19 to 27]
- Mathematics – Algebra II (Learning Standards for Grades 11-12 AND Algebra II) OR Integrated High School Mathematics I (including Geometry and Algebra Concepts)
- Social Science – World History II (1800-present)
- Science – Chemistry (Use Learning Standards for Full First-Year Course)

Grade 11—General Studies & Living Skills Path

- English/Language Arts*-- American Literature (basic survey), Composition [Standards 7 to 18]
- Mathematics – Practical Math Skills – Consumer Math I
- Social Science – World History II (1800-present)
- Science – Chemistry (Use Learning Standards for Full First-Year Course)

Grade 12 – Standard & College Preparatory

- English/Language Arts*– English/European Literature (advanced survey)
- Mathematics – PreCalculus (Learning Standards for Grades 11-12 AND PreCalculus) OR Integrated High School Mathematics II (focus: Advanced Algebra & Geometry Concepts)
- Social Science – ELECTIVE (Teacher Choice: Economics, Psychology, and/or Government/Civics)
- Science – Physics [Algebra-based and Conceptual are both offered] – (Use Learning Standards for Full First-Year Course)

Grade 12 – General Studies & Living Skills Path

- English/Language Arts*– English/European Literature (basic survey) OR English for the World of Work – Practical Reading & Writing; Newspapers; Composition [Standards 7 to 18]
- Mathematics – Practical Math Skills – Consumer Math II
- Social Science – Current Events, Civics & Government, Media Communications
- Science – Nutrition & Personal Healthy Living

Other **required** classes:

- Physical Education
- Health & Wellness (three levels)
- Visual Arts (two levels)
- Spanish (three levels)
- Standardized Testing Preparation (specifically MCAS, SAT, ACT and/or state- or district-determined testing) – offered as part of Study Skills class or as an after school program
- Study & Organizational Skills for Success
- Social Skills
- Automotive Technology – Auto Life Skills course for all students

Elective Academic Courses (students may decide whether or not to take these courses when they are offered):

- Calculus – for students who have met/exceeded standards for Pre-Calculus
- Personal Finance –

Enrichment Courses (offered Wednesday afternoon during the school year and all day Thursday & Friday during the summer). Academic credit is awarded for these courses. Students must participate in these electives but may choose a match for their interests and needs. Elective offerings vary based on staff interests and capabilities each year). The following are some examples of enrichment classes which have been offered in the past:

- Student Council & Government
- Yearbook/Newspaper/Newsletter
- Aviation
- Crew
- Music Jam
- Soccer
- Winter Hockey

- Dance
- Dramatic Arts
- Theatre & Screenwriting
- Equestrian Studies
- Culinary Arts/International Cuisine
- Physiology of Sports & Health & Fitness
- Mock Trial Program
- Yoga
- Golf
- Swimming
- Tennis and Racquet Sports/Track
- Mountain Biking
- Healthy Choices & Healthy Change/Mind & Body
- Art & Architecture
- Historical New England Tours
- Spanish Culture
- You and the Law/Legal Eagles
- Environment Explorer
- Ocean Study
- Outdoor Challenge (climbing & hiking)
- Entrepreneurs/Starting a Business/Seed to Harvest (gardening)
- Book Club
- Arts & Crafts/Board Games/Puzzles
- Music History
- History through Film
- Study of Comedy and Humor
- Community Service/Fundraising
- Photography
- Managing and Understanding Diversity

Additional Course Offerings:

- Bermuda Oceanographic Studies (field experience) –
- Washington DC Government Study (field experience) –
- Europe Culture Study – (field experience) – TWO trips: One to Germany & Holland; One to Portugal & Spain
- Automotive Technology – intensive trade course
- Apprenticeship Program – work experience & skill development in practical settings

Transition Planning & Services:

- Natural Environment Experiences – community recreational, social, therapeutic activities
- Class Curriculum – Proposed formal course offered if there is sufficient student interest
- Apprenticeship Program – work experience & skill development in practical settings

COURSE DESCRIPTIONS

2011-2012

GRADES 6 through 12

IMPORTANT GENERAL INFORMATION

**Course descriptions focus on the major topics and subject areas for each course. Appropriate standards from the Massachusetts Curriculum Frameworks are utilized as a guide in determining overall unit goals, short-term objectives and planning units/lessons within each major area. This document is used in conjunction with Massachusetts Curriculum Frameworks.

ENGLISH / LANGUAGE ARTS PROGRAM

Philosophy:

The English/Language Arts program at the Chamberlain International School is a comprehensive program that consists of a number of interrelated parts. These parts are also incorporated into other content areas. They are:

- fundamental and advanced reading skills;
- English language grammar, convention, and usage;
- study of various genres of literature from different periods and areas; and
- composition/writing skills

Writing is viewed as so critical a skill that it is taught daily for a full class period. It is also incorporated into other Language Arts activities as well as into assignments in all the content areas. Reading skills are taught independently as well as within all the content areas. Academic support in these two (2) skill areas is offered individually and in small groups as it relates to each student's grade level and specific content. While taking individual needs and differences into consideration when determining level and pace, all students are required to practice form, presentation, and handwriting with paper and writing implements. Electronic assistance with writing in the form of computer equipment, alphasmarts, and voice recognition software are also available to assist in this process. All students are also expected to review, revise, edit, and produce final products utilizing word processing software.

All students need to be strongly fluent readers in order to become good spellers and build vocabulary skills. Students must be exposed to a wide variety of types, styles, lengths, genres, and origins in their reading. They must read critically to write well. This is accomplished through study of appropriate anthologies and collections along with novels.

The English/Language Arts program is comprised of reading, writing, study of literature, speaking, listening, and multimedia. It is strongly tied to all other content areas.

MATHEMATICS PROGRAM

Philosophy:

The goal of our mathematics program is to have students enjoy math, understand math, and understand the practical considerations about math. The focus of mathematics instruction is on problem solving abilities, where students continually develop the ability to look at a problem and determine the best way to solve it, and then employ the appropriate steps to do so. Students must be able to communicate and reason mathematically, connect mathematics to their lives and apply it to real life situations, and, most of all develop a confidence in their ability to learn, understand, and apply mathematical concepts. Teachers at Chamberlain accomplish this through direct instruction, practice, modeling, cooperative learning, learning projects, and problem-solving.

ESSENTIAL LEARNING OPPORTUNITIES & LEARNING TO LEARN

Philosophy:

Chamberlain International believes that students require a set of experiences, knowledge, and skills that transcend the major content areas and that are necessary to complex academic and personal development. As such, all students are required to participate in nine (9) class periods per day consisting of both their major academic areas and supplemental developmental courses such as social skills and test preparation. In order to be prepared for life, the students must develop a well-rounded ability to navigate numerous situations and undertakings. By and large, they need to know how to learn well, no matter what the topic or environment. Our hope is that through engaging in this curriculum, the students learn to love learning.

Courses

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	Language & Reading/Literature 6
Grade Level(s)	6

Brief Description of Course	This course builds basic reading comprehension and fluency skills. There is a strong focus on vocabulary building. Students have the opportunity to study various genres of literature and literary topics. They engage in class discussions based on the readings. Reading for pleasure is also a focus.
Components of Course (Major Topic Areas)	Literary Topics: plot (narrative writing), character (note taking, persuasive writing), theme (evaluating evidence), forms of fiction (compare/contrast, expository writing), biography & autobiography (first and third person narration); metaphors, symbolism, imagery (analyzing literary devices); poetry (analyzing poetry); literary criticism (multimedia) Vocabulary, spelling, grammar, language
Resources/Materials	AGS Anthologies – <i>Exploring Literature, World Literature, & American Literature</i> AGS Basic Grammar Skills Teacher made materials Internet materials

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	Language & Reading/Literature 7
Grade Level(s)	7

Brief Description of Course	This course builds reading comprehension and fluency skills. There is a strong focus on grade-level vocabulary building, spelling, and writing skills. Students have the opportunity to study various genres of literature and literary topics. They engage in class discussions based on the readings and focus on development of critical thinking and evaluation skills. Reading for pleasure is also a focus.
Components of Course (Major Topic Areas)	Literary topics: analyzing plot; analyzing text structures; analyzing character; compare & contrast; theme; cause & effect; point of view; author's argument; prose & poetry; analyzing main idea; supporting & interpreting; Greek myths; folk tales; summarizing; literary criticism; public & consumer documents; technical directions; public service announcements
Resources/Materials	AGS Anthologies – <i>Exploring Literature, World Literature, & American Literature</i> AGS Basic Grammar Skills Teacher made materials Internet materials

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	Language & Reading/Literature 8
Grade Level(s)	8

Brief Description of Course	This course builds reading comprehension and fluency skills. There is a strong focus on grade-level vocabulary building, spelling, and writing skills. Students have the opportunity to study various genres of literature and literary topics. They engage in class discussions based on the readings and focus on development of critical thinking and evaluation skills. Reading for pleasure is also a focus.
Components of Course (Major Topic Areas)	Literary Topics: analyzing plot; analyzing proposition & support; personal narrative; character; compare & contrast; expository/informative report; setting & influence on mood/tone; text structures; theme; main idea; literary devices & style; unsupported references; fallacious reasoning; character analysis; analyzing and summarizing poetry; biographical approach; analyzing consumer materials
Resources/Materials	Prentice-Hall Literature series ©2007, Grade 8 Edition Teacher made materials Internet materials

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	Exploring Literature & Language Arts
Grade Level(s)	9

Brief Description of Course	This course focuses on introducing students to the study of language arts and literature at a high school level. Through a wide variety of interactive lessons, students read for both pleasure and analysis, and are able to engage their imagination and critical thought processes. Explicit instruction is provided on literary topics and analysis, vocabulary, spelling, grammar, and more complex language development. Research is introduced.
Components of Course (Major Topic Areas)	Literary Topics: autobiography; short story; novel; American & World examples; media coverage; debating; setting; poem; literary responses; style; writing a research paper; drama; comparing play & film; biographical & historical approach; consumer/workplace Genres studied: autobiography; biography; diary; drama; essay; fable; fiction; folktale; journal; legend; myth; nonfiction; novel; play; poem; prose; science fiction; short story
Resources/Materials	Prentice-Hall Literature c 2007, Grade 9 Edition

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	World Literature & Language Arts
Grade Level(s)	10

Brief Description of Course	This course reviews and builds on introductory literature and language skills, with a more intense focus on specific genres and literary topics. Language exercises are incorporated as both new material and reinforcement. Building vocabulary and composition skills remain a focus.
Components of Course (Major Topic Areas)	Sequential Topics: Ancient Worlds; Sacred Texts; Epics; Indian Literature; Chinese & Japanese Literature; Classical Civilization; Middle Ages; Renaissance and Rationalism; Romanticism & Realism; Modern World; Contemporary World Genres: folk tale, myth, short story, poetry, drama, novel, excerpt, essay
Resources/Materials	AGS <i>World Literature</i>

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	American Literature & Language Arts
Grade Level(s)	11

Brief Description of Course	This course's focus is vocabulary, reading comprehension, writing, and analytical skills developed through study of American writers and their works. The course has a historical and thematic context.
Components of Course (Major Topic Areas)	Sequential Topics: Literature of Early America; Early National Literature; Growing Nation/19 th century Literature; Age of Realism; Modern Age; Contemporary Period
Resources/Materials	AGS <i>American Literature</i>

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	British/European Literature & Language Arts
Grade Level(s)	12

Brief Description of Course	Students study and analyze British and European Literature and gain understanding of the political, economic, and cultural influences on literature development from Old and Middle Ages through Modern Literature. Research is highlighted.
Components of Course (Major Topic Areas)	Sequential Topics: Old English & Medieval Period; Renaissance; 17 th & 18 th century Turbulence; Romantic Period; Victorian Period; Modern & Postmodern Periods MLA Research Paper; focus on listening, speaking, debating
Resources/Materials	Prentice-Hall Literature

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	English for the World of Work
Grade Level(s)	11/12

Brief Description of Course	This course focuses on developing skills and language abilities as they relate to real-world applications. The focus is on practical activities. Students prepare to find, get, and keep a job, create a portfolio, and learn interpersonal and communication skills.
Components of Course (Major Topic Areas)	Job seeking; preparing a resume; job applications; interviews; directions; business forms; public communication; business meetings; reports; health insurance; business travel
Resources/Materials	AGS – <i>English for the World of Work</i> Current events activities Internet/Teacher-created activities

PRIMARY LEARNING AREA	English/Language Arts
Name of Course	Real Life Writing
Grade Level(s)	11/12

Brief Description of Course	This course provides practice and development in real-life writing situations, where following directions, mechanics, and usage are integrated as part of practical activities.
Components of Course (Major Topic Areas)	Letters, complaints, emails, resumes, applications, memos, forms, catalogs, shopping, library, telephone, newspaper, dictionaries, media
Resources/Materials	WriteSource <i>AGS Life Skills English</i> Current events materials Internet materials Teacher-created materials Various PCI workbooks and materials

PRIMARY LEARNING AREA	Mathematics
Name of Course	Integrated/Middle School Math
Grade Level(s)	6

Brief Description of Course	Students are introduced to concepts related to the study of algebra, geometry, data, statistics, and graphing through simple, real-world connections while learning/improving number skills and increasing familiarity and fluency. Number theory including exponents, operations, rational expressions, decimals, fractions, and integers are a focus.
Components of Course (Major Topic Areas)	Whole numbers & exponents; Introduction to Algebra; Decimals; Number Theory – divisibility, fractions; Fraction Operations; Collect & Display Data; Plane Geometry; Ratio/Proportion/Percent; Integers; Perimeter, Area, Volume; Probability; Functions and Coordinate Geometry
Resources/Materials	AGS <i>Mathematics Pathways</i> Prentice Hall <i>Mathematics Course I</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Integrated/Middle School Math
Grade Level(s)	7

Brief Description of Course	Students are introduced to concepts related to the study of algebra, geometry, data, statistics, and graphing through simple, real-world connections while learning/improving number skills and increasing familiarity and fluency. Number theory including exponents, operations, rational expressions, decimals, fractions, and integers are a focus.
Components of Course (Major Topic Areas)	Data & Analysis; Algebraic Reasoning; Integers & Rational Numbers; Proportional Reasoning; Percents; Plane Figures; Perimeter, Circumference, & Area; Volume & Surface Area; Probability; Multi-step equations; Inequalities; Graphs & Functions
Resources/Materials	AGS <i>Mathematics Pathways</i> Prentice Hall <i>Mathematics Course II</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Integrated/Middle School Math
Grade Level(s)	8

Brief Description of Course	Students are introduced to concepts related to the study of algebra, geometry, data, statistics, and graphing through simple, real-world connections while learning/improving number skills and increasing familiarity and fluency. Number theory including exponents, operations, rational expressions, decimals, fractions, and integers are a focus.
Components of Course (Major Topic Areas)	Algebra skills; Coordinate plane graphing & interpretation; integers & exponents; rational and real numbers; collecting, displaying, and analyzing data; plane geometry; perimeter, area & volume; ratios, similarities; percents; probability; equations; inequalities; graphing lines; sequences; functions
Resources/Materials	AGS <i>Mathematics Pathways</i> Prentice Hall <i>Mathematics Course III</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Algebra I
Grade Level(s)	9

Brief Description of Course	This course focuses on utilizing new techniques and technology in order to understand fundamental algebraic concepts. Students are encouraged to solve problems, practice, and become fluent at steps and computations.
Components of Course (Major Topic Areas)	Equations; Inequalities; Functions; Linear Functions; Systems of Equalities and Inequalities; Exponents & Polynomials; Factoring Polynomials; Quadratic Functions & Equations; Data Analysis & Probability; Exponential and Radical Functions; Rational Functions & Equations
Resources/Materials	AGS – <i>Algebra I</i> McDougal Littell – <i>Algebra I Exploration & Applications</i> Prentice Hall Classics – <i>Algebra I</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Geometry
Grade Level(s)	10

Brief Description of Course	Students will develop skills in the areas of visualization, spatial reasoning, and characteristics/properties of 3-dimensional shapes. They will study all aspects of geometric objects, including argument and proof. Emphasis is on using algebraic skills to solve geometric problems.
Components of Course (Major Topic Areas)	Geometric Reasoning; Parallel and Perpendicular Lines; Triangular Congruence; Triangles; Polygons; Quadrilaterals; Similarity; Right Triangles and Trigonometry; Perimeter, Circumference, and Area; Spatial Reasoning; Circles; Transformational Geometry
Resources/Materials	AGS – <i>Geometry</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Algebra II & Trigonometry
Grade Level(s)	11

Brief Description of Course	This course focuses on a continuation of those skills learned in the Algebra I course. It includes study of functions and polynomials. Focus is on problem-solving techniques.
Components of Course (Major Topic Areas)	Linear Functions; Linear Systems; Matrices; Quadratic Functions; Polynomial Functions; Exponential and Logarithmic Functions; Rational and Radical Functions; Properties of Functions; Conic Sections; Probability and Statistics; Sequences & Series; Trigonometric Functions; Trigonometric Graphs & Identifies
Resources/Materials	AGS -- <i>Algebra II</i> McDougal Littell -- <i>Algebra & Trigonometry</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Integrated High School Mathematics I & II
Grade Level(s)	9 to 12

Brief Description of Course	
Components of Course (Major Topic Areas)	
Resources/Materials	AGS -- <i>Algebra II</i> McDougal Littell -- <i>Algebra & Trigonometry</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Pre-Calculus
Grade Level(s)	12

Brief Description of Course	This course presents a more in-depth study of functions and trigonometry and is expanded to include circular functions. Students will also study complex numbers and some analytic geometry. Focus is on applications, problem solving, use of graphing calculators.
Components of Course (Major Topic Areas)	Number patterns; equations and inequalities; polynomials and rational functions; exponential and logarithmic functions; trigonometry; trigonometric graphs; trigonometric identities and proofs; trigonometric applications; analytic geometry; systems & matrices; statistics and probability; limits & continuity
Resources/Materials	Holt Rinehart & Winston – <i>PreCalculus – A Graphing Approach</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Calculus
Grade Level(s)	Advanced

Brief Description of Course	This course is a survey overview of both differential and integral calculus. Focus is on concepts, results, and problems.
Components of Course (Major Topic Areas)	Limits & Continuity; Derivatives; Derivative Applications; Definite Integrals and their Applications; Differential Equations; Sequences; Improper Integrals; Infinite Series; Parametric, Vector, and Polar Functions
Resources/Materials	Prentice Hall – <i>Calculus – Graphical, Numeric, and Algebraic Approach</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Consumer Math I
Grade Level(s)	11

Brief Description of Course	Students develop mathematical skills related to life activities and everyday situations.
Components of Course (Major Topic Areas)	Earning money; buying food; shopping; household management; buying a car; working with food; improving a home; traveling; budgeting; banking; investing; taxes; careers
Resources/Materials	Pacemaker – <i>Practical Mathematics for Consumers</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Consumer Math II

Grade Level(s)	12
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Brief Description of Course	This course continues the study of consumer mathematics skills in everyday situations.
Components of Course (Major Topic Areas)	Wages, benefits, businesses, human resources; travel; banking; operating expenses; review of all household mathematics items
Resources/Materials	AGS -- <i>Consumer Math</i>

PRIMARY LEARNING AREA	Mathematics
Name of Course	Basic Math
Grade Level(s)	Remedial – all grades

Brief Description of Course	This course is an individually designed and pace course to assist students in developing skills and fluency in basic mathematical functions.
Components of Course (Major Topic Areas)	Mathematical operations with whole number, fractions, and decimals. Focus on one-step and multiple-step problem-solving.
Resources/Materials	AGS <i>Basic Math Skills</i> Teacher Made Materials Edhelper.com

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Earth & Space Science
Grade Level(s)	6

Brief Description of Course	This course introduces students to interactions and cycles in the earth systems, earth's history, and earth and space sciences.
Components of Course (Major Topic Areas)	Earth systems, the moon, solar system, stars and galaxies, minerals, rocks, atmosphere, weather and climate, water, weathering & erosion, the Earth's history
Resources/Materials	Globe Fearon – <i>Concepts and Challenges in Earth Science</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Life Science
Grade Level(s)	7

Brief Description of Course	This course is an introduction to the study of biology and provides an overview of concepts involving living organisms.
Components of Course (Major Topic Areas)	Characteristics of cells and organisms; living functions; diversity; adaptation; heredity; reproduction; development; ecosystems
Resources/Materials	Globe Fearson – <i>Concepts and Challenges in Life Sciences</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Physical Science
Grade Level(s)	8

Brief Description of Course	This course is designed as an overview and survey of chemistry and physics principles and presents each in a generalized format. Focus is on relating these concepts to student's actual experiences.
Components of Course (Major Topic Areas)	Properties of matter; structure of matter; classifying elements; compounds; motion; work/machines; heat; sound/light; electricity; magnets
Resources/Materials	Pearson/Prentice-Hall <i>Physical Science: Concepts in Action</i> Globe Fearon <i>Concepts and Challenges in Physical Science</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Technology in the World
Grade Level(s)	8

Brief Description of Course	This course helps students learn to work with the design process and to plan, create, build, test, manage, and assess technology through individual and group activities. They will gain understanding about tools, machines, and specialized equipment.
Components of Course (Major Topic Areas)	Design; Structural Engineering; Materials Science; Manufacturing Technologies; Applied Physics; Air & Space Technologies; Energy & Power; Transportation; Weather; Animation; Electricity; Lasers & Lights; Hydraulics; Robotics; Bioengineering; Forensics; Agriculture
Resources/Materials	Glencoe – <i>Technology Interactions</i> Glencoe – <i>Technology Today and Tomorrow</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Earth & Space Science
Grade Level(s)	9

Brief Description of Course	Students study matter and energy in the Earth system, processes and cycles, origin and evolution.
Components of Course (Major Topic Areas)	Earth Systems & Resources: earth science concepts, plate tectonics, earthquakes, volcanoes, seasons, solar system; weather & climate; atmosphere; global water resources; soil and soil dynamics – rock cycle, erosion, conservation. The Living World: ecosystem structure; energy flow; biodiversity; natural selection; evolution; climate shifts; species movement. Energy Resources & Consumption; Global Change
Resources/Materials	Globe Fearon – <i>Earth Science</i> AGS – <i>Earth Science</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Biology
Grade Level(s)	10

Brief Description of Course	Students study the structure and function of living organisms. They develop an understanding of interactions between living organisms and their environment. Laboratory activities are teacher developed and occur in the classroom or outdoors.
Components of Course (Major Topic Areas)	Molecules and Cells – chemistry of life, cells, cell functions, cell activities & processes Heredity and Evolution – heredity; genetics; evolution Organisms and Populations – diversity of organisms; structure and functions of plants & animals; ecology
Resources/Materials	AGS <i>Biology</i> Cord <i>Biology</i> (Lab Based)

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Chemistry
Grade Level(s)	11

Brief Description of Course	Students will study chemistry as a physical science and the role chemistry plays in society.
Components of Course (Major Topic Areas)	Structure of Matter: atomic theory & structure; chemical bonding; nuclear chemistry States of Matter: gases; liquids & solids; solutions Reactions: reaction types; stoichiometry; equilibrium; kinetics; thermodynamics
Resources/Materials	Addison-Wesley <i>Chemistry 5th Edition</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Physics (Algebra-based)
Grade Level(s)	12

Brief Description of Course	This course introduces students to physics concepts and applications. The course is offered at two levels – one requiring algebra skills and one requiring more advanced mathematical background knowledge.
Components of Course (Major Topic Areas)	Mechanics: kinematics; Newton's laws of motion; work, energy, power; mass & momentum; circular motion & rotation; harmonic motion & gravity Fluid Mechanics/Thermal Physics: fluid mechanics; temperature & heat; kinetic theory & thermodynamics Electricity & Magnetism: electrostatics; conductors & capacitors; electric circuits; magnetic fields; electromagnetism Waves & Optics; Atomic and Nuclear Physics
Resources/Materials	Addison Wesley – <i>Conceptual Physics</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Physics (Conceptual)
Grade Level(s)	12
Brief Description of Course	This course introduces students to physics concepts and applications. The course is offered at two levels – one requiring algebra skills and one requiring more advanced mathematical background knowledge.
Components of Course (Major Topic Areas)	Mechanics: kinematics; Newton's laws of motion; work, energy, power; mass & momentum; circular motion & rotation; harmonic motion & gravity Fluid Mechanics/Thermal Physics: fluid mechanics; temperature & heat; kinetic theory & thermodynamics Electricity & Magnetism: electrostatics; conductors & capacitors; electric circuits; magnetic fields; electromagnetism Waves & Optics; Atomic and Nuclear Physics
Resources/Materials	Addison Wesley – <i>Conceptual Physics</i>

PRIMARY LEARNING AREA	Science/Technology
Name of Course	Nutrition & Personal Healthy Living
Grade Level(s)	11/12

Brief Description of Course	Students will develop and analyze personal lifestyle plans concerning health, safety, community, physical fitness, and resources.
Components of Course (Major Topic Areas)	Choice, Self-Esteem, Relationships, Violence, Nutrition, Diet, Shopping, Physical Fitness, Drugs/Alcohol, Infectious Diseases, Healthy Environments
Resources/Materials	Various teacher-developed and Internet materials

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	World Geography
Grade Level(s)	6

Brief Description of Course	Students study geography, history, cultures, economics, and politics of the major world regions. Students study native peoples of Africa, Asia, Europe, Eurasia, Latin America, Canada, and the Middle East through narrative, hands-on activities, diaries, posters, maps, charts, and interviews.
Components of Course (Major Topic Areas)	Interactive maps, cultural diagramming, global studies & components
Resources/Materials	AGS – <i>World Geography</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	Ancient & Classical Civilizations in the Mediterranean to the Fall of the Roman Empire
Grade Level(s)	7

Brief Description of Course	Students study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study religions, governments, trade, philosophies, and art of these civilizations, including political and governmental principles.
Components of Course (Major Topic Areas)	Human origins; Mesopotamia; Egypt; Phoenicia; Ancient Israel; Ancient Greece; Ancient Rome
Resources/Materials	Harcourt School Publishers – <i>Ancient Civilizations</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	World History I (500 AD to 1800 AD)
Grade Level(s)	8

Brief Description of Course	Students study the development of the world and human history chronologically through studying developing nations beginning with the Middle Ages.
Components of Course (Major Topic Areas)	Middle Ages; Renaissance; Reformation; Rise of Nations; Explorers; Age of Reason; Scientific Revolution; Industrial Revolution; French and American Revolutions
Resources/Materials	AGS <i>World History</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	US History I (1763-1877)
Grade Level(s)	9

Brief Description of Course	United States History courses are designed chronologically and study factual events and developments that comprise the history of the United States along with studying major events and interpretive questions that derive from this study. Students will also study major themes and their effects.
Components of Course (Major Topic Areas)	Early Americans; Colonies; Revolution/Independence; Constitution; New Government; Industrialization; Expansion/Westward Movement; Gold Rush; Immigration; Women's Rights; Slavery; Civil War; Reconstruction
Resources/Materials	AGS – <i>United States History</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	US History II (1877 to present)
Grade Level(s)	10

Brief Description of Course	United States History courses are designed chronologically and study factual events and developments that comprise the history of the United States along with studying major events and interpretive questions that derive from this study. Students will also study major themes and their effects.
Components of Course (Major Topic Areas)	Reconstruction; Great Plains; Technology; Big Business; Growth of Cities; Progressive Movement; Social Reform; World Power, World War I; Roaring Twenties; Great Depression; New Deal; World War II; Cold War; Civil Rights Movement; Social Change; Vietnam War; Diversity
Resources/Materials	AGS – <i>United States History</i> Globe Fearon <i>United States History (supplement)</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	World History II (1800 to present)
Grade Level(s)	11

Brief Description of Course	Students study the development of the world and human history chronologically through studying developing nations beginning with the Middle Ages.
Components of Course (Major Topic Areas)	Revolutionary Period; Nationalism & Imperialism; World War I; Russian Revolution; Dictators; World War II; Holocaust; United Nations; Cold War; New Nations; Modern World; the Global World
Resources/Materials	AGS – <i>World History</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	Economics
Grade Level(s)	12

Brief Description of Course	This course is an overview to economics and includes study of both microeconomics and macroeconomics. It is designed to be a survey course, and topics are related to current events and practical issues.
Components of Course (Major Topic Areas)	Production; value; price; functional distribution; market variability; national income and spending analysis; money and banking; economic growth and stability; unemployment; inflation; role of government.
Resources/Materials	Glencoe <i>Economics Today and Tomorrow</i> Pacemaker/Fearon – <i>Economics</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	Psychology
Grade Level(s)	12

Brief Description of Course	This is an elective course designed to be a survey study of the basic ideas in the field of psychology. The course will focus on what psychology is and the major areas studied as part of the discipline.
Components of Course (Major Topic Areas)	Personality; Specialized Vocabulary; Current Issues in psychology; experimental psychology; developmental psychology; social psychology; abnormal psychology
Resources/Materials	Teacher-made materials Teacher-developed activities Internet activities

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	Facing History and Ourselves (Global Political History)
Grade Level(s)	12 Advanced

Brief Description of Course	Students develop an overall understanding of how historical events shape today and politics worldwide are interrelated. Students look at how diversity/multicultural issues have shaped our world. Students apply historic lessons and arrive at a sense of open-minded responsibility.
Components of Course (Major Topic Areas)	Historic/World events viewed through a multicultural, current events lens.
Resources/Materials	<i>Facing History and Ourselves</i>

PRIMARY LEARNING AREA	History & Social Sciences
Name of Course	Current Events/Civics & Government/Media Communications
Grade Level(s)	12

Brief Description of Course	Students study and analyze current events. They are encouraged to form and write opinions and discuss their interactions with the media and the world.
Components of Course (Major Topic Areas)	Daily study of media precipitates daily activities.
Resources/Materials	Various current media

PRIMARY LEARNING AREA	World Languages
Name of Course	Spanish I
Grade Level(s)	6 to 9

Brief Description of Course	Spanish courses focus on both a language and cultural aspect. Focus is on listening, speaking, reading and writing, with an emphasis on learning basic language for communication. Students also study geography, music, cuisines, and history of Spanish speaking countries.
Components of Course (Major Topic Areas)	Basic overview of Spanish structure, grammar, sentence development, vocabulary, reading comprehension, speaking.
Resources/Materials	Holt, Rinehart, Winston – World Languages – <i>Ven Conmigo! Level 1</i>

PRIMARY LEARNING AREA	World Languages
Name of Course	Spanish II
Grade Level(s)	9 to 12

Brief Description of Course	Spanish courses focus on both a language and cultural aspect. Focus is on listening, speaking, reading and writing, with an emphasis on learning basic language for communication. Students also study geography, music, cuisines, and history of Spanish speaking countries.
Components of Course (Major Topic Areas)	Based on further development of skills learned in Spanish I. More advanced language and culture activities; more analysis and critical thinking.
Resources/Materials	Holt, Rinehart, Winston – World Languages – <i>Ven Conmigo! Level 2</i>

PRIMARY LEARNING AREA	World Languages
Name of Course	Spanish III
Grade Level(s)	11/12

Brief Description of Course	Spanish courses focus on both a language and cultural aspect. Focus is on listening, speaking, reading and writing, with an emphasis on learning basic language for communication. Students also study geography, music, cuisines, and history of Spanish speaking countries.
Components of Course (Major Topic Areas)	Builds on skills learned in Spanish I and II. More advanced reading and speaking activities and more detailed written work.
Resources/Materials	Holt, Rinehart, Winston – World Languages – <i>Ven Conmigo! Level 3</i>

PRIMARY LEARNING AREA	Arts Education/Fine Arts
Name of Course	Visual Arts I
Grade Level(s)	6 to 8

Brief Description of Course	Students experiment with projects utilizing various media and techniques and learn to use art as a means of expressing themselves. They develop pride in their work and an ability to accept criticism.
Components of Course (Major Topic Areas)	Art projects (focus on techniques, design, methods, materials, observation, and expression).
Resources/Materials	Teacher-developed projects/activities Art history texts

PRIMARY LEARNING AREA	Arts Education/Fine Arts
Name of Course	Visual Arts II
Grade Level(s)	9 to 12

Brief Description of Course	Through various projects and media, including formal instruction in 2- and 3-dimensional art, drawing, sketching, sculpting, and painting, students learn to communicate personal and original ideas. They are encouraged to express themselves and critically evaluate their work.
Components of Course (Major Topic Areas)	Art history, art projects, the artist in society. Further development of work with media, methods, techniques, design, exhibition, invention.
Resources/Materials	Teacher-developed projects/activities Art history texts

PRIMARY LEARNING AREA	Study Skills
Name of Course	Keyboarding & Office Technology/Software
Grade Level(s)	6 to 12

Brief Description of Course	Students are introduced to or continue to develop both keyboarding and computer skills to assist them with academic tasks and everyday activities.
Components of Course (Major Topic Areas)	Keyboarding, keyboarding skills, computer basics, word processing, desktop publishing, presentations, spreadsheets, database
Resources/Materials	Glencoe – <i>Keyboarding Connections Projects and Applications</i>

PRIMARY LEARNING AREA	Study Skills
Name of Course	Study & Organizational Skills for Success
Grade Level(s)	6 to 12

Brief Description of Course	Students will improve their academic success through study skills instruction based on grade-level curriculum areas. The goals of the course include: improving study skills, improving reading skills and proficiency, improving listening & engagement in learning; improving note-taking; and improving organizational/planning skills.
Components of Course (Major Topic Areas)	Preparation for Class; Homework; Organizing materials & projects; Planners and Assignment Notebooks; Study Schedules; Learning Styles; Textbook Organization & Understanding; Outlining; Highlighting; Time Management Skills; Grades; Analysis; Communication
Required Readiness & Learner Characteristics	Instructional level – beginning, moderate, and advanced strategies
Instructional Strategies	Practical applications related to content area materials Collaborative learning
Resources/Materials	Teacher-made materials Various resource/textbooks Internet resources

PRIMARY LEARNING AREA	Social Skills
Name of Course	Social Skills
Grade Level(s)	6 to 12

Brief Description of Course	Students are provided with age- and developmentally-appropriate activities and exercises so they can further develop and practice social skills. The exercises vary in complexity and content based on the composition of the class and group involved.
Components of Course (Major Topic Areas)	Peer interactions; interacting with authority figures; school, classroom, and academic performance; self-esteem and interpersonal conflict; drugs and alcohol; aggressive and antisocial behavior; friendships and dating; interacting with supervisors and coworkers; transition to independent living; respect; responsibility; pragmatics
Resources/Materials	Various teacher made materials Internet resources Various published resources.

PRIMARY LEARNING AREA	Study Skills
Name of Course	Standardized Test Preparation
Grade Level(s)	6 to 12

Brief Description of Course	Students will study and practice standardized testing common forms; timed and untimed responses; characteristics of good responses
Components of Course (Major Topic Areas)	Practice questions and strategies for all standardized tests.
Resources/Materials	Various test-specific materials Older versions of tests Standardized testing practice/skills

PRIMARY LEARNING AREA	Social Skills
Name of Course	Public Speaking
Grade Level(s)	6 to 12

Brief Description of Course	Students will practice speaking in public.
Components of Course (Major Topic Areas)	Articulation, planning, practice tailored to the individual levels of the students.
Resources/Materials	Teacher-developed materials Various print media

**Chamberlain International School
2011-2012**

**HEALTH & WELLNESS/PHYSICAL EDUCATION
GRADES 6 through 12
Curriculum & Philosophy**

All students at the Chamberlain International School are required to participate in both Health and Physical Education. Students have one 45-minute period per day dedicated to either one or the other of these subject areas. During terms one, three, and four, students have Physical Education three (3) times per week. During term two, students have Health three (3) times per week.

HEALTH

Rationale: The healthy, physically active student is more likely to be academically motivated, alert, and successful in school and more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. A school health program can play a leading role in enabling students to lead healthy, active lives – now and in the future. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills.

Objectives:

- I. Students will demonstrate an understanding of the basic characteristics of physical growth and development and will acquire skills to promote and maintain positive growth and development.
- II. Students will gain the knowledge and skills to understand diet and food qualities and will be able to select a diet that supports health and reduces the risk of illness.
- III. Students will study human sexuality, being provided with factual and up-to-date information, and they will acquire knowledge and skills necessary to make effective personal decisions that promote emotional, sexual, and reproductive health.
- IV. Students will learn the dynamics of relationships, various types of relationships, and skills to promote positive and healthy relationships.
- V. Students will learn about personal safety and protection from abuse and neglect.
- VI. Students will identify emotions, appropriate handling of emotions, and connection of emotions to physical health.
- VII. Students will demonstrate good decision-making skills, incorporating information from the various areas in the health curriculum.
- VIII. Students will identify various diseases, prevention strategies, and health maintenance strategies and demonstrate application of these strategies to their individual lives.
- IX. Students will recognize and avoid abusive situations and will study safety measures and precautions in all facets of their lives.
- X. Students will acquire knowledge and skills in the areas of substance use and abuse, abuse prevention, and medication.
- XI. Students will study violence, violence prevention, and alternatives to violence.
- XII. Students will utilize various methods to locate, assess, and use resources in their communities and will identify how their individual choices interact with the community.

Structure:

The school year is broken down into four (4) distinct quarters, with a curriculum plan for each quarter. The units are not necessarily presented in any particular order, but all are completed over the course of one year. All lessons focus on

experiential and interactive learning based loosely on Health textbooks and workbooks. Some direct instruction, especially at the beginning of the units, is necessary, as is indirect instruction via individual problem-solving and homework. Independent and longer-term projects may be assigned to individual students or groups.

Grades 6,7,8

Unit One –

Standard Area	Content	Suggested Activities/Assessment
Growth & Development	<ul style="list-style-type: none"> ▪ Parts of the body and body systems ▪ Life stages of living organisms ▪ Human life cycle ▪ Factors influencing body systems and their work ▪ Input and output for body systems ▪ Heredity and genes 	<ul style="list-style-type: none"> ▪ Pictorial representations of body parts and systems; labeling; discussing parts involved in each system. ▪ Charts of life stages and cycles; description of occurrences at each stage ▪ Group research project on Human Genome
Nutrition	<ul style="list-style-type: none"> ▪ Identify key nutrients in foods. ▪ Study how various nutrients impact body systems functioning. ▪ Describe a healthy diet and level of physical activity. 	<ul style="list-style-type: none"> ▪ Read various food labels and record different measures of nutrients. ▪ Develop a weekly meal plan; calculate nutritional value; analyze positives and negatives about the plan.
Disease Prevention	<ul style="list-style-type: none"> ▪ Study immune systems, medication, and body's ability to fight germs. ▪ Identify common symptoms of illnesses. ▪ Identify ways to prevent the spread of disease. ▪ Discuss healthy teeth, care of teeth, tooth health and decay. 	<ul style="list-style-type: none"> ▪ Construct a "what if" scenario by changing certain parts of the situation and describe outcomes: i.e. "what if your body didn't make enough white blood cells"; "what if you took the wrong medication"; "what if you didn't wash your hands first?" ▪ Demonstrate appropriate hand washing and tooth care techniques.

Unit Two --

Standard Area	Content	Suggested Activities/Assessment
Interpersonal Relationships	<ul style="list-style-type: none"> ▪ Define communication, including verbal and non-verbal. ▪ Define the concept of friendship and qualities that strengthen or weaken a friendship. ▪ Discuss prejudice and discrimination. ▪ Practice listening skills. ▪ Define and practice feedback. ▪ Define and practice assertiveness. 	<ul style="list-style-type: none"> ▪ Given examples, determine the types of communication. ▪ Watch real-life interactions and analyze the listening and feedback. ▪ Role-play situations involving prejudice and discrimination.
Reproduction/Sexuality	<ul style="list-style-type: none"> ▪ Identify components, functions, and processes of the reproductive system. ▪ Identify physical and emotional changes in adolescence and their reasons. ▪ Discuss and define sexual orientation. ▪ Learn consequences of sexuality-related behaviors and probable outcomes. Identify alternatives. ▪ Describe methods of pregnancy prevention. ▪ Define STDs, HIV/AIDS, and prevention of sexually-transmitted disease. 	<ul style="list-style-type: none"> ▪ Group work in comfortable settings. Label drawings and diagrams. Allow opportunity for anonymous submission of questions. ▪ Label various fictitious individuals with appropriate labels pertaining to their sexual orientation.
Safety & Injury Prevention	<ul style="list-style-type: none"> ▪ Define safe, unsafe, appropriate, and inappropriate as they apply to touch and to various relationships. ▪ Demonstrate use of assertive behaviors, refusal skills, and personal safety responses. ▪ List rules for fire safety, weapons safety, public transportation safety, seatbelt use, and discuss their application in various situations. ▪ Identify resources to assist in assessing and fixing hazardous safety situations. ▪ Define accident and discuss accident prevention. 	<ul style="list-style-type: none"> ▪ Students role play how to deal with various behaviors by adults and peers, including analyzing the situation, drawing conclusions, assessing consequences, and acting.

Unit Three –

Standard Area	Content	Suggested Activities/Assessment
Tobacco, Alcohol, and Substances	<ul style="list-style-type: none"> ▪ Identify safe vs. unsafe substances. ▪ Describe the purpose of medicines, their availability, various types, use and misuse. ▪ Describe the effect of tobacco use and prolonged tobacco use on health and body functions. ▪ Define poisoning and overdose and intervention strategies. 	<ul style="list-style-type: none"> ▪ Compile chart of both safe and unsafe substances and effects of both. ▪ Develop posters defining characteristics of various substances.
Violence Prevention	<ul style="list-style-type: none"> ▪ Describe intentional acts, both helpful and hurtful. Distinguish this from accidents. ▪ Identify internal and external factors that contribute to violent and non-violent attitudes. ▪ Distinguish between one's personal rights and the rights of others. Discuss personal boundaries. ▪ Identify in school and out-of-school resources to get help with violence in the home. 	<ul style="list-style-type: none"> ▪ Watch several movies/television episodes. Have each student individually record "violent acts." Discuss discrepancies in the definition of violence and people's responses to it.
Safety & Injury Prevention	<ul style="list-style-type: none"> ▪ Define and demonstrate universal precautions and discuss their purpose. ▪ Apply appropriate first aid for cuts, bruises, bleeding, choking, shock, burns, poisoning, broken bones. 	<ul style="list-style-type: none"> ▪ Have a guest speaker attend who teaches first aid classes. Hands on practice with precautions and first aid.

Unit Four –

Standard Area	Content	Suggested Activities/Assessment
Mental Health	<ul style="list-style-type: none"> ▪ Identify feelings and physical/emotional responses to feelings. ▪ Discuss various situations and possible feelings and varying approach based on situation. ▪ Define a list of character traits and indicate their contribution to relationships. ▪ Explain and practice a decision-making model. 	<ul style="list-style-type: none"> ▪ Develop activities in cooperation with Clinical Department.
Family Life	<ul style="list-style-type: none"> ▪ Describe different types of families, membership and social influences, roles of family members, and functions of families and their members. ▪ Identify a safe, healthy family environment. 	
Community/Resources/Public Health	<ul style="list-style-type: none"> ▪ Study access to, location of, and use of resources in various communities relating to all of the above topics. 	

Grades 9 and 10

Unit One –

Standard Area	Content	Suggested Activities/Assessment
Growth & Development	<ul style="list-style-type: none"> ▪ Review body systems ▪ Identify factors that help and hinder body systems. ▪ Identify physical and psychological changes that occur from participation in physical activities. 	<ul style="list-style-type: none"> ▪ Role model various activities and their potential positive and negative effects on physical and psychological traits; modify each and re-evaluate.
Nutrition	<ul style="list-style-type: none"> ▪ Review cooking basics. ▪ Review food nutrients and adolescent nutritional needs. ▪ Review food handling and safety basic ideas including handling, production, storage, and preparation. ▪ Study how food supplies can become contaminated. 	<ul style="list-style-type: none"> ▪ Develop weekly meal plan. ▪ Analyze nutritional value of meal plan. ▪ Keep daily diary of food intake and exercise. ▪ Analyze positive and negative aspects of plan. ▪ Spot troublesome areas in various kitchens and develop corrective action plan.
Disease Prevention	<ul style="list-style-type: none"> ▪ Identify eating disorders and behaviors associated with eating disorders as well as how to get help. ▪ Review symptoms of diseases; identify methods of early prevention and its importance. ▪ Study how to care for individuals who are ill. ▪ Study sun exposure and overexposure. ▪ Discuss the functions and necessity of sleep and what occurs during sleep. 	<ul style="list-style-type: none"> ▪ Each student is assigned a different disease; prepares a poster and presentation on symptoms, treatments, history, and prevention. ▪ Design a “what if” chart related to sun exposure, sleep, and tooth decay.

Unit Two --

Standard Area	Content	Suggested Activities/Assessment
Interpersonal Relationships	<ul style="list-style-type: none"> ▪ Discuss and define peer pressure and its effects. ▪ Discuss character traits and how they contribute to relationship development. ▪ Define dating and explore dating attitudes. 	<ul style="list-style-type: none"> ▪ Identify risk-taking behaviors and analyze them in different peer situations. ▪ Study various character traits; each student is assigned one and does a presentation.
Reproduction/Sexuality	<ul style="list-style-type: none"> ▪ Identify stages of male and female reproductive system development over the life cycle. ▪ Discuss characteristics of sexual relationships, choices, and sexual decision-making. ▪ Describe effectiveness and consequences of various pregnancy, STD, and HIV prevention methods. 	
Safety & Injury Prevention	<ul style="list-style-type: none"> ▪ Recognize sexual abuse, physical abuse, and emotional abuse and how to get help. Define and practice intervention for grooming and other inappropriate relationships with adults. ▪ Describe actions and behaviors to protect oneself when alone or caring for small children. ▪ List safety rules for recreational activities and why they are important. 	

Unit Three –

Standard Area	Content	Suggested Activities/Assessment
Tobacco, Alcohol, and Substances	<ul style="list-style-type: none"> ▪ Identify various substances used and/or abused by adolescents. Discuss the characteristics of each and its addictive qualities. ▪ Discuss risks associated with use of tobacco, alcohol, and other substances. ▪ Discuss methods of treatment, intervention, and cessation. ▪ Discuss peer pressure and other personal needs as they related to drug use and abuse. ▪ Define substance abuse. 	<ul style="list-style-type: none"> ▪ Develop a skit involving alternative activities to meet the same needs as substance use. ▪ Evaluate alternative choices and potential positive and negative outcomes.
Violence Prevention	<ul style="list-style-type: none"> ▪ Identify why some young people join gangs and their perceived purpose. ▪ Identify social and emotional consequences of harassment. ▪ Define intolerance and its relationship to violence. ▪ Demonstrate effective communication, negotiation, and conflict resolution as alternatives to violence. 	<ul style="list-style-type: none"> ▪ Choose 2 historical situations – one which was handled with violence and one non-violently and analyze. Do the same for 2 different persona situations.
Safety & Injury Prevention	<ul style="list-style-type: none"> ▪ Explain the signs of abuse in a relationship including emotional abuse, physical assault, power, control, force. ▪ Learn and practice first aid and CPR techniques and obtain Red Cross certification. ▪ Describe symptoms and procedures for sudden illness conditions. 	

Unit Four –

Standard Area	Content	Suggested Activities/Assessment
Mental Health	<ul style="list-style-type: none"> ▪ Identify and describe the experience of different feelings and how feeling affect daily functioning. ▪ Describe causes and effects of depression and how to get help. ▪ Describe relationship between changes in body, changes in emotions, physical appearance, self-concept, self-esteem, and emotional health. ▪ Describe the necessity of a personal support system to mental health. 	<ul style="list-style-type: none"> ▪ Develop activities in cooperation with Clinical Department.
Family Life	<ul style="list-style-type: none"> ▪ Describe how functions, purposes, roles, and responsibilities of family members change with various life events. ▪ Describe trust and support. ▪ Describe ways in which relationships among parents and children change during teen years and compare peer and parental influences. 	
Community/Resources/Public Health	<ul style="list-style-type: none"> ▪ Study access to, location of, and use of resources in various communities relating to all of the above topics. 	

Grades 11 and 12

Unit One –

Standard Area	Content	Suggested Activities/Assessment
Growth & Development	<ul style="list-style-type: none"> ▪ Review human life cycle ▪ Review human body systems ▪ Discuss/Map growth patterns and body changes at various stages of the life cycle. ▪ Define critical periods in the life cycle. ▪ Study heredity and environmental factors as they affect growth and development. 	<ul style="list-style-type: none"> ▪ Lab work with heredity vs. environment. ▪ Critical stages map and presentation.
Nutrition	<ul style="list-style-type: none"> ▪ Identify life management skills that contribute to achieving personal wellness goals. ▪ Study/explain the relationships between diet, physical activity, physical health, and emotional health. ▪ Study weight management programs and fitness programs. 	<ul style="list-style-type: none"> ▪ Create personal risk profile; create a plan to reduce risks. ▪ Create a “life plan” for eating and exercising; do a presentation on why this will result in personal health. ▪ Obtain materials/literature on several weight management programs and construct comparison chart. ▪ Recommend good weight management choices and justify selection.
Disease Prevention	<ul style="list-style-type: none"> ▪ Identify lifestyle and other choices that help to maintain a healthy immune system and prevent disease. ▪ Study physical examinations, tests, lab results, and their meanings. ▪ Describe the leading causes of death for various age groups. ▪ Discuss the relationships of genetics to disease. ▪ Define communicable diseases and prevention measures. 	<ul style="list-style-type: none"> ▪ Construct 2 charts: one showing poor health/lifestyle choices and possible outcome and one showing good. ▪ Review actual medical records with names redacted and discuss what they mean. ▪ Study historical data on communicable disease episodes from history. Present what was done, analyze.

Unit Two --

Standard Area	Content	Suggested Activities/Assessment
Interpersonal Relationships	<ul style="list-style-type: none"> ▪ Define conflict; learn techniques for handling and resolving conflicts in various situations. ▪ Study long-term effects on relationships of both positive and negative communication. ▪ Discuss setting limits in a sexual relationship and how to achieve this. ▪ Discuss the purpose of friendship at various stages of the life cycle. ▪ Compare friendship vs. romance. ▪ Define and give examples of commitment and where it is useful. 	
Reproduction/Sexuality	<ul style="list-style-type: none"> ▪ Review male and female reproductive systems; life cycle changes and critical points. ▪ Discuss decision-making and test knowledge and understanding in various situations. ▪ Study pregnancy, pre-natal care, and birth defects. ▪ Study reproductive health problems and treatments. 	
Safety & Injury Prevention	<ul style="list-style-type: none"> ▪ Define harassment based on gender, race, national origin, sexual orientation, religion, or disability. ▪ Define date and acquaintance rape and describe how to protect oneself in various situations. ▪ Evaluate personal safety rules and considerations. ▪ Evaluate home safety conditions and solutions to problems. ▪ Evaluate workplace safety conditions. 	

Unit Three –

Standard Area	Content	Suggested Activities/Assessment
Tobacco, Alcohol, and Substances	<ul style="list-style-type: none"> ▪ Identify internal and external factors that contribute to decisions to use or not use substances. ▪ Discuss negative effects on the body of substance use/abuse. ▪ Explain long-term and short-term consequences of drug use. ▪ Discuss informed decision-making. ▪ Explain the physical, psychological, financial, and social consequences, positive and negative, for substance use and addiction. 	<ul style="list-style-type: none"> ▪ Develop chart/picture demonstrating each factor and its relative strength. Class discussion of strategies to change strength of certain factors. ▪ Role play situations involving a drunk driver, peer pressure use of drugs.
Violence Prevention	<ul style="list-style-type: none"> ▪ Identify shared community and societal beliefs that underlie violence. ▪ Describe the relationship between negative stress and violence. ▪ Discuss social stature relating to violence and analyze why. ▪ Identify character traits that are connected with peaceful living and those connected to violence. ▪ Describe impact of family and friends on violence. ▪ Practice collaboration, negotiation, and conflict resolution. 	<ul style="list-style-type: none"> ▪ Role-play various individuals with differing “character trait” combinations, predicting the suggested response based on those characteristics. Select one trait to “change” and redo the role play.
Safety & Injury Prevention	<ul style="list-style-type: none"> ▪ Review First Aid and CPR; recertify if necessary. 	

Unit Four –

Standard Area	Content	Suggested Activities/Assessment
Mental Health	<ul style="list-style-type: none"> ▪ Analyze healthy ways to express emotions and cope with feelings and stress. ▪ Define grief, coping with grief, and stages. ▪ Analyze studies on brain chemistry relating to emotional functioning. ▪ Describe theories of personality development. ▪ Identify common mental health disorders. 	<ul style="list-style-type: none"> ▪ Develop activities in cooperation with Clinical Department.
Family Life	<ul style="list-style-type: none"> ▪ Explain functions, purposes, and social significance of family from various historical periods. ▪ Identify traits of a healthy family and explain interdependence and independence of family members. 	
Community/Resources/Public Health	<ul style="list-style-type: none"> ▪ Explain long-term and societal consequences of domestic violence, child abuse, rape, and other forms of violence. ▪ Study access to, location of, and use of resources in various communities relating to all of the above topics. 	

PHYSICAL EDUCATION

Rationale: Physical education is a basic course in fundamentals of physical activity. It presents an introduction of various sports and games that stress physical fitness, ability, speed, sportsmanship, and teamwork. The student will participate in a number of varied activities designed to promote lifelong physical activity. The student's grade will be based on participation, attitude, skill level, and physical fitness. This is an activity class, and all students taking it will be required to participate to successfully complete the course.

Objectives:

- I. Students will apply skills, knowledge of rules, and strategies of basic team sports such as softball, soccer, football, volleyball, hockey, and basketball.
- II. Students will demonstrate developmentally appropriate movement and form in aquatics, gymnastics, outdoor pursuits, and self-defense.
- III. Students will demonstrate correct weightlifting, cardiovascular, aerobics, flexibility and workout techniques and routines and articulate an understanding of each technique's intended purpose and expected outcomes.
- IV. Students will evaluate the long-term benefits of being physically fit.
- V. Students will demonstrate good sportsmanship and safety procedures to achieve a healthy, non-threatening environment in a sports situation.
- VI. Students will demonstrate an understanding of the connection between emotions and physical health and engage in exercises around the management of emotions, personality development, and character development.

Activities are appropriately modified to allow for a positive and productive experience for all students. Students are taught progressively more complex skills as their age and abilities dictate. All students are evaluated each class period based on the following rubric:

<i>Name of Student:</i>	
EVALUATION AREA	SCORE
Participates willingly	
Cooperation	
Follows Directions	
Demonstrates Respect for Others	
Shares/Shows Teamwork	
Demonstrates Self-Control	
Has a Positive Attitude	
Uses Equipment Safely & Appropriately	
Exhibits Sportsmanship	
Shows Good Effort	
Key to Scores: 1 – improvement needed; 2 – meets expectations; 3 – area of strength	

Practical Considerations:

All students participate in Physical Education three (3) times per week during the fall, spring, and summer on campus; they participate one time per week in the winter at the YMCA.

**Chamberlain International School
2011-2012**

**VOCATIONAL PROGRAM – AUTOMOTIVE TECHNOLOGY
TARGET GRADE LEVELS: 10 through 12
Curriculum & Philosophy**

The Chamberlain International School provides TWO (2) programs in Automotive Technology in its on campus, state-of-the-art automotive technology facility. The first program is designed for the general student population in grades 10 through 12 and is entitled Practical Automotive Skills. Students who will soon or someday be drivers and/or owners of automobiles are trained in the basics of automobile structure and function and are also trained in minor replacement, repair, and troubleshooting. The course combines classroom instruction with practical lab work in the automotive technology facility. The second program is a trade preparation program which students can attend as an elective during the summer months and/or as a full time trade program that can lead to a certificate after four (4) years of completion or in less time prepares a student to enter a post-graduate Automotive Technology program. This course consists of alternating weeks or half-days of classroom learning with shop time in the automotive technology facility. Curriculum is delivered both in major subject areas such as English/Language Arts and Mathematics as well as in content specific to the automotive technology curriculum. The courses are more fully outlined below.

PRACTICAL AUTOMOTIVE SKILLS

Rationale: As adult consumers and owners/drivers of automobiles, students should understand how an automobile works and the types of preventative maintenance that can save money and lengthen the life of a vehicle. They should also learn how to deal professionally with auto mechanics, dealers, and manufacturers. Students will then develop the confidence to be responsible automobile consumers who are able to identify and solve auto problems, do preventative maintenance as well as minor replacement and repair, and deal cooperatively with professionals in the industry when necessary.

Objectives:

- I. Students will demonstrate an understanding of the basic characteristics and function of an automobile.
- II. Students will identify the various parts, location, and function of automobile components.
- III. Students will identify various automotive problems and areas of wear and tear requiring preventative maintenance, will outline steps to solve the problems or replace worn items and will demonstrate an ability to do each one.
- IV. Students will identify professionals in the automotive field and describe expectations in various environments as well as approaches and tactics that work best.

AUTOMOTIVE TECHNOLOGY – TRADE PREPARATION

Rationale: Chamberlain International School students vary in their personal goals and what type of setting is appropriate following high school graduation. In an effort to prepare those students with an interest in and aptitude for automotive technology to either work in the field or pursue further education in that area, Chamberlain offers a trade preparation program in automotive technology. In order to meet curriculum requirements, students spend one-half of their academic time in a classroom setting. These sessions focus on acquiring and using skills in English/Language Arts and Mathematics as well as automotive technology content (meeting Science/Technology/Engineering standards). Material in core courses is related to skill development and enhanced with automotive technology content-related items. Students spend the other half of their time involved in automotive technology shop where they are able to learn appropriate safety practices and apply their classroom knowledge.

Objectives:

- I. Students will learn and apply appropriate health and safety practices for the automotive technology shop including the ability to plan for and respond to potentially dangerous situations.
- II. Students will demonstrate knowledge of technical skills in the automotive field through classroom work and evaluation as well as applied technique in shop class.
- III. Students will demonstrate competency in the following areas including diagnosis and repair: fasteners, measurement, hand tools, power tools, suspension, steering, wheel and tire, brakes, hydraulics, power assist units, antilock and traction control systems, electrical system, battery, starting, charging, lighting, gauges, wiring, driver information systems, horn, wiper/washers, accessories, general engine, computerized engine, ignition, fuel, air induction, exhaust, emissions control.
- IV. Students will demonstrate knowledge of careers and employment in the automotive technology field and will demonstrate the ability to follow acceptable structure and conduct in a work setting.

Shop activities are an integral part of the program and require a strong understanding of content as well as appropriate and safe conduct in the shop area. As such, all students are evaluated for each shop period for both practical application of content knowledge and conduct. To evaluate conduct, the following rubric is used for each class period:

<i>Name of Student:</i>	
EVALUATION AREA	SCORE
Participates willingly	
Cooperation	
Follows Directions	
Demonstrates Respect for Others	
Shares/Shows Teamwork	
Demonstrates Self-Control	
Has a Positive Attitude	
Uses Equipment Safely & Appropriately	
Exhibits Ability to Accept Criticism and Correction	
Shows Good Effort	
Key to Scores: 1 – improvement needed; 2 – meets expectations; 3 – area of strength	

Appendix A – Chamberlain Writing Program

Student Writing Program

Chamberlain International School
2011-2012

INTRODUCTION:

The Chamberlain Writing Program is a formal curriculum for writing for every student enrolled at Chamberlain. The program is designed to be interesting and innovative and to encourage all students to write and write often. The program is based on the materials from the WriteSource writing course and sequence. All students will be required to have at least one class period devoted exclusively to writing and written skills FIVE times per week. Writing will, of course, occur in all courses, including separately in English/Language Arts, but this writing program will focus on the process of writing itself.

COMPONENTS:

The Chamberlain Writing Program consists of four (4) parts:

- Classroom Management System* – designed to ensure consistency across all classrooms and grade levels;
- Oral Reading*;
- Focus Skills*; and
- Cumulative Skill Building*

Classroom Management System

The system is comprised of:

- standard composition headings & format
- standard correction symbols
- uniform record keeping
- step-by-step guidance on developing and revising compositions and
- an organized/sequential system of assignments.

As an overall guide, students are expected to produce the following lengths/formats of writing (minimally) at each grade level:

Grade 6	3 paragraph essay
Grade 7	1 page essay
Grade 8	5 paragraph essay
Grade 9	2 page essay; brief research paper
Grade 10	Research Paper, 5 pages, with references; Other types of writing 3 pages
Grade 11	Research Paper, 10 pages, with references; Other types of writing 5 pages
Grade 12	Research Paper, 15 pages, with references; Other types of writing 8 pages

Standard Composition Headings & Format

- ALL compositions completed by students at Chamberlain will have the following heading:**

STUDENT NAME (left aligned)

DATE (right aligned)

ASSIGNMENT #/NAME (left aligned)

SKILL FOCUS (right aligned)

TEACHER NAME (left aligned)

TITLE (can be added after completion of the assignment)

- ALL compositions are written on white lined paper and/or typed on plain white sheets.**
- ALL compositions are written in pencil OR blue or black ink (teacher directed)**

Standard Focus Areas

** These focus areas are the same by grade level but become more complex and detailed each year.

- The Writing Process – this must be taught initially until students are familiar with it.

Major Area	Activity	Ideas
Pre-Writing Focusing & Planning	Generating Ideas	Brainstorming Freewriting Doodling Mapping Sketching Imagining Asking Reporter’s Questions Seeking Motives Keeping a Journal
	Planning	Audience Purpose Thesis/Topic : Discovering & Stating Organizing: Grouping & Outlining
Drafting	Drafting/Developing	Develop an Opening Restarting Paragraphing Using Topic Sentences Writing a Conclusion Coherence
	Developing	Giving Examples Providing Details Defining Analyzing a Subject Dividing & Classifying Analyzing a Process Compare/Contrast Cause/Effect
Revising Assessing & Revising	Revising for Purpose and Thesis Stressing What Counts Strength in Voice	
Editing		
Proofreading/Publishing		

- Using Graphic Organizers/Software/Computers/Voice Recognition
- Grammatically correct sentences
 - Subject/Predicate
 - Agreement
 - Modifiers
 - Clauses
 - Phrases
 - Coordination/Subordination
 - Fragments
 - Comma Splices
 - Fused Sentences
- Word Usage
 - Adjectives/adverbs
 - Prepositions
 - Conjunctions
 - Verbs & Verb Forms
 - Tenses
 - Pronoun case
 - Pronoun reference
 - Pronoun-antecedent agreement
- Sentence Length & Variety
- Word Choice
 - Appropriate, grade level vocabulary
 - Use of thesaurus
 - Word variety
 - Connotation
 - Denotation
 - Stereotypes
 - Bias Free
 - Idioms
 - Formality
 - Jargon
 - Cliché
 - Euphemisms
 - Slang
- Punctuation
 - End punctuation
 - Comma
 - Semicolon
 - Colon
 - Apostrophe
 - Quotation marks
- Conventions
 - Capitalizations
 - Underline/italic
 - Abbreviations
 - Numbers
 - Hyphen
- Spelling

- Active & Passive Voice
- Shifts/Consistency
- Mixed Constructions
- Parallel Structure
- Advanced Style
 - Mood
 - Metaphor
 - Simile
 - Allegory
 - Personification

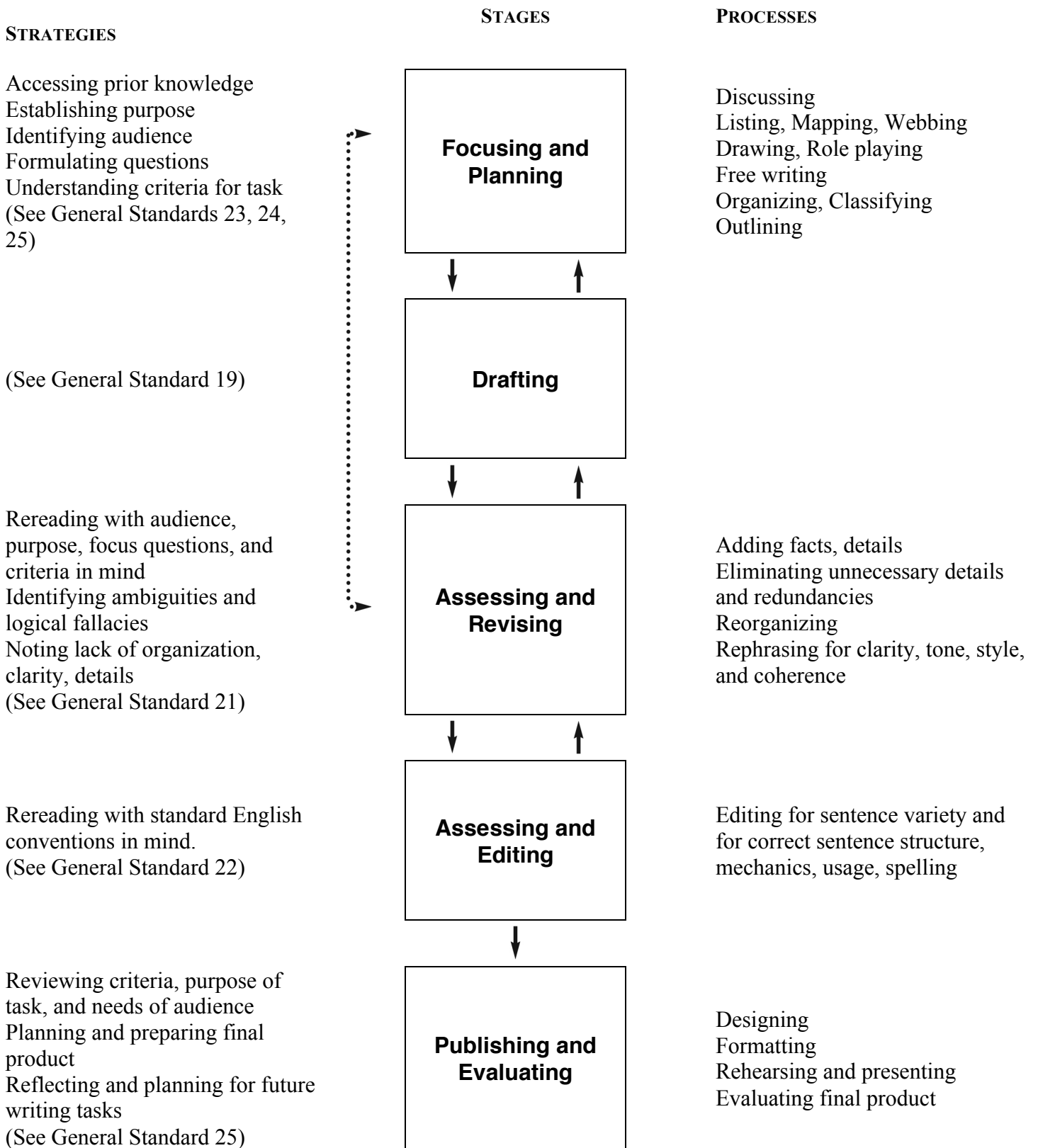
Uniform Record Keeping

- ALL students will have a two-pocket portfolio for storing compositions. On the left side, compositions are stored with all iterations for a particular assignment clipped together. The compositions are filed with the most recent first. The student comment sheet is stored on top of the completed work.
- In the right hand side, the student stores the current composition/work. At any point in time, any person should be able to view the student's folder and see it organized in this way.

Step by Step Guidance on Developing and Revising Compositions

- The step-by-step process required for compositions is adapted specifically from the Massachusetts Curriculum Framework for English and Language Arts. The stages and steps must occur for each composition.
- There are five (5) classes per week focused on each assignment. All writing process steps and skill teaching/practice occurs during these time periods. Vocabulary is an integral part of the writing program but need not be taught as a discrete skill in Composition. Vocabulary can be done as individual lessons during Language Arts, can be related to Literature, or can be content area specific.
- The teacher guides lessons on the specific skill focus for the week after outlining the weekly assignment.
- The teacher explicitly directs instruction about the structure and expectations for the writing piece (i.e. for a research paper, this may take several days/weeks to discuss aspects of the assignment).
- The student writes the assignment, focusing specifically on the skill area focus from the week.

The Writing Process



Organized/Sequential System of Assignments

There are 40 assignments for the annual program. The type of writing required for each assignment is outlined and defined. The teacher creates the actual subject matter for all but the first composition. The subject matter can be based on skills specifically being developed through the writing program (i.e. a business letter) or can (and should be) related to content in any of the student's content areas. See attached sheet for assignment list. In planning for the year, the classroom teacher must create the actual assignment for each week and add it to the chart. Chart 2 is the one that is kept at the beginning of the student portfolios. The chart must be completed by each student upon return of an assignment from the teacher.

TEACHER ASSIGNMENT RECORD – Chart One

<u>Week/ Lesson</u>	<u>Topic/Type</u>	<u>Skill Focus this Week</u>	<u>Teacher Assignment</u>
1	My Greatest Teacher – informational & imaginative	Correct Heading, Format, Folder	N/A
2	Fiction Part I	Graphic Organizers, Sentence Structure/Variety	
3	Fiction Part II		
4	Response to Literature*		
5	Assessment – Short Answer		
6	Descriptive Essay Character Sketch		
7	Response to Literature*		
8	Persuasive Essay		
9	Observation		
10	Interview		
11	Fiction Revise I & II		
12	Fiction III – End		
13	Assessment – Essay		
14	Response to Literature*		
15	Letter/Business Writings		
16	“Book Report”		
17	Specialized – i.e. research		
18	Fiction Complete Revision		
19	Fiction Final Version Publish		
20	Specialized		
21	Compare/Contrast		
22	Recall Experience		
23	Cause/Effect		
24	Take A Stand		
25	Propose Solution/ Problem & Solution		
26	Evaluate		
27	Assessment – Timed Essay		
28	Response to Literature*		
29	Narrative		
30	Observation		
31	Compare/Contrast		
32	Instructions		
33	Description		
34	Assessment/Expository		
35	Respond to Literature*		
36	Specialized		
37	Respond to Literature*		
38	Biography – Other		
39	Revisions/Portfolios		
40	Autobiographical		

*Assignments include those at all levels of Bloom's Taxonomy:

- COMPREHENSION
- APPLICATION
- ANALYSIS
- SYNTHESIS
- EVALUATION

Assessment Ideas per
Bloom's Taxonomy

				Projects Exercises Critiques Simulations Appraisals
			Projects Problems Case studies Creative exercises Develop plans Constructs Simulations	EVALUATION Judge Appraise Evaluate
		Problems Exercises Case studies Critical incidents Discussion Questions Test	SYNTHESIS Compose Plan Propose Design Formulate Arrange Collect Construct Create Set up Organize Manage Prepare	Rate Compare Value Revise Score Select Choose Assess Estimate Measure
	Exercises Practice Demonstrations Projects Sketches Simulations Role play Micro teach	ANALYSIS Distinguish Analyze Differentiate Appraise Calculate Experiment Test Compare Contrast Criticize Diagram Inspect Debate Inventory Question		
	APPLICATION Interpret Apply Employ Use Demonstrate Dramatize Practice Illustrate Operate Schedule Shop Sketch			
Questions Discussion Review Test Assessment Reports Learner Presentations Writing				
COMPREHENSION Translate Restate Discuss Describe Recognize Explain Express Identify				

STUDENT ASSIGNMENT RECORD – Chart II

<u>Week/ Lesson</u>	<u>Teacher Assignment & Type</u>	<u>My Comments</u>
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Appendix B – List of Required and Recommended for Literature Classes

Chamberlain International School
Literature Class Requirements & Sequence – High School

LIST OF ACCEPTABLE NOVEL CHOICES

CHAMBERLAIN INTERNATIONAL SCHOOL

1990s Newberry Medal Winners

Louis Sachar
 Karen Hesse
 Elaine Lobl Konigsburg
 Sharon Creech
 Lois Lowry
 Cynthia Rylant
 Phyllis Reynolds Naylor
 Jerry Spinelli

**BE = British/European
 **W = World
 ** A = American

Title	Author	Type/Area
Adam Bede	George Eliot	BE
Adventures of Tom Sawyer	Mark Twain	A
Aeneid	Virgil	W
Aesop's Fables	Aesop	W
Age of Innocence	Edith Wharton	A
Agnes Grey	Anne Bronte	BE
Alice's Adventures in Wonderland	Lewis Carroll	BE
All Creatures Great and Small	James Herriot	A
All the King's Men	Robert Penn Warren	A
All Quiet on the Western Front	Erich Maria Remarque	
All the King's Men	Robert Penn Warren	A
All the Pretty Horses	Cormac McCarthy	
Andromache	Jean Racine	
Angela's Ashes	Frank McCourt	
Animal Farm	George Orwell	BE
Anna Karenina	Leo Tolstoy	BE
Anne of Green Gables	L.M. Montgomery	A
Anthem	Ayn Rand	A
Aristotle's Ethics	Aristotle	W
The Art of War	Sun Tzu	W
As I Lay Dying	William Faulkner	A
Atlas Shrugged	Ayn Rand	A
The Autobiography of Miss Jane Pittman	Ernest J Gaines	A
The Awakening	Kate Chopin	A
Babbitt	Sinclair Lewis	
Barrio Boy	Ernesto Galarza	
The Bean Trees	Barbara Kingsolver	
The Bell Jar	Sylvia Plath	A
Beloved	Toni Morrison	A
Beowulf		BE

Title	Author	Type/Area
The Bible		W
Billy Budd	Herman Melville	A
Black Boy	Richard Wright	
Black Elk Speaks	John Gneisenau Niehardt	
Black Like Me	John Howard Griffin	
Bleak House	Charles Dickens	BE
Bless Me, Ultima	Rudolfo Anaya	
The Bluest Eye	Toni Morrison	A
Brave New World	Aldous Huxley	W
Brothers Karamazov	Fyodor Dostoevsky	BE
Call of the Wild	Jack London	A
Candide	Francois Voltaire	W
Canterbury Tales	Geoffrey Chaucer	BE
Catch-22	Joseph Heller	A
Catcher in the Rye	J.D. Salinger	A
The Chosen	Chaim Potok	A
Cold Mountain	Charles Frazier	
Cold Sassy Tree	Olive Ann Burns	
The Color Purple	Alice Walker	A
Common Sense	Thomas Paine	
Concerning Principles of Morals	David Hume	
A Connecticut Yankee in King Arthur's Court	Mark Twain	A
The Contender	Robert Lipsyte	A
The Count of Monte Cristo	Alexander Dumas	
Crime and Punishment	Fyodor Dostoevsky	BE
The Crucible	Arthur Miller	A
Cry, the Beloved Country	Alan Paton	W
Cyrano de Bergerac	Edmond Rostand	
Daisy Miller	Henry James	A
Death Comes for the Archbishop	Willa Cather	A
Death of a Salesman	Arthur Miller	A
The Deerslayer	James Fenimore Cooper	A
The Diary of Anne Frank	Anne Frank	
The Divine Comedy: Inferno	Dante Alighieri	W
Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson	BE
A Doll's House	Henrik Ibsen	BE
Don Quixote	Miguel de Cervantes	BE
Dracula	Bram Stoker	
Dream of the Red Chamber	Chan Tsao	W
Dubliners	James Joyce	BE
The Education of Henry Adams	Henry Adams	A
Emerson's Essays	Ralph Waldo Emerson	A
Emma	Jane Austen	BE
Ethan Frome	Edith Wharton	A
Fahrenheit 451	Ray Bradbury	A
A Farewell to Arms	Ernest Hemingway	A
Farewell to Manzanar	Jeanne W Houston	
Fathers and Sons	Ivan Sergeevich Turgenev	
Flowers for Algernon	Daniel R Keyes	

Title	Author	Type/Area
For Whom the Bell Tolls	Ernest Hemingway	A
The Fountainhead	Ayn Rand	A
Frankenstein	Mary Shelley	BE
The Friendly Persuasion	Jessamyn West	
The Giver	Lois Lowry	A
The Glass Menagerie	Tennessee Williams	A
Go Tell It on the Mountain	James Baldwin	
Gone with the Wind	Margaret Mitchell	A
The Good Earth	Pearl S Buck	A
The Grapes of Wrath	John Steinbeck	A
Great Expectations	Charles Dickens	BE
The Great Gatsby	F. Scott Fitzgerald	A
Grendel	John Gardner	
Gulliver's Travels	Jonathan Swift	BE
Hamlet	William Shakespeare	BE
The Handmaid's Tale	Margaret Atwood	W
Harry Potter and the Sorcerer's Stone	J.K. Rowling	A
Heart of Darkness	Joseph Conrad	BE
Hedda Gabler	Henrik Ibsen	BE
Hiroshima	John Hersey	
The Hobbit	J.R.R. Tolkien	BE
The House of Mirth	Edith Wharton	A
The House of Seven Gables	Nathaniel Hawthorne	A
House on Mango Street & Woman Hollering Creek & Other Stories	Sandra Cisneros	A
Huckleberry Finn	Mark Twain	A
Hunchback of Notre Dame	Victor Hugo	BE
I Know Why the Caged Bird Sings	Maya Angelou	A
The Iliad	Homer	W
The Importance of Being Earnest	Oscar Wilde	BE
Incidents in the Life of a Slave Girl	Harriet A Jacobs	
Inherit the Wind	Jerome Lawrence	
Invisible Man	Ralph Ellison	
Ivanhoe	Sir Walter Scott	
Jane Eyre	Charlotte Bronte	BE
Journey to the Center of the Earth	Jules Verne	
The Joy Luck Club	Amy Tan	A
Julius Caesar	William Shakespeare	BE
The Jungle	Upton Sinclair	
The Killer Angels	Michael Shaara	
Kim	Rudyard Kipling	BE
King Lear	William Shakespeare	BE
King Solomon's Mines	H Rider Haggard	
Lady Chatterly's Lover	D.H. Lawrence	BE
Last of the Mohicans	James Fenimore Cooper	A
Le Morte D'Arthur	Thomas Malory	BE
Leaves of Grass	Walt Whitman	A
Legend of Sleepy Hollow	Washington Irving	A
Les Miserables	Victor Hugo	BE

Title	Author	Type/Area
A Lesson Before Dying	Ernest J Gaines	A
Light in August	William Faulkner	A
The Little Prince	Antoine de Saint-Exupery	
Little Women	Louisa May Alcott	A
Lord Jim	Joseph Conrad	BE
Lord of the Flies	William Golding	
Lord of the Rings	J.R.R. Tolkien	BE
Macbeth	William Shakespeare	BE
Madame Bovary	Gustave Flaubert	
A Man for All Seasons	Robert Bolt	A
Metamorphoses	Ovid	W
Metamorphosis	Frank Kafka	W
A Midsummer Night's Dream	William Shakespeare	BE
The Misanthrope	Moliere	W
Moby Dick	Herman Melville	A
The Moonstone	Wilkie Collins	
Mrs. Dalloway	Virginia Woolf	BE
My Antonia	Willa Cather	A
Nana	Emile Zola	W
Narrative of the Life of Frederick Douglass	Frederick Douglass	A
Native Son	Richard Wright	
The New Testament		W
Night	Elie Wiesel	W
Night and Day	Virginia Woolf	BE
1984	George Orwell	BE
Odyssey	Homer	W
Oedipus Trilogy	Sophocles	W
Of Mice and Men	John Steinbeck	A
The Old Man and the Sea	Ernest Hemingway	A
Old Testament		W
Oliver Twist	Charles Dickens	BE
The Once and Future King	T.H. White	
One Flew Over the Cuckoo's Nest	Ken Kesey	A
Othello	William Shakespeare	BE
Our Town	Thornton Wilder	A
The Outsiders	S.E. Hinton	A
Paradise Lost	John Milton	BE
The Pearl	John Steinbeck	A
Phaedra	Jean Racine	
The Picture of Dorian Gray	Oscar Wilde	BE
Portrait of the Artist as a Young Man	James Joyce	BE
A Prayer for Owen Meany	John Irving	A
Pride and Prejudice	Jane Austen	BE
Prince and the Pauper	Mark Twain	A
The Prince	Machiavelli	W
A Raisin in the Sun	Lorraine Hansberry	A
The Red Badge of Courage	Stephen Crane	A
Republic	Plato	W
The Return of the Native	Thomas Hardy	BE

Title	Author	Type/Area
Robinson Crusoe	Daniel Defoe	BE
Romeo and Juliet	William Shakespeare	BE
A Room with a View	E.M. Forster	W
Scaramouche	Rafael Sabatini	
The Scarlet Letter	Nathaniel Hawthorne	A
The Secret Garden	Frances Hodgson Burnett	
The Secret Life of Bees	Sue Monk Kidd	
The Secret Sharer	Joseph Conrad	BE
A Separate Peace	John Knowles	
Siddharta	Herman Hesse	W
Silas Marner	George Eliot	BE
Sir Gawain and the Green Knight		BE
Slaughterhouse Five	Kurt Vonnegut Jr.	A
Snow Falling on Cedars	David Guterson	
Something Wicked This Way Comes	Ray Bradbury	A
Song of Solomon	Toni Morrison	A
The Sound and the Fury	William Faulkner	A
St. Augustine's Confessions	Saint Augustine	W
Steppenwolf	Hermann Hesse	W
The Stranger	Albert Camus	BE
A Streetcar Named Desire	Tennessee Williams	A
Sula	Toni Morrison	A
The Sun Also Rises	Ernest Hemingway	A
A Tale of Two Cities	Charles Dickens	BE
Tartuffe	Moliere	W
Tarzan of the Apes	Edgar Rice Burroughs	
Tess of the d'Urbervilles	Thomas Hardy	BE
Their Eyes Were Watching God	Zora Neale Hurston	A
Things Fall Apart	Chinua Achebe	W
The Things They Carried	Tim O'Brien	A
The Three Musketeers	Alexander Dumas	
To Kill a Mockingbird	Harper Lee	A
Treasure Island	Robert Louis Stevenson	A
Tristram Shandy	Laurence Sterne	
Tuesdays with Morrie	Mitch Albom	A
The Turn of the Screw	Henry James	A
Twelfth Night	William Shakespeare	BE
Ulysses	James Joyce	BE
Uncle Tom's Cabin	Harriet Beecher Stowe	
Utopia	Sir Thomas Moore	BE
Vanity Fair	William Makepeace Thackeray	
Walden	Henry David Thoreau	A
War and Peace	Leo Tolstoy	BE
The War of the Worlds	H.G. Wells	A
White Fang	Jack London	A
The Woman Warrior	Maxine Hong Kingston	A
The Worldly Philosophers	Robert Louis Heilbroner	W
Wuthering Heights	Emily Bronte	BE

Appendix C – Proposed Planning for Transition Course

PROPOSED COURSE

Planning for Transition

Course Description:

This course prepares students for transition from high school into post-high school life through a series of classroom-based lessons, community experiences, and experiential learning opportunities. Its focus is on personal development, goal planning, accessing community resources, and choosing a path for one's future.

Rationale:

As part of IDEA 2004, all special education students are required to have transition considered as part of their educational planning. Additionally, all students benefit from having a certain set of skills and knowledge as they transition to adulthood, whether on to post-secondary educational settings or some other environment.

Transition services are: "a coordinated set of activities for a student with a disability that is 1) designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and 2) is based on the individual student's needs, taking into account the student's preferences and interests." (Individual with Disabilities Education Act (IDEA), 2004)

Research has demonstrated conclusively that students possessing certain skills and knowledge do better as they transition to adulthood or less externally supported settings (i.e. living away from parents) than those students without them do (West, Corbey, Boyer-Stephens, Jones, Miller, & Sarkees-Wicenski, 1999; Levinson & Ohler, 1998).

Intended Learners:

High school students in grades ten (10) and above and who are predicted to require some form of support, guidance, and supervision, as they transition into life after high school. The students generally have social and emotional difficulties, and some have learning disabilities, so there will be significant variance in possession of basic background knowledge that students bring to their lessons. However, classes will be taught within the classroom setting, where students are more homogeneously grouped. Lesson delivery will be multi-modal and reinforced with practical examples, including community experiences.

Objectives:

Upon completion of this course students will:

1. Have a definitive, realistic plan for post-high school education, work, and living.
2. Have the support of his/her family, community supports, and other resources for the plan to be put into action.
3. Possess a comprehensive toolbox of skills and qualities to assist them in a successful transition from high school, and a demonstrated ability to use those tools.

Course Sequence:

Each unit is designed with the following three components: assessment of background skills, teaching of content and real-world practice. For the effective development of these skills, it is important that students are involved with community experiences helpful to practicing them.

- I. Planning for the Future
 - Goal Development & Step Planning
 - Portfolio Development & Self-Assessment
 - Self-Advocacy

- II. Making Decisions
 - Defining and Looking at Choices
 - Developing a Pro/Con Tree or Chart

- III. Interacting with Others
 - Using the telephone, email, and the postal service, including Fedex and UPS
 - Active Listening
 - Body Language
 - Assertiveness
 - Identifying feelings, triggers, and developing coping skills
 - Conflict Resolution
 - Understanding Relationships and Making Friends
 - Getting Along with Co-Workers
 - Getting Along with a Supervisor
 - Getting Along with Roommates and Things to Consider When Choosing a Roommate

- IV. Career & Workplace Interests and Attitudes
 - Interest Inventories
 - Aptitude Inventories
 - Research Using the Internet
 - Career Analysis
 - Resume Preparation & Letter Writing
 - Job Applications
 - Job Interviews
 - Keyboarding Skills
 - Effectively Utilizing the Internet and Popular Computer Software Applications

- V. Planning for College
 - Selecting a College – College Features
 - College Applications
 - College Essays
 - Standardized Testing
 - Interviewing

- VI. School & Workplace Skills
 - Following Directions
 - Time Management & Organization
 - Adapting to Change and Transitions
 - Having a Good Attitude
 - Productivity and Quality
 - Safety in School and on the Job; Personal Safety
 - Following Chain of Command

VII. Personal Health, Safety, and Care

- Good Grooming and Proper Attire
- Nutrition
- Meal Planning
- Physical Fitness
- Sexual Responsibility and Choices
- Intimate Relationships
- Medical and Dental Health
- Mental Health
- Personal Safety
- Hygiene
- Stress Management & Strategies
- Finding Resources

VIII. Family & Community Responsibilities

- Recreation
- Law
- Family – Child Care
- Using Public Transportation and Making Reservations
- Consumer Awareness
- Influences of Advertising/Shopping Sales & Discounts
- Grocery Shopping
- Consumer Privacy
- What to Do if you Get in Trouble

IX. Personal and Daily Life

- Money Matters – The Whole Money Picture – A Financial Plan
- Budgeting & Personal Finance
- Banking & Credit
- Investments/Retirement
- Insurance
- Buying a Car
- Renting an Apartment or Buying a Home
- Understanding Wages, Paychecks, and Benefits
- Taxes
- Living on Your Own
- Keeping a Clean, Safe Home

Appendix D – Graduation Requirements

Credits and Graduation Requirements

CREDIT SYSTEM (through August 2012)

HOURS PER WEEK:	POSSIBLE CREDITS				
	PER TERM	2 TERMS	3 TERMS	180 DAYS	4 TERMS
5 days/60 minutes	0.40	0.80	1.20	1.33	1.60
5 days/45 minutes	0.30	0.60	0.90	1.00	1.20
4 days/45 minutes	0.24	0.48	0.72	0.80	0.96
3 days/45 minutes	0.18	0.36	0.54	0.60	0.72
2 days/45 minutes	0.12	0.24	0.36	0.40	0.48
1 day/45 minutes	0.06	0.12	0.18	0.20	0.24

SCHOOL YEAR PROGRAM = 180 days
FULL YEAR PROGRAM = 4 terms = 216 days

CREDIT SYSTEM (06-07 & 07-08 & 08-09)

HOURS PER WEEK:	POSSIBLE CREDITS			
	PER Trimester	Summer	180 DAYS	FULL YEAR
5 days/60 minutes	0.44	0.26	1.33	1.60
5 days/45 minutes	0.33	0.20	1.00	1.20
4 days/45 minutes	0.26	0.16	0.80	0.96
3 days/45 minutes	0.20	0.12	0.60	0.72
2 days/45 minutes	0.13	0.08	0.40	0.48
1 day/45 minutes	0.07	0.04	0.20	0.24

SCHOOL YEAR PROGRAM = 180 days
FULL YEAR PROGRAM = 4 terms = 216 days

REQUIREMENTS FOR GRADUATION (in recognition of MassCore 10/2007)

- Students must earn a total of **25 credits** to be eligible for graduation.
 - Additionally, all students must have taken and passed a minimum of the following coursework:

English	4 credits
Mathematics	4 credits
Social Studies (History/Social Science)	3 credits
Science	3 credits
(at least 2 lab-based; 1 may be technology/engineering)	
Health/Wellness	2 credits
Arts	1 credit
Technology	1 credit
(cannot duplicate credits counted above for science)	
World Language	1 credit
- | | |
|---|-------------------|
| TOTAL REQUIRED COURSES: | 20 credits |
| TOTAL ADDITIONAL CORE COURSES**: | 6 credits |
- ** Additional core courses may consist of additional credit hours in the above coursework or apprenticeship/vocational training or any other type of academic elective.

- Students from Massachusetts must pass both the English Language Arts and Mathematics sections of the MCAS with a minimum score of 220 on each section.
- Students from outside Massachusetts may have other required testing or standards to meet prior to issuance of a high school diploma.
- Total credits required for standing at each grade level: Sophomore (grade 10) – 6; Junior (grade 11)– 12; Senior (grade 12) – 19; Graduate – 25