

Landmark School



High School
Curriculum Guide
2015-2016



LANDMARK SCHOOL

OFFICE OF THE HEADMASTER
PRIDES CROSSING, MA

Message from the Headmaster

As stated throughout our literature, Landmark's mission is to remediate and educate students with language-based learning disabilities. We endeavor to help students cope with their learning differences and social difficulties in order that they may realize their full learning potential and lead productive and useful lives.

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

Landmark's growth over the last four decades is evidence of the school's success in fulfilling its mission and goal, both of which form the threads that inextricably link Landmark's programs and curricula.

The upper school offers remedial programs beginning with basic language functions and progressing sequentially through higher level language and study skills. The core of Landmark's curriculum consists of a language tutorial, language arts class, and a mathematics class. Science, social sciences, reading, communications, specialized reading classes, and a wide variety of electives are available and assigned individually.

The Expressive Language Program intensifies the remedial language model for students experiencing severe difficulties with expressive language.

The Preparatory Program teaches higher level language and independent learning skills to students not in need of intensive individualized remediation through a traditional curriculum and classroom structure.

The curriculum represents a unique approach which integrates individualized instruction with language and skills development. Language and skills are the primary component of every class. WHY and HOW are the essential elements in learning to achieve success.

Landmark's High School Curriculum Guide is an outline of our academic program which we present with pride and confidence.

Robert J. Broudo
Headmaster
July, 2015



LANDMARK SCHOOL

OFFICE OF THE DIRECTOR
HIGH SCHOOL CAMPUS

Dear Students and Parents:

Welcome to the High School Campus! We hope you find this guide an informative and comprehensive look at our curricular offerings. Below you will find sample schedules for all three of the programs at the High School. The Founders, Expressive Language, and the Preparatory programs all remediate the language skills of students at the upper school.

Given the fact that the academic mission of Landmark is the remediation of language skills, the core of the curriculum is skills based. Although content is introduced and covered in all classes, the content is an instrument used to improve student reading, writing, and study skills.

Students are assigned schedules based upon their diagnosed needs. Upper school department heads group students according to skill level into small group classes. Then, the Academic Dean assigns electives with student input as to choice of scheduled elective. Academic Supervisors assist students and parents when questions or concerns arise around student schedules.

Samples of 10th grade schedules:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Founders Program	Language Arts	Geometry	Language Tutorial	Elective	Lunch	U.S. History II	Marine Science	Communications, Study Skills, Literature

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Expressive Language Program	Language Tutorial	Reading Literature	Language Arts	Geometry	Elective	Lunch	Biology, U.S. History II	Oral Expression

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Preparatory Program	Literature	U.S. History II	Study Skills	Biology	Lunch	Geometry	Elective	Grammar & Composition

Once again, schedules are assigned individually according to prescribed need. The samples above only exemplify the periods of our class day and possible classes a student might have. As you read through the guide feel free to contact us about questions that may arise.

William Barrett
Head of the High School
July, 2015

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STANDARD TUTORIAL

Oral Reading

Reading is taught in micro-units (small segments of new information), through a multi-sensory approach, involving auditory, visual and tactile-kinesthetic instructional techniques. Language patterns and syllabication skills are presented sequentially with the goal of reaching fluency. Daily activities and instruction involves introduction, drill, review and practice of these skills until automatization is achieved. Once the learner is able to decode, exercises to develop phrasing, intonation and expression are introduced to develop oral reading fluency.

Spelling

Spelling instruction follows an ordered progression of patterns closely paralleling those in oral reading and includes explicit instruction, a systematic scope and sequence, and repeated practice. In all areas, a level of automatization is established, and remediation begins at that point. Basic skills, such as application of sound-symbol relationships and spelling of syllable types, are taught until automatized. More advanced patterns follow and multi-syllabic words are introduced. Emphasis at all levels is on the application of spelling principles rather than on rote knowledge of rules. Sight words and common sequences are drilled throughout the program until mastered. Lessons are in micro-units and involve auditory, visual, and tactile-kinesthetic instruction. Finally, students manipulate word features in order to generalize beyond isolated individual examples to groups of words that behave the same way.

Reading Comprehension

Reading comprehension is developed concurrently with oral reading and is stressed from the most primary reading level to the most advanced through exposure to a variety of genres. Beginning with individual word meaning, development of vocabulary is emphasized throughout as a basis for clear understanding. Students are encouraged to develop a purpose for reading and to monitor for understanding. The ability to recognize and retain specific details from the reading and to develop skills such as the ability to draw conclusions, to detect and relate sequence, to locate information and to recognize the main ideas of selections read is emphasized as well. Related skills such as outlining and summarizing, as well as the understanding of more advanced abstract concepts and the application of critical reading skills are stressed with more advanced students.

Composition

Composition instruction in the tutorial includes the introduction and the reinforcement of the structure of language (grammar and syntax) and focuses on enabling the student to produce clear and detailed writing. The level and type of instruction varies according to the ability and needs of the individual. The spectrum of individual goals ranges from writing complete sentences, paragraphs, thesis driven essays, to analytical research papers. Most writing assignments utilize the five step writing process which provides support and structure for the student to brainstorm, outline, draft, proofread, and edit.

Study Skills

Study Skills is the organization of time, materials and information. Students will be taught and exposed to time management strategies, organizational systems and active learning methods. These strategies, systems and materials will be used for personal organization, note-taking, test preparation and research skills. Additionally, students will be introduced to various technological supports that will aid in their development of study skills techniques. Students will apply learned study skills to content-area classes, with the goal of independent implementation.

Supplemental Instruction

All students are involved in a transitional curriculum to assist with post-secondary planning. Topics include career interest inventory, learning styles, college essay writing and creating and updating a resume. In addition, supplemental areas of instruction are included in tutorial as dictated by the needs of the individual student. Instruction in oral expression and social skills are incorporated in tutorial as needed. Skills such as making eye contact, initiating and ending conversations, staying on topic, applying specific vocabulary when speaking, and understanding body language are included. Use of technology, such as word processing and email, are introduced when appropriate. Additionally, in some cases legibility in handwriting is addressed. Functional skills such as personal finance and check writing, interpreting visual information such as maps, and telling time may be practiced.

EARLY LITERACY TUTORIAL

An Early Literacy Tutorial at Landmark High School is a one-to-one tutorial aimed at serving students with a specific profile. Students in the Early Literacy Department often exhibit weak phonemic processing skills, word attack skills that are lower than word identification skills and difficulties in reading fluency. The curriculum primarily employs the use of the *Lindamood Phoneme Sequencing* program (LiPS). LiPS is used in daily lesson planning to integrate three senses: hearing, seeing and feeling during the task of reading. This program focuses on improving the students' ability to perceive, identify, and manipulate phonemes through oral-motor feedback. Students practice perceiving, identifying, and manipulating sounds by tracking changes in a series of nonsense words.

Next, oral-motor feedback is applied to decoding and encoding both real and nonsense words. Along with phonemic awareness tasks, rules and patterns for reading and spelling are introduced and reviewed. The goal is to empower students to apply these strategies to contextual reading and spelling. Reading comprehension and vocabulary development, as well as basic writing and study skills, receive greater focus after phonemic awareness and decoding skills are established.

Several programs are utilized in addition to LiPS. To increase oral reading fluency skills, the *Great Leaps* and *Read Naturally* programs are incorporated. The *Seeing Stars* program is used to strengthen visual memory and to improve spelling skills. A number of the students benefit from the comprehension program *Visualizing and Verbalizing (V/V)*. The Early Literacy staff also employs teacher generated or adapted materials, along with the *Logical Encoding and Decoding (LEAD)* program.

READING

Reading the Code

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

Reading Literature

Classes are composed of students who need added support, instruction and practice with their advanced decoding and/or comprehension skills. Students participate in structured activities which increase automaticity in decoding as well as oral reading fluency. Comprehension is the focus of this class which includes reading a variety of types of literature to develop increased understanding of text. Vocabulary development and recognition as well as evaluation of literary elements are also emphasized. Students read from a variety of literature genres, short stories, novels, plays and nonfiction selections. Using these materials they receive practice in applying their decoding skills, and engage in class discussions and directed questioning. Homework assignments reinforce the patterns and concepts studied in class as well as provide the opportunity for independent reading practice.

Reading Fluency

The term Reading Fluency refers to the ability to read connected text at an appropriate rate, smoothly and automatically. A fluent reader spends limited effort attending to the mechanics of reading; attention is focused on the comprehension or understanding of the text. Students in Reading Fluency classes have generally developed phonemic awareness and are working to solidify their ability to decode text consistently.

Their reading is generally accurate, but not fluid, and they typically demonstrate slow performance on timed reading tests. Reading Fluency classes help improve reading efficiency by focusing on reading rate, phrasing, expression and most importantly, accuracy, which are all key elements in comprehension. These skills are reinforced by the reading of different literary genres both in and out of class. Homework includes repeated reading assignments, assignments to reinforce previously taught patterns or a concept studied in class, and independent reading practice.

Mastery of Meaning

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

LANGUAGE ARTS

The major emphasis of Language Arts classes at Landmark is on writing instruction. A five-step model is used which includes brainstorming, organizing ideas (using outlines, semantic maps, graphic organizers, etc.), rough drafting, proofreading and editing, and final drafting. Paragraph framing techniques, including templates, are utilized at all levels of the writing hierarchy when needed. Although creative writing is touched upon occasionally, expository writing for academics and everyday life is the central focus. Specific skill work, such as sentence structures, punctuation and descriptive language, are taught in isolation and then applied to students' writing. All instruction is done within the context of thematic units which may be factually based, literature-based, or a combination of the two. Their content for written work moves from concrete to abstract, as students are able. As with all classes at Landmark, study skills are integrated into the curriculum as well. This includes instruction in writing reports and research papers. Instruction is provided at **three basic levels**: *single paragraph writing, multi-paragraph writing, and essay writing*. However, there is overlap within these three categories. Students are placed in a class based on their individual written expression needs.

Single Paragraph Level

Instruction at this level focuses on introducing and reinforcing basic paragraph structure. Once this format is automatized, students work on expansion and elaboration of ideas within paragraphs as well as writing various types of text structures (enumerative, sequential, descriptive, opinion, persuasive, cause/effect, comparison and contrast). Students at this level also begin to link two to three paragraphs together to begin forming multi-paragraph compositions.

Multi-Paragraph Level

After a thorough review of basic paragraph structure and expansion of ideas, instruction focuses on multi-paragraph writing. This includes learning how to divide a topic into sub-topics and elaborate on each, constructing transition sentences to link paragraphs, and writing overall topic and concluding sentences for the composition. Proper paragraph structure and elaboration of ideas are reinforced with every composition.

Essay Level

After a thorough review of multi-paragraph writing, instruction focuses on learning and practicing the five-paragraph essay. This includes writing thesis statements, introductory paragraphs, body paragraphs that support the thesis and concluding paragraphs. Various types of essays are also practiced (narrative, persuasive, etc.). Some classes at this level may work on writing longer essays as well as more formal research papers. As with previous levels, skills such as elaboration of ideas and constructing transition sentences are refined and practiced.

Literature I

Literature classes for students in the Standard and Expressive Language Programs are designed to acquaint students with classic and contemporary literature, expose them to different genres and give them practice in analyzing literature. In addition, specific skill work is done in comprehension (literal and abstract), literary elements, figurative language and vocabulary development. Students initially learn and practice applying literary elements within the context of a unit on short stories. Students then read and analyze a classic novel, a contemporary novel and a play. If time allows, students may also have a chance to read a work of nonfiction.

Literature and Film I

This class parallels a traditional Literature course in which students read a text and analyze it in terms of various literary elements. However, students in Literature and Film use the visual medium of movies as their text rather than the written word. In addition to literary analysis, students also learn the historical background of the film industry, film-making techniques, and recurring themes in films of the past and today. Written assignments as well as hands-on projects are used to enhance comprehension and assess students' understanding of the content.

Literature II

The focus of the second year literature class is to use literature to examine philosophy and life. Underlying philosophies and/or psychological theories are examined, and then used to analyze pieces of literature in terms of what it can teach us about the world and the people in it.

A variety of novels, short stories and essays are used, including The Great Gatsby by F. Scott Fitzgerald, Slaughterhouse Five by Kurt Vonnegut, Jr., Brave New World by Aldous Huxley, and East of Eden by John Steinbeck.

Critical Perspectives in Literature and Film

In Critical Perspectives in Literature and Film, students will use their knowledge of literature and literary devices to deconstruct films through discussion, papers, and projects. During the course of the year, students will use selections from literature and the social sciences as guides to tackling major issues that are treated in films. In particular, student will examine how metaphors, themes, and a variety of filmmaking techniques function to comment on certain social phenomena. Each quarter, students will complete an independent project and paper that require synthesis between the social world and world view of the main characters and the storytelling techniques of the film they have studied. As a result, students will draw their own conclusions about the life experiences of others and what they themselves believe about differing critical perspectives.

Course prerequisites are Literature I or Literature in Film I.

Competitive Writing

In this year-long course, students are introduced to the following genres of writing: humor, journalism, persuasive, personal essay memoir, poetry, science-fiction/fantasy, non-fiction, short story, and letter writing. Students will read excerpts from various authors considered to be influential and will aim to be inspired by their writing styles in order to create compositions specifically designed to enter and win competitions. The main focus will be to improve the students' active critical reading skills and writing skills.

MATHEMATICS

The mathematics program at Landmark combines individualization with a systematic approach to the subject matter. Mathematical concepts are grouped and compared so that new concepts can be placed within the schema of previously learned concepts. The mathematics program balances procedural understanding with conceptual understanding. New procedures are presented in small segments or micro-units. Constant review and reinforcement accompanied by a micro-united approach allows the student to progress at an optimum pace. A class size of typically eight or fewer greatly facilitates this type of approach.

The overall goals for each class include the following: developing confidence by providing an experience of success doing math, improving some significant areas of weakness, filling in gaps in the student's math experience, working towards becoming a better problem solver, introducing and developing math study skills, and becoming better prepared for future math courses in a secondary or post-secondary setting. The study skills emphasized in each math class include: establishing and maintaining a system for organizing materials, developing and practicing a system for taking effective notes in math, managing both short and long term assignments and using a practical, successful approach to prepare for and take math tests. These goals are accomplished through Landmark teaching techniques and classroom instruction.

With the availability, accessibility and ease of use of technology, the math department has integrated the use of the graphical representation to add dimension, depth and an alternate view of mathematical concepts. Using tools to help understand and interpret mathematical structures will be a part of every math course at Landmark. It is necessary for all students at Landmark High School to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended). These tools are used to complement and enhance the student's level of understanding and facility with mathematics. Also, integrating their use within the high school setting enables students to become familiar with these tools before being asked to utilize them independently in a standardized test or a post-secondary setting.

Foundations of High School Math

Students should have an understanding of the four basic operations of arithmetic as they apply to whole numbers and be reasonably comfortable with the operations on fractions and decimals prior to studying the topics in this foundations course. In this course, students work with graphing on the coordinate plane and various other forms of graphing and data collection. Students learn to perform the four basic operations on integers and become more facile with their ability to perform operations on all real numbers. Students will be introduced to the concept of the variable and practice using integers and variables while learning concepts and procedures such as the order of operations, working with exponents and roots, combining like terms, the distributive property and solving simple equations. Precision with math language and successful study strategies are explicitly explored and emphasized throughout this course. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended).

Text: Foundations of Algebra and Geometry (Addison Wesley) and teacher generated materials

Algebra I

Students entering this course should have a working knowledge of operations on all real numbers, order of operations and solving simple equations. Algebra I will be approached through the study of functions. First students will study algebraic relationships and become familiar with graphical, numeric, tabular and algebraic representations of functions. Then students will study linear and quadratic functions explicitly, including simplifying expressions, solving equations and inequalities and graphing these functions. The emphasis of this course is on communicating their understanding algebraically, graphically, numerically and verbally. Emphasis will also be placed on a students' ability to use accurate mathematical language as well as produce complete, thorough and organized written work. In addition, study skills such as taking and using two-column notes, creating and using reference flappers, and managing both long and short term assignments will be explicitly addressed throughout the course. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended).

Text: department/teacher generated materials

Geometry

Students should have completed at least one year of algebra prior to exploring the topics in this informal geometry course. This year-long class focuses on understanding the concepts of geometry by applying postulates and theorems. Discovery methods are used in conjunction with thematic units, which allow students to acquire the concepts of geometry. Students acquire the new geometry content (vocabulary, constructions, theorems, applications of algebra) through direct instruction and the study of different units such as pyramids and arches. Geometry topics include: plotting points on a coordinate plane, angle relationships, triangles and congruence, parallel and perpendicular lines, quadrilaterals and other polygons, similarity and scale factor, special right triangles, the Pythagorean Theorem and an introduction to right triangle trigonometry. Specific emphasis is placed on problem solving, justifying answers through informal proofs and multi-step thinking. Students may take 2 math courses during the year that they take Geometry. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended).

Text: department/teacher generated materials and Informal Geometry (Addison-Wesley) text may be utilized

Algebra II

This year long course provides a review of the concepts taught in Algebra I as they continue their study of mathematics. Algebra II is designed to build on and clarify students' experiences from Algebra I while improving their understanding of linear and quadratic functions. This course accounts for many different levels of algebraic competence and is designed to fit the unique needs of the individual students and classes. The following topics are emphasized: solving linear equations and inequalities, working with relations and functions on the coordinate plane, graphing linear functions, solving linear systems, performing operations on polynomials, solving quadratics and higher degree equations. As time and student competency allows, other topics may be studied. Specific emphasis is placed on working with multi-step processes and manipulating the symbolic representation of algebra. Emphasis will also be placed on a students' ability to use accurate math language as well as complete thorough and organized written work.

In addition, study skills such as taking and using two-column notes, creating and using reference sheets and templates, and managing both long and short term assignments will be addressed throughout the course. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended).

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

Advanced Algebra

Advanced Algebra is a course for senior students who, as college freshman, will be required to complete a course in statistics, probability and regressions (i.e. Finite Mathematics.) Advanced Algebra is designed to bring students through a first exposure to the topics of that course. Probability examines simple and compound probability, independent and dependent events, outcome trees, utilizing combinations and permutations, examining probability distributions, and binomial probability and its distributions. Statistics examines the idea of a distribution of data, patterns and attributes of distributions, understanding the qualities of populations and samples and their relationships, and employing statistical testing.

The tool of regression allows students to interpret data sets that exhibit different patterns and to analyze the behavior of the data and make projections into the future. A key aspect of Advanced Algebra involves developing confidence in using the graphing calculator as a tool for understanding and solving problems. All students must purchase a graphing calculator before the course begins. A second component to this course engages students with SAT mathematics problems in preparation for the November SAT test date to become familiar with the SAT math questions and methods of solution.

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

Pre-Calculus

Students must have a working knowledge of all algebra concepts prior to admittance to Pre-Calculus. The goals of this course are to build on the student's algebra foundation exploring familiar ideas more in depth with the formal rigor of a content-driven course. Students use the text and graphing calculators or graphing software for studies involving the following topics: functions and their graphs, linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, triangle trigonometry, identities, and equations. An introduction to limits (omit: "and derivatives") may be included. This course is a transition course and is designed to be content driven. While classes will continue to structure note taking and model best practice in class, the goal is for students to internalize these structures and use them more independently. Therefore emphasis is placed on utilizing the text, notes and class work for feedback and questions as well as advocating for themselves, developing useful references, managing their time effectively and being reflective on their individual learning needs. It is expected that students will seek extra help outside of the classroom as necessary. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended).

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

Calculus

This course is a continuation of the Pre-Calculus course. Calculus is a distinct area of mathematics and the goal of this course is to give students a foundation in this branch of mathematics. The study of calculus is focused on building their knowledge and understanding of the material through exploration, analytic and graphical manipulations. The main focus of the course is a thorough study of derivatives and an introductory study of integrals. The study of derivatives includes the following topics: limits and continuity, differentiability, product and quotient rules, chain rule, implicit differentiation, modeling and optimization, related rates, and mean value theorem. The study of integrals will be an introduction to: Riemann sums, definite and indefinite integrals, anti-derivatives, and the fundamental theorem of calculus. Integration by substitution, areas in a plane, and volumes will be topics discussed as time permits. While classes will continue to structure note taking and model best practice in class, the goal is for students to internalize these structures and use them more independently. Therefore emphasis is placed on utilizing the text, notes and class work for feedback and questions as well as advocating for themselves, developing useful references, managing their time effectively and being reflective on their individual learning needs. It is expected that students will seek extra help outside of the classroom as necessary.

Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended). Students will be given the option to take the AP Calculus AB exam during the latter part of the course.

Text: Calculus: Graphical, Numerical, Algebraic (Pearson Prentice Hall), CK-12 Calculus downloadable textbook (www.ck12.org/book/CK-12-Calculus/), and teacher generated materials

Calculus II

This course was designed for those students who have completed the Calculus course as juniors. It continues a student's study of calculus and delves deeply into applications for using the tools they learned in Calculus. This course works flexibly with, if available, a section of the Calculus course, so that students can continue to work on their mathematical communication skills by taking a leadership or instructive role in the Calculus class. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended). Students will be prepared and are encouraged to take either the AP Calculus AB or BC exam during the latter part of the course.

Text: Calculus: Graphical, Numerical, Algebraic (Pearson Prentice Hall), CK-12 Calculus downloadable textbook (www.ck12.org/book/CK-12-Calculus/), and teacher generated materials

Integrated Math

Students must have completed an Algebra and Geometry course prior to taking this course. Students participate in this course whose main goals are to deepen their understanding of mathematics, apply online mathematical tools strategically to solve problems, and better manipulate applications of algebra in the realm of finance and economics. Students apply their algebraic skills to study problems within the following areas: probability, statistics, financial planning and economics. Emphasis is placed on helping students become more flexible with their mathematical tools, mathematical knowledge, and mathematical software such as spreadsheets. In addition, presentation skills are addressed as mathematics is used to communicate ideas. Students are required to have their own graphing calculator (TI-83 PLUS, TI-84 Silver Edition, or TI-84 PLUS C Silver Edition are strongly recommended).

Text: teacher generated materials

Financial Algebra

This Course is primarily for seniors who have successfully completed both an Algebra and Geometry course. Students will be engaged in the process of researching multiple facets of independent living and will be expected to manage "resources" through the use of a token economy. The class will be exposed to a variety of tools, such as the FlowZR Budget Chrome app and Google Sheets to manage their financial resources each day. Self-monitoring and self-assessment strategies will be modeled, evaluated, and applied on a weekly basis, giving students the opportunity to identify methods that they find particularly useful. Throughout the course, students will develop a portfolio of useful tools, templates, and reference materials, with the hope that they will utilize these items in their post-secondary experiences.

Text: Financial Algebra, Robert Gerver and Richard Sgroi, 2011 South Western, Cengage Learning.

Probability & Statistics

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

Text: CK-12, Advanced Probability and Statistics (Second Edition) FlexBook® (Authors: Ellen Lawsky, Larry Ottman, Raja Almukkahal, Brenda Meery, Danielle DeLancey)

(Online Location of Textbook: CK.MAT.ENG.SE.2.Prob-&-Stats-Advprobabilitystatistics)

Computer Engineering I, II, III

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

SCIENCE

The science program strives to develop in students the skills necessary to thrive in a rapidly changing, scientifically and technologically orientated world. The objectives and goals of the program are for students to:

- understand and acquire the use of scientific methods and problem solving techniques including mathematical analysis of concepts
- gain a greater awareness and appreciation of natural and physical environments
- build a knowledge base in a variety of scientific topics that are relevant to today's technologically oriented world
- develop skills in oral and written communication
- develop critical thinking skills
- develop independent study skills
- develop an appreciation for the contribution of science to daily living.

Classroom methods stress the development and application of study skills: note taking, outlining, summarizing, paraphrasing, writing reports, using a textbook, studying vocabulary, reading for cause and effect, and proofreading. Current events are studied and presented to improve application of skills and to keep students aware of new research and technological progress. Oral presentations are prepared and presented by students to facilitate the development of research and oral presentation skills. Audiovisuals, supplementary readings, laboratory and/or field investigations are utilized in addition to the text. Field trips may be arranged at the discretion of the instructor and department head.

Laboratory exercises form an important component of all science courses and are used to develop students' skills in following directions, reading and writing, classifying, measuring, predicting, drawing inferences, forming hypotheses, organizing and communicating information, and applying mathematics to real problems. Laboratory exercises are designed to reinforce concepts that are taught in class, to teach common laboratory techniques, and to have students work constructively as part of a lab group. As part of the laboratory program, the students are taught how to write accurate and detailed laboratory reports, with each successive year adding incremental levels of complexity.

Science classes are categorized as having a Single or Double Laboratory Period. Placement in these categories is based on teacher recommendations and program of enrollment. Some classes are only offered as a Single Laboratory Period Class, while other may vary from year to year.

Physical Science

(Single Period Lab Class, Double Period Lab Class)

The physical science course presents an introduction to the study of physics and chemistry using a relevance and investigative approach, and is intended to help students develop reading, writing, math, and problem solving skills that are essential for further study. Course content includes: scientific methods, motion and energy, basic mechanical physics, waves, principles of electricity and circuits, plate tectonics and geology properties of matter, families of elements, and chemical reactions.

Ecology

(Double Period Lab Class)

The ecology course is designed to expose students to chemical, physical, geological, biological, and ecological aspects of both terrestrial and aquatic ecosystems, and is intended to help students develop reading, writing, and problem solving skills that are essential for further study. Course content includes: plate tectonics and geology, basic principles of ecology, terrestrial ecosystems, and aquatic ecosystems. This course includes a focus on long-term ecological studies and the skills involved in collecting day and analyzing data in both manual and electronic means.

Marine Science

(Single Period Lab Class)

The marine science courses are designed to expose students to chemical, physical, geological, biological, and ecological aspects of coastal and ocean ecosystems, and are intended to help students develop reading, writing, and problem solving skills that are essential for further study. Course content includes: introduction to oceanography, research methods and tools, plate tectonics and geology, topography of the ocean floor, chemical properties of sea water, physical movement of water (waves, tides, currents), pressure, light, temperature variations, marine biology, and marine ecology. This course includes a focus on long-term ecological studies and the skills involved in working with collected data.

Biology (Mass Funded)

(Single Period Lab Class)

This biology course is designed for the needs of students that will be taking the MCAS biology test. The content of the course is similar to the sophomore biology class, except that the students will not be participating in the science fair. As part of the study skills emphasis, students will be exposed to skills that are beneficial to take a standardized test, but the content is not otherwise significantly altered. The course presents an overview of a variety of biological topics and is intended to enhance students' natural interest in biology and provide a selective yet comprehensive introduction to practical biology. It is also structured to help students develop reading, writing, and problem solving skills that are essential for further study. The course provides familiarization with scientific terminology through studying prefixes, suffixes and root words. Course content includes: nature and methods of science, features of life and cells, classification of living things, animal systems, human biology and health, genetics, reproduction and development, and ecology. Students in this course typically take Integrated Science in their sophomore year to work on skill development to prepare them for junior and senior level courses.

Physical Science 10

(Single Period Lab Class)

The physical science 10 course is a sophomore course for students who have taken biology in their freshmen year. Although similar to the physical science course for freshmen, the level of content and study skill is higher and delivery occurs at a quicker pace and the content presented is presents an introduction to the study of physics and chemistry using a relevance and investigative approach, and is intended to help students develop reading, writing, math, and problem solving skills that are essential for further study. Course content includes: scientific methods, motion and energy, basic mechanical physics, waves, principles of electricity and circuits, plate tectonics and geology properties of matter, families of elements, and chemical reactions. Students in Physical Science 10 will participate in the Science Fair in order to research topics, devise and perform an experiment, and present their finding both orally and visually.

Integrated Science

(Single Period Lab Class)

The integrated science course presents an introduction to the study of physics, chemistry, earth science, and review of key biological concepts. The course is taught using a relevance and investigative approach, and is intended to help students develop reading, writing, math, and problem solving skills that are essential for further study. The content of the course will vary depending on the needs of the individual sections, and may include: scientific methods, motion and energy, basic mechanical physics, waves, plate tectonics and geology, properties of matter, families of elements, and chemical reactions, ecology, cell processes, genetics, human anatomy, bio-diversity. All sections include: a) basic geology, b) ecological concepts, and c) Science Fair work. Based on student need, some sections will focus more on physical science concepts of basic chemistry and physics, and others will incorporate more review of biological concepts. Students are placed in sections that meet their specific skill and content needs. Students in integrated science will participate in the science fair in order to research topics, devise and perform an experiment, and present their finding both orally and visually.

Biology

(Single Period Lab Class, Double Period Lab Class)

The biology course presents an overview of a variety of biological topics and is intended to enhance students' natural interest in biology and provide a selective yet comprehensive introduction to practical biology. It is also structured to help students develop reading, writing, and problem solving skills that are essential for further study. The course provides familiarization with scientific terminology through studying prefixes, suffixes and root words. Course content includes: nature and methods of science, features of life and cells, evolution, classification of living things, animal systems, plant parts and their functions, human biology and health, genetics, reproduction and development, and ecology. Students in biology typically participate in the science fair in order to research topics devise and perform an experiment, and present their finding both orally and visually.

Applied Principles of Science

(Single Period Lab Class)

The applied principles of science is a heavily skills based course. The content covered includes: principles of geology, rock types and properties, soil science, plant structure and processes, plant germination and growth rates, natural ecology of plants, basic chemistry, mathematical problem solving. Students will work on developing their skills in the areas of written expression, oral expression, study skills, mathematical skills and estimation, and laboratory and field science techniques. Students will participate in group projects in the final quarter of the year in which they will apply the content and skills that they learned in prior quarters.

Chemistry

(Single Period Lab Class, Double Period Lab Class)

The chemistry course is designed to provide a background that can be utilized both in future courses and to analyze current issues. Although the course is not heavily based on mathematical analysis, background knowledge of algebra is necessary. Course content includes: proportional problem-solving, laboratory methods, matter, energy, chemical and physical change, phases of matter, atomic structure, electron arrangement, periodic law, chemical bonding, chemical names and formulas, types of chemical reactions and equations, acids, bases, salts, oxidation and reduction, electrochemistry, and organic compounds. The material is presented in an issues oriented approach, with a substantial emphasis on the relevance of the material to a variety of everyday experiences.

Environmental Science

(Single Period Lab Class, Double Period Lab Class)

The environmental science course is designed to provide exposure to several types of written science material with the purpose of building an understanding of the relationships humans have with their environment. The primary focus of the course is centered on the concept of human use and abuse of shared natural resources and the sustainable or unsustainable choices of humans. Specific concepts covered in the course are: basic principles of ecology, types of ecosystems, renewable and nonrenewable resources, sources of energy, the First and Second Laws of Thermodynamics, natural and human populations, sources and disposal of garbage, types of pollution and their effects, and current events pertaining to the environment. A strong emphasis is placed on writing skills and on independently applying study skills. In addition, time is devoted to practicing oral presentation skills as well as developing note taking from oral sources such as lecture and discussions. Students will participate in a wide variety of laboratory activities and long-term field activities. As a senior elective, a strong emphasis is placed on developing independence and academic accountability.

Advanced Marine Science

(Single Period Lab Class, Double Period Lab Class)

The advanced marine science courses are designed to expose students, who have not previously taken marine science, to chemical, physical, geological, biological, and ecological aspects of coastal and ocean ecosystems, and are intended to help students develop reading, writing, and problem solving skills that are essential for further study. This course is presented at a higher academic level than the freshmen course. Course content includes: introduction to oceanography, research methods and tools, plate tectonics and geology, topography of the ocean floor, chemical properties of sea water, physical movement of water (waves, tides, currents), pressure, light, temperature variations, marine biology, and marine ecology. This course includes a focus on independent long-term ecological studies and has an emphasis on developing independence and academic accountability.

Physics

(Single Period Lab Class, Double Period Lab Class)

The physics course is designed to give students an understanding of important concepts and principles in physics using a variety of teaching techniques including lecture, demonstration, problem analysis and solution, and laboratory experience. As the school year progresses the students learn to rely on using a course syllabus, and to work toward greater independence. Students are expected to expand previously learned study skills to assist them in meeting course goals. Although the content is not heavily reliant on mathematical analysis, a solid background in math is helpful. A strong emphasis is placed on developing problem-solving skills, and relating the content to everyday experiences and to the content studied in prior classes. Course content includes: forces, Newtonian Laws, vector analysis, motion in a straight line and in two dimensions, work, power, mechanical physics, energy, states of matter, laws of thermodynamics, waves and energy transfer, sound, light, electricity, magnetism, atomic structure, and universal gravitation. As a senior elective, a strong emphasis is placed on developing independence and academic accountability.

Anatomy and Physiology

(Single Period Lab Class, Double Period Lab Class)

The anatomy and physiology course provides an overview of general mammalian anatomy and physiology. As the year progresses, the students learn to rely on using a course syllabus, and to work toward greater independence. Course content includes: organic compounds, body tissues, body orientation, organ systems (skeletal, muscular, circulatory, nervous, digestive, endocrine, urinary, reproductive, and immune). Due to the nature of the material, this course is vocabulary intensive, and students are taught to use mnemonic devices and word analysis skills to master the new terminology. Hands-on dissection is an integral aspect of this course. As a senior elective, a strong emphasis is placed on developing independence and academic accountability.

Pre-Engineering (Physics of Technology)

(Single Period Lab Class)

The pre-engineering course presents the concepts of physics and scientific methods in the process of creating, understanding, and operating technology. Through the use of hands-on activities and readings, students will learn to incorporate the scientific method while studying technological constructs. Students will apply Newton's laws, simple machines, and the principles of electricity, magnetism as well as computer technology in order to solve challenges creatively. Readings from various sources, including the internet, will augment class discussions and presentations. All students will maintain a written journal of observations, notes and questions. Students are expected to demonstrate and develop time management skills as part of the study skills emphasis in this course. As a senior elective, a strong emphasis is placed on developing independence and academic accountability.

Biochemistry of Food (Food Science)

(Single Period Lab Class, Double Period Lab Class)

The main topics that will be covered in the biochemistry of food course are: the research process of food science, fermentation, food safety, nutrient composition of food, practical application of nutrition, and the relationship of health, food & physical activity. Students that take this course should be prepared to continue to develop their study skills, specifically their ability to professionally write and give oral presentations. Students will utilize learned textbook and active reading strategies. Additionally, students will practice problem solving through project based learning with real world applications. Finally, students will be expected to keep detailed laboratory interactive notebooks that contain their observations from demos and laboratory activities as well as their notes and journal entries. Overall, the students taking this class should have a solid base of skills and should be prepared to apply these skills at a faster pace to the content and projects in the class. Students should be prepared to use their learned knowledge of biology and chemistry concepts. As a senior elective, a strong emphasis is placed on developing independence and academic accountability.

SOCIAL SCIENCES

The courses offered by the Social Sciences Department are designed to meet a number of specific educational objectives. Utilizing a wide variety of content areas, the department seeks to meet the needs of students of all abilities: introductory courses stress the acquisition of necessary skills and concepts, higher level courses emphasize the application of previously learned skills to concepts addressed within the various courses.

In all courses, the specific objective is to aid students in developing skills pertinent to the awareness and effective integration of a variety of social sciences concepts and materials. The material is divided, structured, sequenced and related in such a fashion as to promote the retention of specific historical knowledge and to develop particular skills. These skills include the ability: to extract important information for structuring and organizing meaningful notes; to properly prepare for examinations; to locate, gather, organize and evaluate information; to formulate meaningful cause and effect relationships; and to secure a geographical historical sense of place and space. Further, the courses work to develop the skills necessary to understand a sense of time and chronology, to grasp concrete and abstract concepts through critical thinking, and to develop a sense of self, community and the world.

In addition, each student is encouraged to participate effectively within a class situation; to more fully understand our changing society through current events and their relationship to history; to develop an understanding and appreciation of the past in order to be cognizant of the present; to become aware of and understand the viewpoints of others through discussion, reading, and research; to understand the necessity of communication with other cultures; to respect the dignity of the individual.

United States History I: The Revolution through Reconstruction, 1763-1877

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

United States History II: Reconstruction to the Present, 1877-2001

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive moment and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

United States History Since 1945

This course offers an in-depth look at all aspects America's social and political history since the end of World War II. Units of instruction explore recent historical events and issues. Among topics presented are post WW II issues, the Korean War, the McCarthy Era, the Cold War, the Civil Rights Movement, the Vietnam War, Watergate, the Woman's Movement, and life in the Nuclear Age. Throughout the course emphasis is placed on the acquisition of study skills and their application to the material presented. The development of critical thinking skills is an integral part of the curriculum. In addition, current events are very important, and they are included in daily studies.

World History II: The Rise of the Nation State to the Present

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Civics/American Government and Contemporary World Issues

This course studies the rights and responsibilities of American citizens in a participatory democracy. Units of instruction include the meaning of politics, citizenship, and government, the Constitution of the United States and the Bill of Rights, the structure and function of the federal government, political parties, and elections. An analysis of current domestic and foreign social and political issues is undertaken collaterally. Throughout the course, emphasis is placed on the acquisition of study skills and their application to the material being presented.

The American Legal System

Students study the history, theory, and practice of the United States legal system. How Congress creates statutes and how judges create case law will be examined and discussed via case examples. In addition, students will learn about the criminal justice system and review the different crimes, punishments, and workings of the system from a prosecution and defense perspective. The civil side of the legal system will also be studied in the context of the legal theory of negligence. This class will emphasize critical thinking, study skills, and discussion through the use of actual cases, practice trials, visits to courts, and current events.

Introduction to Sociology

This course is an introduction to the social science of sociology, stressing social problems. Areas explored include culture and cultural deviance, problems of adolescence, work and aging, problems of living in groups, social inequalities, the American family, social change and the future, the problems of mass society (pollution and energy). Throughout the course, emphasis is placed on the acquisition of study skills and their application to the material being presented. Current events are studied on a weekly basis.

Introduction to Anthropology

This course provides an introduction to the social science of anthropology. Areas explored, among others, include physical anthropology, human inventiveness, social organizations, and the human imagination. Throughout the course, emphasis is placed on the acquisition of study skills and their application to the material being presented. Related current events are studied regularly.

World History: An Exploration of Africa, Asia, and South America (Social Sciences Department; for seniors only)

The history and culture of places in Africa, Asia and South America are seldom taught in high school. This course will look at selected places on these continents. Areas will include but not be limited to: Egypt, South Africa, Kenya, Congo, Central Asia, Middle East, India, China, Japan, both Koreas, Indonesia, Vietnam, Mexico, Brazil, Argentina, and Panama. If time permits, there will be a study of Oceania emphasizing Australia and New Zealand.

In addition to history, geography and current world issues surrounding each area will be emphasized. Classes will use primary sources when possible and teacher-made materials. Literature and film will also be utilized to allow students to access information in a variety of modalities. Study skills will also be emphasized; specifically note taking from text and lecture, essay writing, preparing for exams, notebook organization, and use of technology.

STUDY SKILLS

The Study Skills Program is designed to provide strategy instruction for students who struggle independently to implement executive function strategies. Three primary objectives are targeted in the Study Skills Department: the organization of time, materials and information. While this skill set is reinforced in all classes at Landmark School, Study Skills classes are offered to help students develop a more organized and independent approach to learning. Students are placed in Study Skills classes once they have developed prerequisite expressive language and reading skills. Instruction is aimed at developing higher-order thinking skills required to complete long-term assignments, research and organize ideas for in-depth presentations and papers, and utilize their own intellectual and academic strengths to help them succeed both in and beyond high school.

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

Study Skills I

In first year classes, the primary focus of instruction is on teaching and practicing skills in isolation. Skills begin with the organization of materials through the Master Notebook System and progress to time management strategies for completing short-and long-term assignments. A student is introduced to and practice strategies so they can recognize and formulate main ideas, take a variety of notes, paraphrase and summarize information. Later, a student applies these techniques to the more challenging tasks of reading textbooks, taking tests, writing essays and taking lecture notes. A student explores the research and essay writing process through locating and using a variety of information sources, many of which are web-based and incorporate current technologies. Overall, a student is encouraged to explore and understand their own learning styles more fully and to develop individual strategies for acquiring and expressing information more efficiently.

Study Skills II

In second year Study Skills classes, a student reviews the basic skills learned in the first year and then expands upon them with respect to length, speed and level of abstract and critical thinking. Higher-level skills are the focus of this fast-moving course: students learn to incorporate textbook skimming and scanning, practice memory techniques, write lengthier essays, follow a syllabus and manage time to complete long-term projects, critical thinking and analysis, and engaged in repeated lecture note practice. A second year study skills student is encouraged to articulate their learning strengths and weaknesses and to employ self-advocacy skills.

Senior Study Skills

Senior Study Skills is a traditional academic class offered specifically for senior-level students. The course focuses on building a strong study skills foundation and developing those competencies necessary to successfully transition beyond Landmark.

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

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

Applied Study Skills: Sense of Time

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

Debate

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

Early Childhood I (Academic Elective)

Early Childhood is an academic elective class within the Study Skills Department. While learning about the field of Early Childhood Education, students learn and practice essential study skills related to the organization of time, materials and information.

The objective of the Early Childhood I Class is to expose students to theories and practices in the area of childhood development and to provide students field experience in a preschool setting. Students apply various study skills to learn foundations of early childhood development, including prenatal development, various types of early childhood programs, theories and instructional methods, curriculum development, and nutrition practices.

Fieldwork is done at Landmark School's on-site daycare facility, Tot Spot, working with children ages 15 months to 4 years. Students are closely supervised during all interactions with Tot Spot children. Methods and concepts introduced during class are applied and observed in this field setting. Students may receive Social Sciences credit for this class.

Early Childhood II (Academic Elective)

The Early Childhood II class is offered to students who have successfully completed the Early Childhood I course and have expressed interest in continuing their study in the field of Early Childhood education. This class provides the students with a unique opportunity to participate in an off-site internship setting two hours per week. On the days that the students are not interning, they will continue to be exposed to Early Childhood curriculum in the classroom setting. Some of the internships available are as follows: The Stoneridge Montessori School, Beverly Head Start, and Landmark School's Tot Spot preschool. During the course of the year, the students will have the opportunity to work at each of the settings on a rotating basis, exposing students to a variety of center-based programs which adhere to different childcare theories. Students may receive Social Studies credit for this class. Transportation will be provided to and from the internship placement.

COMMUNICATION

The primary objective of the Communication Department is to assist in the remediation of any weaknesses in a given student's communication and listening skills. All communication classes emphasize the value of intrapersonal (organization of thoughts) and interpersonal communication in an ever increasingly sophisticated and academically demanding world which emphasizes technological acumen. Whereas technology instruction (creative Power Point creation) and general lap top usage is important to be included in overall presentation technique in the communication classes, the focus of the program centers around developing intermediate level, face-to-face communication skills. These include instruction in effective one-to-one and group discussion with an emphasis on developing listening skills, building confidence and developing leadership skills.

Classes which are offered include instruction in semantics (vocabulary development), written and oral syntax, as well as direct application of instruction aimed at the college/job interview requirements and actual survival-on-the-job communicative technique. Student textbooks are utilized and all *communication* classes are defined as academic.

Advanced Communication

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

Student Advocates

(Academic Elective)

The Student Advocate class, which presently is defined as a five day academic elective, is designed to train selected students (who wish this remediation), to develop leadership skills. The primary mission of the Advocates is to increase awareness of learning differences among teachers and students as the Advocates travel about to colleges and universities in the Northeast. Along with this, the Advocates strive to serve and support the Landmark campus and the broader community through community service work.

A number of pragmatic skills are presented in the class. *Presentation Skills* are certainly emphasized. They include: effective public speaking, audience analysis, prep for delivering presentations and for Q & A, developing effective materials and hand-outs, and learning how to create effective Power Point presentations. *Study skills* are reinforced through: developing a routine organizational system for assignments and materials, note taking from both oral and written sources, summarizing and paraphrasing written material, understanding relevant vocabulary and concepts, utilizing "notes" in oral presentations, and learning how to role play to exhibit learned skills and concept knowledge. *Research Skills* are emphasized for all presentations as the audience (graduate class focus) is not constant. Learning styles and intelligences are also researched for accuracy in presentations as are a cross section of disabilities. Finally, *General Leadership Training* to include self-awareness, decision making, conflict resolution, communication and listening skills, trust development and assertiveness training are all additionally emphasized.

PHYSICAL EDUCATION

Quality health and physical education should motivate individuals to voluntarily take an active role in protecting and improving their health throughout their lifetime. The purpose of health and physical education at Landmark School is to provide accurate up-to-date information, reinforce facts, skills, attitudes and behaviors so students will make well-informed decisions towards a healthy lifestyle.

Goals:

- develop and maintain a positive self-concept
- develop decision making and problem solving skills necessary to positively affect total health
- expand communication and interpersonal skills
- provide individuals with resources and information necessary for a healthy lifestyle
- increase the students' sense of personal confidence by providing activities in a supported atmosphere where they can take risk and develop self-esteem
- increase students' skill levels and knowledge by introducing them to a wide variety of team and individual sport and game activities
- encourage the pursuit of leisure activities that promote physical fitness and help maintain wellness.

Weight Lifting and Conditioning

Students will learn: proper technique of various weight lifting exercises; proper terminology of exercises and equipment; how to properly warm-up and stretch along with terminology of exercises and equipment; how to properly warm-up and stretch to increase flexibility; proper spotting techniques; how to effectively manipulate volume, intensity and rest periods to gain desired effects; the most current information on topics including nutritional supplements, performance enhancing drugs, dieting for desired results and preventing injuries.

Physical Education

Students will learn the skills and rules needed to play a variety of team and individual sports. These sports include archery, badminton, basketball, floor hockey, flag football, softball, tennis, soccer and volleyball. Students will also learn a variety of individual activities with the hope that they lead to a lifelong interest in their health and well-being. These included weight training and aerobic exercise, cross country skiing, snow shoeing, and orienteering.

Basketball

Students will learn the rules and skills needed to play basketball. The skills that will be emphasized will include shooting, rebounding, ball handling, dribbling, passing and defense. The class also involves conditioning exercises and drills to help develop cardiovascular endurance; terminology of exercises and equipment; how to properly warm-up and stretch to increase flexibility; proper spotting techniques; how to effectively manipulate volume, intensity and rest periods to gain desired effects; the most current information on topics including nutritional supplements, performance enhancing drugs, dieting for desired results and preventing injuries.

Yoga

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

Barre

Barre workouts combine Pilates, ballet, and weight conditioning all set to fun, fast-paced music. The workout has an intense pace with no-impact and it burns fat and increases stamina. A variety of equipment is used to keep the classes fresh and challenging. A typical class would start with a warm-up, then toning of the arms and shoulders using 1-3lb weights or resistance bands. Next, the inner and outer legs would be worked using various ballet moves. Class would progress into moves to strengthen the seat, and chisel the abs, and conclude with final stretches. Put yourself to the test and try it!

Outdoor Leadership

(Academic Elective)

The Outdoor Leadership class addresses Executive Functioning and Communication Skills by practicing leadership techniques in an outdoor environment. Students read about and discuss what makes a good leader and use those skills while successfully and safely performing activities such as hiking, rock climbing, mountain biking, and camping.

Advanced Outdoor Leadership

(Academic Elective)

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

VISUAL ARTS

The mission of the Visual Art Department is to enable and empower students with Language Based Learning disabilities to realize their full artistic potential. We strive to foster the development of personal expression and to expose students to a variety of skill based artistic disciplines layered upon a backdrop of art history and contemporary movements. Students are encouraged to use fine arts as an alternative form of communication in their daily lives or in their future careers.

Foundations of Art

This introduction course follows a curriculum that explores two and three-dimensional design. Students are taught the fundamental principles of art through step-by-step lessons targeted at specific skills. Through these practices students have the opportunity to explore, discover, and hone their visual talents and creativity. Students have the opportunity to work in a wide variety of media and disciplines including drawing, painting, ceramics and printmaking.

Ceramics

This course offers students a three dimensional vehicle for individual expression, teaching them to solve 3-D problems through the appropriate use of content and supplies. Students will gain an understanding of the nature of clay and the ceramic process through wheel-throwing, hand-building, glazing and kiln firing techniques. The class will engage in criticism and reflection of their own work as well as the works of others.

Drawing

This intensive full year drawing class puts emphasis on technique, composition and two-dimensional problem solving. This course focuses on observational drawing techniques with instruction on how to control and manipulate a variety of media to create original drawings. Students will learn skills in depicting line, value, volume, form, texture, and space in a variety of drawing media. Projects in still-life, portraiture, figure, perspective, interior space, and landscape will be introduced. Students will also be given the opportunity to develop their personal style and concepts. Students will engage in criticism and reflection of their own work as well as the works of others.

Painting

This intensive full year painting class puts emphasis on technique, composition and two-dimensional problem solving. This course focuses on observational painting techniques with instruction on how to control and manipulate paint to create original paintings. Students will learn skills in color theory, value, volume, form, texture, and space and concepts will be reinforced through art historical examples.

Projects in still-life, portraiture, interior space, and landscape will be introduced. Students will also be given the opportunity to develop their personal style and concepts. Students will engage in criticism and reflection of their own work as well as the works of others.

Printmaking

This course provides students with the opportunity to learn about and explore printmaking techniques ranging from the traditional relief, intaglio, lithography and serigraphy. Students will create a variety of original prints and further explore the possibilities of mass production. The history of printmaking, master printmakers, and current commercial applications are some of the topics that will be covered. Students will engage in criticism and reflection of their own work as well as the works of others.

Foundations of Photography

This full year introduction to photography course examines photography from its infancy in the darkroom to the digital era. During the first half of the school year, students will learn how to shoot a manual 35 mm camera, process film, and print photographs in the darkroom. In the third quarter, students will learn to take effective compositions using a digital camera and edit their digital works using Adobe Photoshop. Project genres include landscape, concept, portrait, and still-life. This class is designed to improve perceptual thinking by analyzing visual experiences in terms of composition, foreground, background, form, shape, scale, value, perspective, concept, and metaphor.

Advanced Photography

(Academic Elective)

This graded course is designed for students who have taken Foundations of Photography. This class covers topics in both black and white and digital photography in more depth. Students will explore how photography can be used in conjunction with other media such as printmaking, bookmaking, and sculpture. There will be a greater focus on the history of photography and there will be an emphasis on writing, group discussion, and presentations. Students are required to keep a sketchbook and complete weekly assignments outside of class. The writing component will consist of a research/response paper and short response papers throughout the year.

Graphic Design

(Academic Elective)

Graphic Design is a yearlong course that introduces students to the design process and the principles of design through the use of computer-driven platforms in order for students to challenge their creativity and explore their creative potential. Students will become proficient in their ability to use Mac computers and Adobe Photoshop editing software in addition to learning how to operate a digital camera to create projects that will explore composition, typography, color theory, advanced imaging techniques, and art history.

Throughout the year, project-based learning will be emphasized as students will create and problem solve in order to assure that students acquire knowledge and understanding of the visual and graphic arts and a foundation upon which to make sound aesthetic judgments. In this graded class, there will be an emphasis on study skills and students are required to complete daily homework.

Portfolio Art / Portfolio Photography

(Academic Elective)

This graded course is for advanced students who have progressed beyond the fundamental concepts and skills presented in the Foundations of Art/Photography course as well as any of the specialized art classes. This class covers disciplines and topics in greater depth and gives the student the opportunity to be more independent, expressive, and exploratory with the curriculum. This course will cover a range of mediums but will focus particularly upon visual problem solving and the creative process (from ideation to exhibition). Students will be required to keep a sketchbook and complete weekly assignments outside of class. The writing component will consist of a research/response paper, artist statement, and short responses throughout the year. A formal portfolio will be assembled mid-winter. Class critiques will provide students with instruction on how to give, accept, and implement constructive criticism.

PERFORMING ARTS

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

Instruction in the performing arts areas instills ensemble technique and sensitivity, and offers the added benefit of developing authentic self-esteem that is based upon actual challenge and accomplishment.

The objectives and goals of the Performing Arts Department include:

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

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

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

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

Course offerings include:

- Exploring Music
- Landmark Chorus
- Dance
- Drama
- Technical Theater

Exploring Music

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

Landmark Chorus

The Landmark Chorus is open to all students at Landmark High School. The chorus performs a variety of challenging selections each year, ranging from the works of the masters to Broadway show standards. Meeting each day as a class, the chorus offers the support of sectional work (by voice-type) after school. In addition, all new students in the chorus receive individual voice lessons to help them learn to sing well and properly.

The chorus performs about a half dozen times per year, both on and off campus. Our performances during the year include Parents' Day in October, the Winter Concert in December, the Elementary Middle School Concert in April, and the Spring Musical and the Commencement Eve Concert, both in May.

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

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

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

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

Dance

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

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

Drama

Drama Class is offered during the class day as an elective. It is open to all Landmark High School students. Many students take Drama Class while alternating days with the Landmark Chorus or Dance Class. Here, the fundamentals of acting and stage production are stressed, using a variety of mediums, including improvisation.

Technical Theater

Technical Theater: Students learn to build sets, hang and program lights (including “intelligent” or moving, computer-programmed lighting), and run state-of-the-art audio. Tech students provide support for all Performing Arts events at Landmark High School. Students learn how to build large and intricate dramatic sets for our plays and musicals, how to use power tools properly, and how to execute technical cues. Technical Theater meets both as a class and after school.

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

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

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

PRACTICAL ARTS

Auto Mechanics

This course offers students exposure to the fundamental concepts and practices of basic automotive repair. Emphasis is placed on the acquisition and application of fine and gross motor skills related to mechanical tasks and in the understanding and observance of all safety rules necessary for proper caution in the automotive shop. Areas of instruction include selection and use of hand tools such as open end, combination, and socket wrenches, screwdrivers and other specialized tools; selection and use of power tools such as drills, impact wrenches, tire changing machine and electric car lift; general maintenance skills, monitoring of fluids in the crankcase, transmission, rear end, braking, cooling, and steering systems; repair and replacement of both disc and drum braking systems; repacking and replacement of wheel bearings; and use of gauges to detect voltage and currents in the electronic system. Advanced instruction in the repair and replacement of valve assemblies, exhaust systems, suspension repair, power train components and engine rebuilding may be covered.

Woodworking

Emphasis is on the fundamental disciplines of woodworking; that is, the proper execution of the basic skills and attention to detail leading to the development of self-confidence. Projects are designed to reinforce previously learned fundamentals. There is a heavy emphasis on hand tools although competency with power tools is also developed. Students choose projects of progressive complexity and utility; including carving of lettering, sculpture and scale half-models of boats.

Boatbuilding

This class is limited to students having good basic skills and enough maturity to persist with seemingly very complex problems. Areas of study include reading plans, lofting full size and building boats.

TECHNOLOGY DEPARTMENT

Tech skills are engendered and developed through project-based activities developed by the teacher and students. The underlying mission of the Technology Department is to stimulate curiosity through the generation of problem-solving, hands-on activities, facilitated by the teacher, in order to increase the breadth and depth of each student's study skills, executive function skills, and their ability to teach themselves. Specifically, this is accomplished through a study of programming, film production, music production, 3D modeling and animation, science, and technology. Further goals include nurturing the diverse ideas of each student to enable an exploration of those interests in greater depth. This generates a safe environment for learning which ultimately engenders self-confidence.

Projects in Technology: Drones and Robotics

This is a course designed to cater to the individual needs of each student. It is intended to focus primarily on executive function skills including the self-regulation of intelligence, knowledge, experience, behavior, and emotion. This will be accomplished through a continuous cycle of planning, testing, and modifying until the original goal is reached. We will endeavor to design and then create from scratch drones and various aspects of robots. The content will provide the means for learning how to learn, teach one's self, and self-motivate.

Short Film Production

The filmmaking process brings together artists from a variety of fields and requires them to collaborate. Consequently, the foundation of short film production is the ability to listen to other students' ideas and integrate them with one's own in the creation of short films. Using techniques from other films and using ideas from films, short stories, and discussion, students will generate a basic plot, theme and characters. Students will then storyboard, create a screenplay, and map a short film based on their ideas. Students will work in groups and assign each other jobs on a rotating basis so that each student will be able to work on each area of filmmaking. As with all tech classes, the content will provide the means for learning how to learn, teach one's self, and self-motivate.

Audio Production

This class will focus on creating music with acoustical, electronic, and digital instruments and exploring the relationship between technology and music. The software used includes Garage Band and Logic. Students will also learn to use professional grade equipment such as an electronic sound board interfaced with the software, microphones, XLR cable, etc.

They will eventually specialize in one aspect of the listed elements above. Throughout the year there will be numerous projects that challenge the student to learn about music history, genres, perspectives, composition, recording, etc. This content will provide the means for learning how to learn, teach one's self, and self-motivate.

EXPRESSIVE LANGUAGE PROGRAM

The Expressive Language Program is structured to meet the educational needs of those students who have particular difficulty with oral and written language. The program is designed to address the processing and formulation of language within a highly structured environment. A thematic and multi-modal approach is used to teach the five domains of language (phonology, morphology, semantics, syntax, discourse) in a developmental sequence. Content is taught and learned beginning with concrete concepts and moving to the more abstract. Teachers tap into and develop the students' visual and spatial strengths while using teaching strategies that are designed to elicit language. Important goals include the development of critical thinking skills, study skills that promote independent learning, and self-advocacy skills.

The core courses in the Expressive Language Program include:

Language Arts

The Language Arts classes within the Expressive Language Program focus on developing the students' writing skills through a five-step process (brainstorming, organizing, drafting, proofreading, and final drafting). Within this framework, various formats such as descriptive, sequential, compare/contrast, cause/effect, and opinion are introduced. Oral discussion prior to writing is a key component, and is always emphasized. In addition, study skills are integrated into each unit to promote independent learning.

Teaching strategies used include directive questioning, writing templates/graphic organizers, and individualized proofreading checklists. Teacher-generated thematic units are used as platforms for writing, as well as literature, drama, poetry and literary nonfiction. Instruction also covers the development of phonology (spelling), morphology (grammar), semantics (vocabulary), syntax (sentence structure), and writing mechanics. The curriculum moves through the writing of sentences, paragraphs, and multi-paragraph compositions; first in isolation and then in context.

Oral Expression

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

The Oral Expression classes closely parallel the Language Arts classes within the Expressive Language Program in that the organization of ideas is a major goal (i.e., oral discussion, brainstorming, and outlining). More specifically, these classes help the students improve their conversational skills *both as speakers and listeners*. Language skills are developed in the areas of phonology (sounds), morphology (grammar), semantics (vocabulary), syntax (structure), discourse (narratives), and pragmatics (social use of language). Since the understanding of a language concept is a precursor to using it (i.e., expressive language), the students' first focus is on receptive mastery of the skills. Instructional techniques used include directive questioning, cueing (self and teacher), allowing extra time to auditorily process information and formulate responses, and compensatory strategies for word retrieval and working memory difficulties. Rubrics, self-reflection, and data collection and analysis are often utilized as tools for evaluation (self, peer, and teacher). The ultimate goals for students are to produce cohesive oral narratives and effectively engage in conversational exchanges.

Pragmatics

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

The Pragmatics classes focus on improving students' social communication skills. Students learn how these skills relate to "real life" experiences (e.g., telephone calls, texting, joining activities, dining out, etc.) with an emphasis on social thinking (perspective taking). All skills are taught through teacher-guided discussions, structured group activities, role-play exercises, and analysis of media. In addition, videotaping and reflective journal writing are used as tools for evaluation (self, peer, and teacher). The curriculum is taught over a two-year period. The first year focuses on basic skills such as body language, tone of voice, greetings, maintaining conversations, and making small talk. The second year focuses on more advanced skills such as initiating/maintaining friendships, honesty, reputations, receiving/giving constructive feedback, giving advice, compromising, negotiating, stating opinions, and accepting consequences, while integrating previously learned skills into lessons. During the second year, students participate in an on-campus internship during class time once weekly.

This is a key component of the class as it provides opportunities for practice and generalization of social communication skills, as well as learning "hidden curriculum" in the work place. Internships have included assisting in the attendance office, in the cafeteria, and in the library.

The academic electives in the Expressive Language Program include:

American Sign Language I

(Academic Elective)

This junior and senior level class provides students with an introduction to sign language. In addition to studying the vocabulary and grammar of sign language, students are introduced to various aspects of the deaf culture. The class is taught through thematic units in which new vocabulary is introduced and practiced. Students are given ample time to practice both expressive and receptive language skills.

Text: Signing Naturally; Level I (Dawn Sign Press), *A Loss for Words* by Lou Ann Walker

American Sign Language II

(Academic Elective)

The objectives of the American Sign Language (ASL) II class are for students to continue to expand on their knowledge and utilization of a second language, gain a more in-depth and complex understanding of deafness and the Deaf Community, Deaf Culture, and Deaf History. Students continue to hone their descriptive and conversational language skills and techniques, including use of advanced grammar structures, in a ‘voice-off’ classroom environment. The level two curriculum builds on level one skills and spirals back to practice basic skills within a more advanced framework. Students participate in class presentations, language activities, guest presenters, field trips to a local school for the deaf and also work with a DVD and workbook to supplement and reinforce classroom instruction.

Text: Signing Naturally: Level II (Dawn Sign Press), *The Unheard: A Memoir of Deafness and Africa* by Josh Swiller

PREPARATORY PROGRAM

The Landmark School Preparatory Program serves students in grades 8 through 12 and offers a full secondary school curriculum for students with language based learning disabilities who need a specialized environment but do not need an intensive remedial program. The small classes taught through multi-modal approaches allow for individualized attention. The goal of the program is to help students develop and integrate the language, organizational, study and advocacy skills essential for success in traditional secondary school classrooms and in higher education.

The Prep Program curriculum is parallel at each grade level to that of other public and private schools. Textbooks and materials for teaching course content are also the same or similar to those used in traditional schools. However, significant emphasis is placed on cross curricular development and integration of study, writing, and advocacy skills. For example, students are not just taught history, but the skills necessary to access the content, such as effective note taking strategies, active reading skills, and efficient test preparation.

Students enrolled full time in the Prep Program take six academic courses including Grammar and Composition, Literature, Social Sciences, Mathematics, Science, and Study Skills. Students may also choose from a number of electives in addition to the required academic courses. Physical Education requirements are fulfilled during the elective period. Founder's Program students may apply for and take individual Prep Program classes.

Grammar and Composition

The purpose of the Grammar and Composition curriculum in the Prep Program is to develop the students' ability to organize their thoughts and express themselves effectively when writing. Emphasis is placed on writing well-structured paragraphs, essays, and papers by employing the five step writing process: brainstorm, outline, rough draft, edit, and final draft. Classes are taught through thematic units that serve as a basis for writing and provide students with the background information needed to expand their ideas. Specific rules of grammar are introduced in each class and reinforced as the students encounter them in their compositions. While writing goals are established by the curriculum, teachers work to identify each student's strengths and areas of need and to generate individual composition goals. Additional time is spent in each class on vocabulary development.

8th Grade: 8th Grade Grammar and Writing

In this course, students will expand their vocabulary, develop an understanding of grammar rules, and explore the writing process. Each day, these three elements will be explicitly taught, as students will work on vocabulary exercises, sentences development, and paragraphs and/or essay composition. Skills will be taught through the lens of thematic units, which are of high interest to students, and tap into students' background knowledge. Topics of study will include developing a thesis statement, generating strong body paragraphs, writing introductory and concluding paragraphs, and employing appropriate transitions. Students will then write a variety of essay types including descriptive, persuasive and analytical. Finally, students will be introduced to the library and research writing process in order to provide them a foundation for more complex skills that will be introduced in higher grades.

Grade 9: Grammar and Writing I

Grassroots with Readings: The Writer's Workbook (Wadsworth)

Students in this class study the writing process extensively throughout the year. Following a review of various types of paragraphs and their structure, students examine the components of a basic five-paragraph essay. Topics of study include developing a thesis statement, generating body paragraphs, writing introductory and concluding paragraphs, and employing appropriate transitions. Students then write a variety of essay types including descriptive, comparative, cause-effect, opinion, and analytical. Throughout the year, students read articles, essays, and short stories around various unifying themes. Finally, students have an introduction to the library and research writing process in order to give them a foundation for more complex skills that will be introduced in higher grades.

Grade 10: Grammar and Writing II

Evergreen: A Guide to Writing with Readings 8th Edition (Houghton Mifflin)

In the tenth grade, students develop their expository writing skills by learning to write compositions that analyze, critique, evaluate and respond to information they have read and discussed. Emphasis is placed on making clear and accurate references to other texts, expanding and supporting ideas within an essay, editing, and proofreading work thoroughly. Readings and research serve as the basis for written assignments, which include a variety of essay types: personal narrative, descriptive, comparative, and persuasive. Additionally, throughout the year, students expand their personal vocabulary through learning a new “word of the day.” Furthermore, specific grammatical skills are developed and practiced, such as how to vary sentence structure, how to use commas, how to write using parallel structure, and other skills depending on the students’ writing needs.

Grade 11: Junior Writing

Texts: The Little Red Writing Book, Brandon Royal, Writer’s Digest Books

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

Grade 12: Senior Research

Throughout the year equal time is spent on improving both the process of writing as well as the eventual product of writing. Only by focusing on executive functioning skills like goal setting, project management, and advocacy can seniors hope to produce quality analytical writing and transition well into their freshman year of college.

All vocabulary and areas of focus for understanding this technical form of writing are introduced during the first quarter and then revisited throughout the year for continued exposure and practice. Seniors are encouraged to organize their bibliography cards, note cards, and formal outlines in a format conducive to promoting structure and logic in their quarterly papers that vary in length, culminating in a 13-15-page paper. Students are challenged each quarter to examine and critique a classmate's rough draft in order to develop peer-editing skills that might later enhance their own revising process. All papers are documented based on MLA standards, and it is expected that by mid-year every student is proficient both with the works cited page and in-text citations. By the second semester, students are developing their own due dates and independently working with other faculty as they prepare for an integrated analytical research paper and twenty-minute culminating oral presentation of their research in front of faculty, parents, and peers.

Literature

Students in the Preparatory Program take Literature classes that are designed to enhance enjoyment of classic literature, to expose students to contemporary writers, and to develop comprehension and language skills.

Typically students study thematic units that emphasize a common topic or historical period.

All levels focus on the development of strategies to strengthen student understanding of abstract concepts and to encourage critical thinking skills. Students learn to interact with the text and deepen their critical thinking skills by developing highlighting strategies, learning to take effective margin notes, and identifying new vocabulary. An important goal in Literature is to encourage students to make personal connections with the readings and develop their ideas in written compositions, both creative and analytical. Class discussion is also a focus and discussions are structured with the objective of encouraging all students to contribute, share their ideas, and learn to build on their classmates contributions. Preparing for and taking objective and essay tests are other skills emphasized. When possible, appropriate films are shown to allow students to see how another medium interprets literature.

8th Grade: 8th Grade Literature

The purpose of 8th grade literature is to teach students the basics of participating and succeeding in a literature class. Students will read a range of short fiction, poetry, and selected novels. Students will learn basic literary terms to help them understand both the literal and abstract meaning of the texts encountered. Students will also work on developing discussion skills such as how to participate in a discussion about literature, sharing ideas, and developing the ability to foster positive group dynamics. Additionally, students will learn study skills to help them manage the demands of the class texts. They will learn how to take effective notes, margin note and highlights, and how to use text evidence to support their ideas. Students will also learn how to structure writing responses so that they reflect topics discussed in class and are organized and use text evidence to support thinking.

Grade 8/9: American Perspectives in Literature I

Text: Selected novels and poetry

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

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

Grade 10: American Perspectives in Literature II

Texts: Selected novels and plays

Students in Literature II continue to devote their attention to studying literature through a thematic focus; this year, they explore identity and culture through the lens of society. Additionally, the class focuses on implementing study skills that are integral to the study of literature, such as active reading and margin noting, analytical writing, and discussing the material in a meaningful and thoughtful fashion during class. Students also learn the different literary elements, such as setting, characterization, plot, symbolism, and theme, while reading a selection of short fiction.

This last element, theme, is most notably addressed in the second half of the year, by studying the American Dream and the various ways it remains a part of who we are today. In each unit, students are given a number of expository and creative writing assignments, often using the literature as a model for writing, as they continue to hone their analytical writing skills.

Grade 11: Modern World Literature

Texts: Selected short stories and novels

World Literature is designed as an overview and introduction to the literary traditions of many different cultures in the world. In general, the students read works from Sub-Saharan Africa, the Indian Subcontinent, China, the Mediterranean, and South America to examine major themes of World History from the Early Modern Period until the end of the twentieth century. Along the way, students investigate the uses of literature to advance ideas about the ideal person, political views, national agendas, and spiritual philosophy. The class materials include short stories, folk tales, poetry, epics, drama/plays, and novels. Throughout the course, students continue to learn the necessary study skills to access complex literature. Additionally, students are challenged to use the writing skills they have acquired to more independently compose both analytical and creative compositions.

Grade 12: British Literature

Texts: Selected short stories, novels and plays.

This senior literature course seeks to give students exposure to some of the great literature of the British Isles while developing their critical thinking as they prepare for college. The class moves chronologically from the Anglo-Saxons to contemporary writers as an exploration of the prelude to the modern novel.

As such, students study foundational pieces of British literature, including the seminal *Beowulf*, as well as works by Chaucer, Shakespeare, Mary Shelley, and Charles Dickens. Students additionally learn and practice study skills that will aid them in future literature courses at the college level. This includes active reading and margin noting, note taking during discussion based classes, and writing well-developed analytical essays. Throughout the course, students are challenged to see how art reflects culture, with the goal for them to examine their own culture and themselves.

Grade 12: Advanced Studies in Protested Literature

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

Study Skills

The purpose of the Study Skills Curriculum in the Prep Program is to introduce and develop those skills needed by students to be independent and effective in the learning process. Skills are introduced with simple, highly structured content and then applied to progressively more complex material. Throughout the process, students are encouraged to develop a clear understanding of their individual learning style and to identify their strengths and areas of need. All study skills classes provide structure to maintain overall notebook organization, while students learn to plan and coordinate long-term projects. Each year, students participate in a variety of group and individual projects and activities.

8th Grade: 8th Grade Study Skills and Strategies

Students will be explicitly taught study skills strategies that address how to best organize materials, manage time, and arrange and access information. Students will learn how to organize their binders, their homework agenda books, and their electronic documents. They will also explore time management strategies, as well as how to appropriately use technology to improve efficiency and evaluate information. They will learn all of these strategies through the lens of thematic units, some of which will align with content in their other courses and reinforce the importance of translating information across different contexts. When exploring different themes, students will read a variety of source documents and learn how to identify main ideas, discern relevant details, take effective notes, and write accurate summaries.

With an understanding of the content and teacher guidance, students will then think critically about cause and effect relationships, make relevant connections, and discuss abstract ideas from the readings. Throughout the year, students will be continually challenged to reflect on who they are as learners and develop an understanding of how to best adapt the study skills to meet their learning needs.

Grade 8/9: Study Skills and Strategies

This study skills class focuses on developing strong organizational skills for students' time, materials and information. Additionally, they learn basic techniques for two-column note taking from written sources, organizing using the notebook system, highlighting, preparing for tests effectively, and using test-taking strategies. During this process, they complete a cross-curriculum project about community, completing a group PowerPoint presentation as a culmination of the project. Students also complete a unit on careers and related skills which is incorporated into another cross-curriculum project exploring who they are as individuals.

10th Grade: Applied Study Skills: Perspectives of Humans in Time

The primary content goal of the course is to improve a student's understanding of humans over the course of various eras and ages of history. Students are asked to make connections between human nature, sociology, history, geography, science, invention, creativity, art, politics, government, and ethics. It is intended that through this study, students will gain clarity about the present and the future. How do civilizations change? Adapt? Cease to exist? These key questions will be answered through the student's own research, discussion, and writing. The underlying, and more important curriculum, is to stimulate curiosity through the generation of problem solving activities in order to increase the breadth and depth of each student's critical thinking skills. Within this process the distinct executive function skills will be addressed daily.

Grade 10 and 11: Foundations of Study Skills

This class is designed for students who are in their first year in the Preparatory Program. Students are introduced to a variety of study skills. Students learn various note taking systems and practice taking two-column notes from a variety of sources. In addition, emphasis is placed on developing solid organizational and time management skills. They also learn strategies to organize and manage their physical materials as well as their computer files. Other important study skills emphasized are test taking, research, and critical reading skills. After learning basic skills, students are provided with a range of opportunities to apply the skills to areas of interest. As the year progresses, students are encouraged to become more independent in their application of skills to other content area classes.

Grade 11: Rhetoric and Public Discourse

This study skills class is open to juniors who have completed one year of study skills in the Prep Program. The class focuses on developing students' oral presentation skills while reinforcing their note taking, organizational, and critical analysis skills. Students learn how to research and deliver informative and persuasive speeches. Students will also learn to craft PowerPoint slideshows to supplement their presentation skills. At the end of the year, students organize and engage in an academic debate.

12th Grade: Leadership and Character

This senior study skills course will actively engage students in the acquisition of information about historical and contemporary theories, concepts, and issues associated with leadership and human character.

Students will be exposed to the nature of leadership and character through presentation of objective material, through group activities, and through debate exercises.

This course is intended to enable and empower the personal growth of graduating seniors on an intellectual, emotional and social level. A primary goal is to provide students with information and experiences that they might otherwise never encounter. The course focuses on various concepts and skills, including self-confidence, risk-taking, decision making, active listening, pro-active behavior, viewing ideas from various perspectives, collaboration, community awareness, self-reflection, sense of purpose, cognitive flexibility, gaining insight into interests and passions, gaining a no-nonsense look into the world students will enter, communication skills, development of a sense of social responsibility, to realize the potential to become “agents of change.”

Social Science

The goal of the Social Science classes is to help students apply study skills to a specific content area while expanding their knowledge of the people, events, and ideologies that have shaped the world. Classes address the skills of note taking, using a textbook, test taking, conducting research, thinking critically, and generating expository compositions. In addition to having a stated content focus, each class participates in the on-going study of the development and ramifications of current national and international events.

8th Grade: Civics and American Government

The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments using a variety of writing and presentation forms.

Grade 9: American Journeys I

Text: America: Pathways to the Present (Prentice Hall)

Students study the development of America from early settlement through the Civil War period. Students look at social, economic, and political factors that led up to the American Revolution. Particular emphasis is placed on the U.S. Constitution and the organization of the government as well as the impact those have on the future of America. While continuing to expand their note taking skills, students spend time improving their ability to use a textbook effectively, preparing for and taking tests, and developing well-structured essays. Students focus on active studying as well as critical thinking. Students are asked to synthesize information from the textbook, class lectures, and class discussions to strengthen their comprehension of historical events.

Grade 10: American Journeys II

Text: America: Pathways to the Present (Prentice Hall)

Students study the major events and themes of U.S. history since the Civil War. Included in the class are specific studies of the Industrial Revolution, the Progressive Era, World War I, the Depression and the New Deal, and World War II. In a study of the second half of the twentieth century, the students examine the Cold War and the emergence of the U.S. as a world power, the Vietnam Era, and the Civil Rights and Women's Rights Movements. Students are asked to read and respond to primary and secondary sources from each of these periods. Emphasis is placed on developing students' ability to take notes from lectures, to write well-developed essays, and to assimilate new and relevant vocabulary in their writing. Students also research and give oral presentations on a variety of relevant topics.

Grade 11: World Civilizations and Cultures

Text: World History: The Modern Era (Prentice Hall)

This course allows students to examine major themes of World History from the Early Modern Period until the end of the twentieth century. Topics of study include the Renaissance and Reformation, the Scientific Revolution, the development of nation-states, the Age of Revolutions, Industrialism, World Wars, and the Cold War and its aftermath. Emphasis is placed on taking notes from both primary and secondary sources, taking notes from lectures, writing analytical essays, and taking objective and essay tests. Students also learn to follow a syllabus as a means of improving long-term time management skills. Students complete a number of group and individual projects and presentations.

Grade 11/12: World War II and Its Continuing Impact

Text: Inferno: The World at War, 1939-1945 (Random House)

This course encompasses the global struggle that took place around the world from 1939-1945. Students learn about the European Theatre, focusing on topics such as: the German conquest of Western Europe, the massive conflict between Germany and the Soviet Union in Eastern Europe, the systematic murder of European Jewish citizens in the Holocaust, the Allied campaigns in North Africa and Italy, and the surrender of Nazi Germany as a result of the liberation of Europe by the Allies. Students learn about the Pacific Theatre, focusing on topics such as: the Japanese attack at Pearl Harbor, naval operations and campaigns in the Pacific, the colossal struggle between the Japanese and the United States during the American strategy of "island hopping", and the final decision of the United States to use the atomic bomb. Interspersed within the context of the military conflict, students cover the internment of Japanese Americans and changes on the home front for the millions of civilians touched by the war. Lastly, the continuing impact the war has on today's world is covered, allowing students to grasp the full magnitude of the Second World War.

Grade 12: Psychology and Sociology

Text: Psychology: An Introduction (Prentice Hall), Essentials of Sociology: A Down to Earth Approach (Allyn & Bacon)

Students begin by looking at the definition of psychology and studying the history of the field. As students learn about the psychological methods of studying behavior, they complete a variety of case studies and examine the values of each method. Units on specific areas of psychology include a study of human development in terms of language, emotional, social, intellectual and moral development.

Students further examine questions of hereditary and environmental influences on behavior and the role of personality. Finally students are introduced to basic principles of learning. In the spring, students are introduced to the field of sociology and are asked to develop and refine their study skills as they examine the content. Students are introduced to the definition of sociology and the various methods of sociological research. Students examine the relationship between society and the individual as they study culture, social structure, socialization and social stratification. In addition, students examine the institutions of the family, education, and religion. Throughout the course, students complete a variety of essays and develop their ability to take notes from both text and lecture. Students also work on long-term time management skills through the use of a class syllabus. Emphasis is placed on active participation in class and active study skills.

Grade 12: Economics

Texts: Economics: Concepts and Choices (McDougal Littell)

This senior level course is designed to give students an overview of economics while developing their writing and study skills. In the first semester, the class will focus on principles of microeconomics. Students will engage in units of study on Economic Theory, Market Economies, and Business and Labor. The second semester will focus on macroeconomics and will give students the opportunity to delve into the topics of Money, Banking and Finance, Measuring Economic Performance, and Government and the Economy. Emphasis is placed on developing long-term time management skills through the use of a syllabus, using effective note taking strategies for text reading and lectures, and writing well-structured essays. Students develop and deliver several formal presentations throughout the year.

Saturday School

As part of the high school curriculum, there are eight Saturday School sessions scheduled from 8:00 a.m. to 12:00 p.m. These are worked into our 180-day attendance requirement for the Department of Elementary and Secondary School Education. The format of these days differs from the other days in the year. First, students are scheduled into a single event throughout the four-hour period. Second, certain grade levels have mandated activities throughout the year. Third, this format lends itself to opportunities for alternative educational programming. These can either be experiential or service learning. No matter what format these opportunities take, they have a strong academic foundation. Each activity has a lesson plan submitted to the office of the Academic Dean. The approach must include pre and post activities to be sure the students understand the objectives of the activities as well as an opportunity for the teacher to be sure the goals are achieved. In doing this, we have joined the ranks of the Massachusetts Department of Education as well as many of the most important educational leaders such as David Kolb and Howard Gardner. Experiential learning can apply to either the academic or social arenas. In addition, service learning has gone way beyond just doing good deeds for others. It has developed into a movement where participants get as much as they give. Through careful preparation and investigation of issues and circumstances, through participation in activities and service learning and ending with thoughtful reflection and processing, an individual who is involved in service learning not only helps others and improves the community, but also practices and improves his own skills in the academic, social and interpersonal arenas.

Each year there are three types of activities. There are the one-time small group activities planned by individual or small groups of faculty. Some of these have included instruction in yoga and stress management; creative writing lecture from a visiting college professor; introduction to Japanese Taiko drumming; introduction to the Spanish/Mexican culture, language, traditions, religion, food and lifestyle; a visit to the MFA to follow up a class assignment on impressionism; orienteering one's way around the entire Landmark campus using maps and compasses; and many more.

The second type of offering is followed by thematic units on specific topics that will be required of certain age groups. This year that includes:

Health Initiative

Purpose: To educate students on how to make good choices about social, physical and emotional issues in the health realm.

Target group: Juniors and Sophomores

Transition Workshops

- **Career Exploration**

Purpose: To help students define their interest and knowledge level of various career options that might be in their future.

Target group: Freshmen

- **Learning Style Discovery**

Purpose: To help students to examine and identify their own learning style and then target what kind of educational approach and environment best works for them.

Target group: Sophomores

- **The Interview**

Purpose: To help students build skills in interviewing for such ventures as internships, summer jobs or college admissions.

Target group: Juniors

- **Life After Landmark**

Purpose: To educate students about the expectations of and accommodations for college or the workplace which enable them to actively seek the appropriate and effective support they need to be successful.

Target audience: Seniors

Lastly, we continue to offer service learning opportunities to our students. Faculty interested in this use Rev. Bill Ferguson, our Chaplain, as a resource. He also organizes student participation in community service projects outside of Saturday School. If a teacher does choose this option, he or she must still devise pre and post activities that add the educational component that needs to be included in every Saturday School proposal.