

New Roads School
Course Catalog

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SCHOOL PHILOSOPHY

New Roads School believes every child deserves access to education that places traditional academic pursuits in contemporary context, engaging students' hearts and minds to explore the opportunities and challenges of our ever-evolving world. Weaving together the kaleidoscope of communities that makes up Los Angeles, we inspire our students to become creative thinkers, committed citizens, and compassionate human beings

Born of a felt responsibility to prepare young people for the world that awaits them, New Roads School seeks to promote personal, social, political, cultural and moral understanding, to instill respect for the life and ecology of the earth, and to foster the sensitivity to embrace life's deep joys and mysteries.

New Roads School rests upon several fundamental commitments:

- development of a diverse community in which all differences - personal, cultural economic, ethnic, racial -become a framework for learning and for bringing people together
- recognition that there are many kinds of intelligence, each of which has value and warrants cultivation
- recognition, appreciation, and encouragement of each person's full and unique human potential
- academic excellence and excellence in artistic and physical expression
- responsible and honorable participation in the larger ecological and social community.

Our strong college preparatory program promotes personal dedication to learning, respect for independent thinking, and expanding curiosity about the world and its people. We believe that education is not a race for the accumulation of facts, but an opportunity to expand awareness, to develop habits of mind and character, to nurture self-understanding and wellbeing, and to acquire the tools needed for effective personal, social, political and moral participation. We consider certain skills to be essential for all graduates: to read well and write clearly; to express oneself effectively; to reason and question wisely, soundly and critically; and to study with purpose, integrity and determination.

NEW ROADS SCHOOL

LEARNING HABITS & GOALS

HABITS OF MIND

New Roads School will teach young people to

1. Use innate curiosity, creativity and imagination to pursue an inquiry and organize and synthesize appropriately complex understandings.
2. Be willing to take creative, intellectual, and aesthetic risks with familiar and new information in all areas of study.
3. Evaluate evidence for its relevance to an inquiry and formulate justifiable solutions.
4. Appropriately question the authority of history as well as use it to understand the **present**.

HABITS OF CHARACTER

New Roads will prepare young people to

1. Become conscientious decision-makers who consider the well-being of the community with respect to equity, social justice and ecological balance.
2. Listen deeply, respond with compassion and attempt to resolve conflict through discourse and cooperation.
3. Understand and overcome personal biases and prejudices with respect to race, ethnicity, gender and other human differences, and demonstrate open-minded appreciation for other humane cultures and folkways.
4. Act with courage and respect in the face of conflict and injustice.

TOOLS FOR EFFECTIVE PARTICIPATION

New Roads will help students achieve age-appropriate ability to

1. Read, write, speak, communicate and use technology effectively.
2. Demonstrate scientific & mathematical literacy.
3. Understand and express social, political, economic, moral and ecological awareness.
4. Understand how the arts affect social and cultural environments.
5. Participate and cooperate in athletics and the arts.
6. Solve problems non-violently.
7. Respect the ideas and learning styles of others.

OUR APPROACH

New Roads School sets high standards for what we do. As our philosophy states, we believe that education ought to be more than accumulating facts. Our efforts are directed at students developing habits of mind, character, awareness and participation that allow young people to thrive as they begin the life-long task of building an equitable world they will share with others. Life at New Roads is challenging, exciting and fun. We recognize and appreciate the daunting task of being a teenager, and seek to provide the support, guidance and nurturing young adults need. We ask a great deal of our students, and they expect much from the community they have joined.

Exuberant and creative thought and effort makes the school years thrilling. Our academic program challenges young people to look further and more deeply into their studies by creating solid conceptual foundations from which young minds can explore. As such, we teach both discrete academic skills and contextualized problem solving and critical skills, creating assignments and explorations that allow students to take their investigations as far as they can via those learning styles and modalities that best suit them. We expect our students to be committed to learning, and so consider such affective skills as accountability and responsibility in our assessments of student performance.

But we are much more than academic excellence and creative problem solving. Arts, physical education that challenges both mind and body, human development, community service, core programs in environmental awareness, stewardship and justice and in ethics education offer avenues for discovery, investigation and expression. Each is supported by scheduled time for focus in these areas, a curriculum rich enough to integrate these into other subject area studies, and by teachers deeply committed to and talented in these and other areas.

We are also committed to helping our students discover different people and communities. Beginning in the primary grades, New Roads students study Spanish in a unique program that supplements classroom based Spanish instruction with more intensive immersion-type experiences, including visits to Spanish speaking communities. Although the practical benefits of extending one's communicative capacities are obvious, the value of language study can be far more. Developing fluency in another tongue can illuminate one's own nature in ways not otherwise accessible.

These years can be a rich time in the lives of young people, a bit scary, very exciting, and full of novel opportunities. School, at its best, is a place where young people feel safe enough to explore those unique, emerging personal pieces (of themselves that are just emerging), to 'try on different hats' as they encounter themselves, their friends and family, their community and the world in which they live. We believe this is best accomplished when all the adults in a young person's life are working in concert. We ask parents to join their children and teachers as part of a community of learners.

As part of a college preparatory education, New Roads School is committed to graduating students prepared to excel as they move on in their studies. Often mistakenly associated only with school, the skills articulated in our philosophy are stressed at every grade level: reading and writing, effective self expression, sound and thoughtful reasoning, and

successful study. We see these as far more than preparation for college. Solid grounding in these will go a long way toward preparing young people to take active roles in our common future. However, human beings are far more dimensional than even the broadest based college curriculum, and so we strive for more. Our hope, our goal, is that every young person leaves New Roads not only more able to excel at that which we have all come to see as "the stuff of school," but feeling more self-assured, healthier, happier, more courageous, more compassionate and more eager to learn from and about our world than when he or she arrived. We invite you to join us in this adventure.

THE ELEMENTARY PROGRAM

New Roads students from pre-kindergarten through 5th grade have a wide range of abilities, skills, strengths, needs, experiences, and interests. These may vary from subject to subject. Thus, we personalize each child's education while working within established state and national guidelines for excellence. Program content, activities and strategies are modified to provide added challenge, enrichment or support as a matter of course by faculty. Although discrete subject areas are outlined below, our elementary program delivery often assumes an integrated thematic approach. These themes range in scope, length and depth and may last anywhere from a week to a month to a full year. They may encompass a straightforward Humanities study (Language Arts and Social Studies) or a pure Mathematics/Science study. Often, content and skills from Specialty areas (Music, Art, PE, Spanish) will be incorporated, enriching studies begun in the core classrooms.

Reading and Language Arts

In PreK and continuing through K, as invitation and readiness dictate, students are introduced to shape recognition, signs, labeling and directions. The alphabet is learned and reinforced, followed by the introduction of initial and final consonants, vowels, upper and lower case letters, sight word recognition and simple syllables. Phonetic sequencing books and activities plus lotto, bingo and concentration games embed these new concepts. A blend of the best aspects of both whole language and phonics frame the program. As students move into 1st grade, they review phonics essentials, create rhyming words, study consonant blends and simple homophones, and develop common word families.

Through the Pre-K/K/1st spectrum, students are read to daily and begin reading with support and independently. A range of resources is employed, including Dorling Kindersley Readers – Beginning To Read, Level 1-3, A School Zone Start To Read Book, Invitations To Literacy, An I Can Read Book, Level 1-3, Sunshine Books, Hello Reader, Levels 1-4, Adventure Books, Bob Book Series, and a Dr. Seuss Collection. Additionally, students are immersed in a print-rich environment with a multitude of picture, single story and early reading chapter books.

Follow-up activities include weekend news writing, whole class book writing and journal-keeping. Supported and independent creative writing including poetry writing is introduced as are personalized spelling lists. Individual conferencing with students about personal reading and writing occurs daily.

In grades 2 and 3 students continue to develop their reading skills and interests. Decoding and word recognition become increasingly challenging while the comprehension skills of inference, prediction, conclusion and synthesis are developed. Reading for a variety of purposes and rates is examined and practiced including detail, main idea, mood and author intent and research. Various forms of age and skill appropriate literature are introduced, including short stories, novels, anthologies, reference sources, plays and poetry. Follow-up activities involve group discussion, oral reading, and art projects. Independent reading is done daily.

Students are introduced to cursive writing, study essential grammatical concepts, do introductory research assignments and write creatively in both short and long-term modes. By the end of 3rd grade, with individual support and conferencing, each student writes, revises, edits and publishes a storybook which is presented at an evening public reading.

The reading program in the 4th/5th grades extends and deepens student interest and skills. A wide range of quality reading resources is utilized, including Maniac McGee, From the Mixed Up Files of..., Tuck Everlasting, Sounder, Bridge to Teribithia, Johnny Tremain,

The Secret Garden, The Cay, and Number The Stars. Additionally, students read transactionally from a variety of content text and article sources in Social Studies and Science. DEAR (Drop Everything And Read) and journal-keeping are regularly scheduled activities.

The writing process (pre-writing, writing, revision, editing, publishing, post-writing) informs all aspects of the students' daily writing, be it narrative, transactional or poetic. Conferencing with peers and faculty supports writing initiatives. Students are introduced to the concepts of writing for specific purposes and audiences. Student writing portfolios are constantly updated. Formal grammar study is extended emphasizing sentence structure and variety, paragraphing, parts of speech and punctuation.

Speaking and listening in group discussion occurs daily around current issues. Effective oral presentation is taught and practiced.

Mathematics

From Pre-K through K and 1st Grade, students are introduced to numbers and math-related vocabulary. They explore, investigate, estimate, question, predict and test their ideas about math. Math manipulatives are used daily to illustrate math concepts and to connect these concepts to daily life.

Concepts introduced and reinforced include patterns, sorting, classifying, counting, measuring, graphing, more than/less than, shape recognition, equivalence, size relationships, fractions, coordinate points, addition and subtraction, place value, depth, height, width, length, and simple problem-solving. The activity-based Math Their Way frames the program with a host of supplementary or enriching activities also utilized.

2nd and 3rd Grade students build on the essential concepts established in the Pre-K/K/1st Grade program. Addition and subtraction are reviewed emphasizing regrouping, trading or borrowing. Multiplication and division concepts are introduced. A variety of problem-solving approaches are introduced, including guess and test, working backwards and estimating. Fractions are studied further followed by money math and time exploration. Basic geometry concepts are introduced with added reinforcement of customary measurement concepts and skills. Math manipulatives, computer software, math games (multiplication bingo, the allowance game), a range of texts and themed math packets are used as resources. Assessment is ongoing and includes testing, observation and evaluation of a student's ability to make a "real world" application of specific math concepts.

In the 4th through 5th grades, students review numeration and basic operations, study place value in-depth (whole numbers, and decimals), gather, sort and graph data using a range of appropriate forms, study the 4 basic operations in fractions, decimals and per cent, refine essential measurement skills, deepen their grasp of two and three-dimensional geometric shapes, explore reflections and symmetry, and begin studying ratio and probability.

Science

The Pre-K/K/1st Grade program is predicated on questioning, exploration and discovery. Natural Science provides the essential framework for study. Topics presented include Animals (characteristics, origin and habitat, anatomy, scientific names and recognition), Fall study focuses on Oceans and Sea Life (Otters, Hermit Crabs, Sharks, Elephant Seals and Penguins). Winter study examines Bugs and Creepy Crawlers (Spiders, Ladybugs, Worms and Caterpillars). Spring study moves from Caterpillars to Butterflies, and culminates in a unit on Planting. Weather provides a year long supplementary study to the Science program with an ongoing weather calendar maintained, days and seasons studied in English/Spanish and American Sign Language, and graphing and tally sheets

utilized. Among those places students may visit: the Natural History Museum, Insect Zoo, the Aquarium, the Zoo and the IMAX and Science Museum.

The 2nd/3rd Grade program blends Physical Science, Earth and Natural Science units. Students learn to make predictions based on observations, then plan and investigate to match prediction with outcome. They measure length, weight, temperature and liquid volume. They compare and sort objects, construct bar graphs, and write descriptions of sequential steps.

Physical Science topics include Motion of Objects (force, machines and work, magnets, sound), Energy and Matter (types of energy, uses, solids, liquids and gases), Light (shadows, reflection and color).

Life Science topics include Life Cycles of plants and animals, Adaptation of Organisms to Environments, and The Human Body (function of organs and systems, personal health). Earth Science topics include Rocks, Soils, Fossils, Growing Crystals and Astronomy (the solar system, star constellations, seasonal change).

Generally using the Scientific Method, 4th and 5th grade students explore several topics in the areas of Physical, Earth, and Life Sciences. In the Physical Science sphere, they are introduced to atoms and molecules, the periodic table, states of matter (solid, liquid and gas), a study of salts and metals and heat (thermal energy). Within Earth Science students study the Water Cycle and the origin of water used in Los Angeles. Weather study is extended to include the cause and effect of weather, weather forecasting and weather mapping. The solar system is studied with an eye to established knowledge and latest discoveries. Students also are introduced to plate tectonics, and the associated study of volcanoes and earthquakes.

Social Studies

From Pre-K through K and 1st Grade, the program begins with Family, focusing on cultural traditions and celebrations. It spirals outward into a study of the local Community and culminates with an introduction to the concept of individual states comprising the United States, noting state flags, flowers, trees, contributions and unique facts and characteristics of each.

Through 2nd and 3rd grade, students begin a study of the Native American tribes of the Southwest. They learn about cultures past and present, and examine similarities and differences among various tribes. Research projects, art activities, field trips (Fowler Museum) literature study of Native American stories, legends, and beliefs enrich this year-long study. Critical issues facing Native American society past and present are also studied.

In geography, the continents are introduced first with hands-on demonstrations of Pangea, and building of Paper Mache models. Activities follow which include a study of “Children Like Me” from countries around the world, and the development of necessary global map reading skills. North America then becomes the focus, specifically the United States. Concepts introduced in 1st grade are built upon as various regions of America are noted. States are identified with each region through games and activities. Students then work backwards in time to identify and research the original Thirteen Colonies/States.

The 4th and 5th Grade program reviews and extends basic concepts of mapping - locally, nationally and globally. The 3rd grade study of European exploration leading to colonial development in North America continues. Ties to Britain are examined, followed by an introduction to the American Revolution, the drafting of the Constitution and the forming of a new government. Through the latter half of the school year, areas of study include Western frontier expansion dovetailed with

California history through the Mission Period, culminating in the Gold Rush and the ultimate linking of East and West by railroad. Paralleling these studies is an introduction to the reality of slavery in US history and The Civil War.

Spanish

Students in Pre-K/K/1st Grade identify and speak sight words in Spanish. They learn colors, use choral reading books, utilize a Spanish calendar, identify seasons, name items in the classroom, name animals, count and sing in Spanish.

In Spanish, 2nd and 3rd grade students learn numbers from 1-19 and 20-50. They review or learn the alphabet, age, health expressions, greetings, body parts, classroom items, colors, days of the week, months, seasons, time, weather, food, animals, tenor and phrases, songs, celebrations and holidays, and games. Oral discussion, storytelling, computer software and textual resources are utilized regularly.

Students review and extend their knowledge of Spanish to numbers from 50-100 and begin reading and writing print. Simple plays are read, written and performed. Currency is studied as is tener + phrases. Songs and a unit of Cinco de Mayo celebration enrich class activity. Also studied are interrogatives, pronouns, family and culture, adjectives and opposites, AR verbs, names and surnames, gender agreement, articles, and plurals. Emphasis is on developing oral fluency.

Visual & Performing Arts

The Visual and performing arts are not simply add-ons to an education. The arts call on mind and intelligences that cannot be called in other ways. Further, and perhaps most important, that special joy and exuberance come fully alive. Woven into the more ‘academic’ aspects of school, our *Visual and Performing Arts Programs* are taught by specialists in their fields.

Drama

The drama program with both specialist and classroom teachers is directly integrated with critical social and emotional development of the Pre-K/K/1st Grade child. Dramatic play and dress-up activities focus on communication skills (speaking and listening, storytelling, discussion in a group), concentration, cooperation and sharing. Students are introduced to movement, movement to music, mime and puppetry.

Drama for 2nd/3rd grade continues an emphasis on personal development and expression. Individual, small and large group exercises in sensory awareness, physical control of movement, concentration, communication alternatives, and improvisation are used. Content is drawn from a variety of sources including Language Arts themes, current events, and school issues. Students begin learning to present effectively both in movement and with language.

In the 4th and 5th grades students continue to explore mime, improvisation, and both small and large group ensemble activity. Personal growth remains the goal emphasizing concentration, confidence and effective cooperation and communication. Beginning script creation is introduced drawn from improvised scenes. Students also begin exploring written scenes for class interpretation and presentation

Music

Our music specialist introduces students to skills and concepts in music using an Orff approach. They play percussion instruments, learning notation, tonic solfa, pitch, and values of simple notes and rhythm. Additionally, in the Pre-K/K/1st Grade classroom areas, they sing songs daily in several

languages. Beginning skills emphasize essential memorization, teaming with others, listening actively, and moving to music.

With specialist instruction, 2nd/3rd grade students continue the sequential Orff program. Students learn to recognize the speed of music. They complete the tonic solfa and learn half notes and basic counting.

Orff study with percussion and the introduction of recorders continues with specialist instruction. Performance level playing is addressed. Students explore phrasing and even/uneven rhymes. Concepts addressing harmony, composition and orchestra are introduced. Survey study of genres of music is begun and styles from Renaissance through musical theater to rock are explored.

Visual Art

Pre-K/K/1st Grade students receive specialist instruction in Visual Art, with an emphasis on experimenting with materials to develop associations with sensory experiences. Their art is created based on both their personal experience and their imagination. Two-dimensional and three-dimensional artwork of various artists, cultures and eras is introduced. Students begin looking at art to identify subject matter, design qualities and overall mood or feeling.

2nd and 3rd Grade students identify visual elements such as line, color, shape and texture. They create art based on imagination, personal experience and visual perception. They learn to plan their use of visual elements. Art and artists from various eras and cultures continue to be studied. As they do this, they begin to perceive and describe subject matter, visual elements and mood in their own work as well as the artists' work presented.

4th and 5th Grade students continue to develop an understanding of visual elements and identify them in their own work. They plan their use of these elements and create art based on imagination, recall and observation. Art from different cultures is contrasted and compared, and connections are sought. Students develop skill in citing specific textures in artwork to explain their judgment of it.

Physical Education

The Pre-K/K 1st Grade program emphasizes focus, fun and fitness. Physical and game skills are introduced sequentially with individual growth and success emphasized. Development of a positive attitude toward fitness, games and play is at the heart of the program. Students learn to focus on cues, respond to hand signals, form a line, form a circle and take turns. They develop basic motor skills, learning to skip, gallop, hop, throw underhand, catch and run. They learn basic stretching, reaching, and are introduced to simple cardiovascular evaluation and development.

The cornerstones of fun, focus and fitness remain at the heart of the PE program for 2nd and 3rd grade students. Students learn different formations and modes of taking turns. Positive group interaction is emphasized including giving encouragement to peers. Basic motor skills continue to be developed including the overhand throw, kicking a ball, batting a ball, and running. Basic cardiovascular fitness is practiced along with the introduction of appropriate exercises (sit-up, push-up). Nutrition is introduced through a study of recognized food groups. Movement to music is also practiced. Basic routines for individual PE participation and for team/group participation are established.

4th and 5th grade students are introduced to the team concept in PE with an emphasis on cooperation. Motor skills are developed further through combined activities involving forward and back rolls, headstands, squats, and circuit work. Fitness studies incorporate established cardiovascular

activities, coordination and flexibility work, and nutrition (teaming the body and its fuel). Rhythmic activity is introduced involving floor exercise to music, individual, partnered, and group routines.

Human Development & Community Action

New Roads Human Development Program uses *Council* as a tool to teach young people to access and give voice to their hearts. From Pre-K through 5th grade, students develop appropriate social skills, attitudes and practices necessary for educational and community success and societal contribution. They learn to express and respect feelings, negotiate, cooperate and share. They learn to persevere, care for others, and respect and protect the environment. A cooperative spirit helps our young people work and play with others within and beyond the class. Sensitivity to and awareness of differences among students is encouraged.

Community Action initiatives are initiated ranging from environmental protection to spearheading the school food drives to fundraising for specific charities. Opportunities for learning effective leadership within small groups are provided.

Maturity brings different issues, and these are always addressed directly and with compassion. Students develop insights in conflict and conflict resolution, listening, self-esteem, respect and appreciation, similarities and differences, responsible friendship, self-control, peer pressure, and questions of right and wrong.

THE SECONDARY PROGRAM

The Secondary School program consists of certain common features reflected in student schedules at all grade levels. Students study a core curriculum recognizable by most adults as the stuff of traditional school: English literature, language arts, and social science (combined into a Humanities class at the middle school), mathematics, science and foreign language. At all levels, faculty seek ways to enrich and enhance curriculum and pedagogy to enliven the classroom and assist students in developing the tools to become curious, inspired, critical and imaginative learners.

MIDDLE SCHOOL

Middle school years are a time of explosive growths and irrepressible energy, joyful exuberance and change: a time when children are likely to value peer relations and friendships more than relations with mom, dad, or teachers; an unparalleled opportunity for trying on new and different identities while learning to make new connections; and a time when stepping out of the world of childhood into adolescence requires new and thoughtful decision making strategies for new and complex challenges. We are ever mindful of the need to provide an educational environment rich in safety, humor, compassion, challenge and fun for the remarkable young people who have come to trust us.

Goal Setting One challenge for all middle schoolers is learning more about how to take ownership of the educational experience. With this in mind, we begin each year by engaging students in a process of exploring who they are as learners, and who they are as members of the school community. New Roads' Learning Habits and Goals provide us with a road map for students and teachers to use to develop and sustain safe and supportive environments in and out of the classroom – places where students are free to take risks and understand the value of making mistakes. New strategies are introduced for thinking and learning, and for refining and developing skills and attitudes that promote good studentship. Students are carefully guided to create individualized goals. By mid-October, parents, family and teachers can attend student-led conferences at which students, teachers and parents co-create plans and commitments for learning.

Portfolios Another tool we use to empower students is the portfolio. Throughout the year students gain knowledge about how to examine, analyze and reflect upon their work. Through formal instruction and regular reflection times, students examine their works and begin to see better how to identify their own areas of strengths and weakness, areas where mistakes have led to new understandings and creative thinking. Students repeatedly ask themselves if their learning strategies are working and whether or not they need adjusting. At the end of the school year, students devote a great deal of time to sorting and selecting pieces of work that become part of their portfolio – ‘a story of their learning.’ The process culminates in public portfolio exhibitions. These are proud moments for everyone who has played a role – student, parents, teachers. A student's portfolios travel with him or her through the middle school, serving as a useful tool for teachers in getting to know the student and for the student to begin his or her new year's goal-setting process.

While the content program is exciting and rich, these are also the years when it is important to learn those skills that support life-long learning. Middle school teachers spend a great deal of time helping students develop the habits of a self-aware student. Where should I study and put my materials so I won't forget them in the morning? Where should I sit in the room? Are there times of the day when I read and write better? How do I ask a teacher to explain that idea again? How do I know if I have worked enough on a revision? How do I form a study group? Can I play volleyball and manage my academics? Do I really have to eat lunch?

Middle School Grades We do not use conventional letter-grading or assessment marks on evaluation forms. Students in middle school continue to benefit from a minimum of competition for grades. The academic program is geared toward development and understanding of fundamental skills; conventional grades are not necessary to facilitate this. Evaluations are marked with one of the following notations: Honors, Credit, Reservations and No Credit.

Honors: Awarded when a student has demonstrated outstanding studentship and has performed well above the expected levels.

Credit: Given to a student who consistently meets the basic expectations, standards of performance, and understanding of the material.

Reservations: Given to a student who does not consistently meet standards of performance. Reservations does not necessarily mean that a student needs to repeat a course, or a grade level.

No Credit: Used to reflect that a student is not meeting standards of performance in the course.

THE PROGRAM

The Middle School program consists of certain common features reflected in student schedules at all grade levels. Students study a core curriculum recognizable by most adults as the stuff of traditional school: humanities, mathematics, science and foreign language. At all levels, faculty seeks ways to coordinate curriculum in order to enhance the development of fundamental skills, imagination, critical awareness and to show the interrelatedness of studies.

Experience tells us that we need to work with young people on real world investigation, problem solving and exploration. To this end, and in keeping with what we believe will be major challenges in the future, for extended periods each week and sometimes coordinated with students' core academic classes, teachers and students work in our acclaimed, collectively designed, holistic curriculum nestled in a course of study we call *The Workshop for Social, Economic and Ecological Action*.

New Roads 6th, 7th and 8th grade curriculum is organized thematically by grade level. These themes provide a unifying strand that helps student and faculty see and create patterns and commonality in their work.

6 th Grade	Identity and Culture
7 th Grade	Systems
8 th Grade	Rights and Responsibilities

All students participate in art, physical education, and human development classes, as a whole human being is far more than a traditional list of school subjects.

HUMANITIES: ENGLISH & SOCIAL SCIENCE

Our Middle School Humanities program combines the English and Social Science curriculums. Course themes reflect both traditional English and Social Science class subject matter skills and are guided by New Roads' strong commitment to social and ecological awareness.

In all Humanities classes the study of English and language arts is designed to develop effective written and oral expression, reading and critical thinking skills, as well as mastery of the fundamentals

of grammar. Starting at 6th grade, we introduce expository writing with a carefully crafted and highly structured curriculum designed to unmask what is required to create a clearly organized, expressed and thorough piece of critical writing. At all grade levels, students use a common vocabulary of writing and routinely work in peer evaluation groups. From basic sentence construction to the creation of well-ordered series of coherent sentences and then longer essays, analyses and stories, teachers help students build the skills for effective expression and communication, as well as enabling them to recognize and create coherent themes and patterns in their own voices and those of others. Class discussions, vocabulary and grammar assignments, creative and expository writing assignments most often grow from and center on the texts at hand.

Because language skill development is bolstered by reading and writing, and because our goal is to encourage students to become careful and reflective readers and skilled and effective writers, students are reading and writing regularly.

Study at all grade levels seeks to balance traditional literature with a broader repertoire of literary choices, longer and shorter works of fiction and non-fiction, primary sources, plays, poetry and essays.

Look around you: ours is a diverse school in a diverse city. Other cultures, others histories, marvelous and varied cultures and histories are sitting next to us on the bus and the movie, each with its individual a different story to tell. Each one of us is "other" to someone. In the first two middle school years we focus on the fascinating fabric that is "World Cultures", exploring the warp of uniqueness and unmasking the extraordinary weft of common threads which ultimately relate so many of the world's peoples and cultures.

Humanities: Grade 6

Sixth graders look at cultural difference and similarity *through the eyes of children*. "Who are you?" they ask. "Who are my people?" "What do you look like?" "Are our families similar?" "How are they different?" "What do your parents do?" "What are our traditions?" "What is your heritage?" "Do we have common ancestors?" "What are our stories, and yours?" "What gives me meaning, and brings you joy?" "What separates us? What brings us together?"

Throughout the year students explorations of different societies aim to reflect and honor variation and individuality of the children they are learning about. In mythologies and epic tales, and in the responses to life-shaping experiences of the past, and present, diverse cultural traditions mirror the forces that shape them. When we present this to each other, we may be better able to appreciate the strength of the 'world culture' of which we are all a part. The lenses through which we see ourselves and one another are crucial if we are to move from understanding to appreciation and regard.

Humanities: Grade 7

Seventh grade Humanities is a cross-cultural study of the *systems that sustain societies – food, political economy, systems of governance and power, ecology*. Students examine and assess how people and place address and are affected by environment, others in the world community, food supply, personal and cultural aesthetics, organizations of power and other features of human culture that cross national or cultural boundaries. Examining history, geography and maps, government, art, and tradition plays an important role in students' efforts to maintain the balanced perspective that facilitates understanding of the interdependent nature(s) of diversity and unity.

Humanities: Grade 8

The eighth grade Humanities class, *American Studies*, is a combination of American Histories and eighth grade English. The plural form of the word "history" is intentional. Each ethnic group, each cultural group, each gender, social institution and interest group has a different story to tell, a

different history. Cultural refrains so familiar to those who have learned a traditional version of American history -- Columbus discovered America, George Washington could not tell a lie...with liberty and justice for all -- are presented as part of one story. Students engage in analyzing stories and documents in terms of the weight of their evidence, authors' points of view, the roles they play in the cultures that tell them, validity, and affects on others. Through the lenses of *Rights and Responsibility*, students examine, defend or criticize decisions and consensus with respect to goals of social justice. Close and careful reading, detailed work with evidence, critical media analysis, and effective expression continue to play crucial roles in the eighth grade Humanities course.

MATH AND SCIENCE

New Roads Middle School recognizes the importance of the transfer of knowledge in education. . At New Roads, we enhance the transfer between math and science by having 6th, 7th, and 8th grade math/science teachers. In most cases students have the same teacher for math and science. In this way, concepts being learned in math can be incorporated into the science lesson and vice-versa. The math/science teachers meet weekly to discuss and develop teaching methods to facilitate this important effort. Suggestions for strategies and topics are introduced and explored so that this same transfer occurs between grade levels as well.

Mathematics

Middle school students are developing attitudes about their strengths and weaknesses as students and individuals. For this reason, it is important that students are challenged but not frustrated in mathematics. To aid student motivation, students need to see the relevance of studying mathematics. New Roads accomplishes both goals by offering a series of math courses designed to meet individual student needs as much as possible. Enrollment is based on student abilities as determined by diagnostic tools, interviews, and teacher assessments. We utilize discovery methods whenever possible, providing a hands-on approach to learning. Appropriate use of technology is encouraged and developed.

Math: 6th Grade

Math Fundamentals at the sixth grade exposes students to the world of numbers and their interactions. Here we continue the abstraction of numbers and number ideas. Fundamental topics include basic operations involving a rich mixture of number types, order of operation problems, and number sense topics. In order to develop a stronger understanding of math ideas, our discussions continually reinforce the idea that mathematics is a system of ideas, thoughts, and operations.

Math: 7th Grade

This course is designed to solidify basic mathematical knowledge, such as problem-solving, estimation and number sense, and introduces many skills necessary for the proper understanding of algebra. The focus is adding, subtracting, multiplying and dividing integers in successively more complex situations. Data analysis, probability, statistics, and geometry are also introduced. Finally, a common theme throughout the course is an emphasis on practical applications of mathematics into daily life.

Math: 8th Grade

Pre-Algebra - This course continues to solidify basic mathematical knowledge, such as problem-solving, estimation and number sense, and introduces many skills necessary for the proper understanding of algebra. In addition, elements of algebra are introduced at a pace appropriate for the students to master.

Algebra 1

This course is equivalent to a high school algebra course. Students successfully completing this class are not automatically given high school algebra I credit. Students may receive high school credit for this class by completing an interview and diagnostics review at the end of the class.

Independent Math

This course is designed for students who are capable of independent learning. The topics covered are investigative in nature. The use of computer programming is introduced as an aid to problem solving. The topics covered are similar to the other middle school math classes, but are developed in much more detail. Enrollment is by petition.

Students wishing to advance in the high school math curriculum may attend New Roads summer school classes between their 8th and 9th grade school year.

Science

New Roads Middle School takes into account age appropriateness for content, activities, and motivation methods. All science classes incorporate appropriate levels of lab work, group work, and discovery learning strategies. Middle school science is presented as,

6 th grade:	Science Outdoors
7 th grade:	Science Within
8 th grade:	Science in Practice

‘Science Outdoors’ is not a term that means science of the outdoors; it means that science is done outdoors as much as possible. In the 7th grade ‘Science Within’, students study the human body and its systems. ‘Science in Practice’ provides opportunities for students to build devices that explore science in their daily lives. Middle school science students often have the mistaken idea that science is a list of memorized facts. This is evident when a student doing an experiment asks if they can try something. Being aware of safety issues, of course they can try things, it’s an experiment. Often, science is taught as answers instead of a way to ask meaningful questions. New Roads teachers spend a great deal of time developing lessons that provide opportunities for students to discover the excitement of doing science.

Science: 6th Grade: Science Outdoors

Outdoor science explores fundamental concepts from the physical as well as earth and space sciences. The topics range from “properties of matter” to ecological issues. Along the way we learn about the organization of matter, forces and motion, climate and weather, and our place in the universe. Whenever possible, we use appropriate outdoor settings as learning spaces. In this way, science is seen within a context related to the ideas being discussed.

Science: 7th Grade: Science Within

Students try to answer key questions in their search to understand life on earth. We begin by looking at life on the cellular level and move to study human genetics, adaptations and evolution. An in-depth exploration of systems within the human body and health issues follows. Finally, students explore the role humans have in shaping the earth’s environment and the fragile lives of those who surround us. Throughout the class, students are encouraged to think of science as a creative and innovative method of solving problems and not as a preexisting body of information.

Science: 8th Grade: Science in Practice

Eighth graders are very social and questioning by nature. For this reason, we have designed the 8th grade science to be about group work and relevance. Eighth grade science wraps the appropriate

science content into an activities based class where students build common instruments such as microphones and speakers as well as more exotic “toys” such as sending a voice over a flashlight beam. Group work and relevant activities are powerful tools that engage this age group in meaningful activities that bring about essential learning.

FOREIGN LANGUAGE: SPANISH

All students at New Roads study Spanish and the middle school program emphasizes the development of skills that facilitate basic conversational fluency. Our goal is to teach students an appreciation for the Spanish language and culture so that their willingness to speak is increased. Teachers utilize a variety of second language acquisition techniques that actively involve our students in comprehension and language production. Methods include creating and acting out dialogues, singing, memorizing poems and lyrics, and identifying words that name everything around them so they can develop speaking vocabularies that facilitate meaningful communication. Students adapt the vocabulary to everyday situational needs while participating in fun projects to help them learn to use the words to their fullest potential. Although speaking and listening are emphasized, the skills of reading and writing are also introduced. Grammar is taught inductively so that students experience the application of the language before they become conscious of it as a “foreign process.” Cultural study exposes students to the music, art, literature, film, socio-political struggles and achievements of various Spanish speaking groups, and, ultimately, foreign travel. This approach not only offers them an insight into other cultures, but also gives our students an opportunity to compare and contrast their own values, beliefs, prejudices, tastes and enthusiasms with those of Spanish speaking cultures.

Our middle school classes are divided into three levels. Enrollment is based on student abilities as determined by diagnostic tools, interviews, and teacher assessments. *Upon completion of level III, students should be prepared for Spanish 2 at the high school.*

In eighth grade, our students are given a forum to put what they’ve learned into practice. New Roads has a sister school in Tecate, Mexico. Each May our eighth grade class travels to the Francisco Madero School in Tecate to meet the students with whom they’ve been corresponding during the academic year. This week long trip serves as the culmination of our Spanish studies program. It is an extremely enriching cultural experience in that it gives students a first-hand opportunity to immerse themselves in the culture and language, while developing international friendships that, from what we’ve witnessed, often lead to lifetime relationships.

Spanish I

The class is designed for the language learner that has had no prior experience or extremely limited contact with Spanish. The course revolves around a hands-on approach to language learning that places its primary emphasis on listening and speaking. Vocabulary is presented in groups of twenty words and word phrases that relate to particular themes. Pronunciation, an understanding of the sounds and alphabet, and some basic grammatical structures are formally introduced. Students are also introduced to the major Spanish speaking cultures of the United States.

Spanish II

Students continue building on the vocabulary and grammatical structures established in Spanish I and expand their knowledge of Spanish speaking cultures. Using their own language constructions along with various texts, students learn grammatical conventions including verb conjugations in the present, present progressive and preterit tenses, syntactical agreement, subject pronouns, definite and indefinite articles, possessive adjectives, demonstrative pronouns and adjectives, and indirect and direct object pronouns.

Spanish III

While continuing basic conversation skills and expanding vocabulary, students are now more engaged in reading and writing. Short stories are introduced and utilized for discussions and reflective responses. Verb conjugations in the present, present progressive, future and regular past or preterit tenses are both reviewed and introduced. Emphasis is placed on the grammatical concepts of subject/adjective agreement in number and gender, as well as subject/verb agreement. It is especially at this time in the course of study that students begin to understand more about how grammar enhances verbal communication.

Spanish for Bilingual Speakers

This course emphasizes speaking, reading and writing for the bilingual student. Through a variety of texts including novels, short stories, poems, and newspapers, students expand their vocabulary and learn more advanced grammatical and analytical skills by focusing on the language structures and thematic ideas found in the materials. Special attention is given to individual student expressions. This class is conducted in Spanish.

THE WORKSHOP FOR SOCIAL, ECONOMIC, AND ECOLOGICAL ACTION

Each week teachers and students work in collectively designed contextual curriculum workshops we call *The Workshop for Social, Economic and Ecological Action*. Woven together with Humanities classes (when appropriate), the Workshop is a "call to attention" to students: a statement that says these challenges are here, already significant in our lives; that New Roads is committed to their solution; that school is part of the real world, rather than a place you wait until you get into the real world; and that we are confident that they can begin now to come to terms with exploring and at times acting on these challenges.

Topics of investigation might include: House, Homes & Homelessness; Wealth, Privilege and Poverty; Race & Ethnicity; Prejudice and Respect; Sexism, Racism, Homophobia, Ageism; population and overpopulation; children's rights; global distribution of wealth; animals, cruelty and the environment; food, water, energy, housing, personal and household chemicals and products; recycling at New Roads; purchasing responsibly for the school and home; waste and garbage; redesigned power systems for the school; ecological audits of home, of school; cities of the future; issues of overpopulation, International Human Rights; health issues.

Workshop classes meet for two hours each week. Some of our recent middle school Workshops are listed below.

Humane Education

This Workshop focuses on animal rights and the effect of environmental decay on animal life. Students develop critical thinking skills when learning about and discussing topics such as hunting, pet stores, vegetarianism, zoos and other animal-based theme parks. Through a combination of presenters, documentaries, field trips, and individual analytical research, students think critically about the roles animals play in our lives and the roles that humans play in animals' lives. The purpose of this course is not to convert all students to become vegans, but rather to have students examine and assess the rights and responsibilities we as humans owe to the planet and to animals specifically.

Human Rights

In this Workshop class, students try to analyze selected issues in our society to see how and why they are the way they are, and who gets served. We explore various human rights issues, including the

death penalty, women's rights, and hunger. Students learn how to begin to look at the world through different and new lenses in order to analyze the possible reasons for abuses of power and privilege.

War and Anti-War Efforts

Students in this Workshop study the history of the United States in terms of war, focusing on the Vietnam and Iraq wars. Students begin to think critically about war, and learn about the history of the anti-war movement. This Workshop includes field trips, guest speakers, film and film analysis, and participating in group activities to inform and shape their views about war and anti-war efforts.

Organic Gardening

This class is designed to raise environmental awareness through designing, planting and maintaining an organic garden. Students learn about hydroponics to start their own plants, they then prepare the soil with organic compost, plant, water and harvest their own vegetable plots outside our building. They maintain worm and compost bin. When it's time to harvest, students taste their own delicious and fresh organically grown vegetables. This class develops an awareness of the need for humans to be caretakers of their environment as well as an appreciation for the natural systems that support human existence.

Earth to Table

In addition to keeping students fueled for school, students learn how the food they eat has a tremendous impact on our surroundings, as well as personal health. They learn that food is one of the most critical issues facing our communities; in particular, the way we grow, process, package, transport, distribute and consume it. In this workshop, students use several senses – taste, touch, sight and smell as well as minds, hearts and hunger to explore the topic of food as it relates to community, health, and the environment.

HUMAN DEVELOPMENT

What isn't *human development*?? That having been said, at New Roads we consider the following as involved more specifically in our **Human Development Program**.

Connections

Knowing that the middle school years are dynamic and developmentally-active for young people we are committed to helping our children sort through the personal, social and moral challenges and enhance their sense of character, well-being and personal responsibility. Our Human Development classes, "Connections," are designed to enhance self-esteem and to teach a variety of techniques that enable our students to cope effectively with life's changes and to make healthy, life affirming and responsible choices in their own lives. In the process of understanding the ethical nature of their own values and choices, students begin to accept responsibility for making decisions regarding family, friendship, personal privacy and safety, school, sexuality, drugs, alcohol and tobacco use and the variety of other choices which confront them at this time in their lives.

In addition to teaching techniques for focused listening and speaking, working cooperatively and behaving with respect toward themselves and others, Connections ask young people for their honest attention to the deeper questions and seemingly unfathomable mysteries in their lives in the context of a safe and confidential environment. Students meet with their peer groups in Connections classes.

Leadership Class

After several years of traditional student councils, students asked to restructure "leadership opportunities" to provide for greater inclusion. Leadership Class was created for students to

examine qualities of leadership, to learn and develop necessary skills, and to have the opportunity to develop discipline and commitment. It was no surprise that so many children were eager for this calling and enthusiastically rolled up their sleeves and really went at it. They work for the greater good of our student body and the world community.

This class is designed for students who wish to take active roles in the school and their surrounding communities. Students in this class strive to be the role models of New Roads, leading by example and creating change in the world around them. The class begins by students reading about and meeting with various leaders. Students meet and brainstorm, research, evaluate, select and make plans for events to present to the student body or carry out themselves as a leadership group. These students learn the value of effective speaking, listening, and time management, and they learn how to earn and receive respect from their peers. Leadership students have taken on many responsibilities. They're now responsible for the Hot Lunch program, Town Hall announcements, for developing and carrying out fundraisers and community outreach projects. Active, positive participation and teamwork are the keys to success in this class and in any leadership role.

ELECTIVES

THE ARTS

Our Arts program is diverse, reflecting our philosophical commitment to the value of the non-linear creative process and the full development of each unique individual. New Roads has developed an elective arts program that allows students to choose from among several arts classes each semester. Although different in style and modality, our hope is that all students begin to learn and explore the ways our common humanity and cultural differences are expressed in artistic creation and perception.

Each semester students choose two art classes.

Drama

This course concentrates on developing imagination and self-confidence. Students learn to express themselves dramatically through creative play, theater games and exercises. They are exposed to the principles of concentration, observation, awareness, characterization, rhythm and movement. Several drama options are available. Those students who choose to get involved in dramatic production will take an active role in rehearsing and preparing a performance for an audience.

Improvisation

This course is dedicated to improvisational performance and sketch comedy. Students play theatre games, develop characters, create settings, and explore different ways to tell a story. Photographs, current events, music, imagination, and the commonplace serve as content for performances. In this class students have an opportunity to develop a sense of community and cooperation as well as experience a sense of trust and self-confidence.

Children's Theater

This drama class places emphasis on fostering imagination and developing intuition through character work and creating dialogue. Students learn to develop scene structure through improvisation, story telling, and prepared scenes. Basic stage skills, body awareness, and vocal techniques are practiced while developing self-confidence. There are two required performances for this class: one at the elementary school and the other at the New Roads Annual Scene Night.

Visual Arts

Using a variety of art-making materials, students learn and practice art-making techniques in a wide variety of visual arts experiences including two and three dimensional drawing and design, book arts, and cartooning. Students gain self-confidence as they are encouraged to take creative and expressive risks, solve problems, and think expansively. They learn how to thoughtfully “read” and analyze their own and other’s pieces and they learn how to edit and re-work. Designed to learn visual awareness, students are pushed to seek new ways to look at their worlds and, with color, shape, line and texture, critically and imaginatively express what they see, how it moves them, and how they may wish to dream it differently.

Introduction to Book Arts

This class explores the book as a work of art. Students learn history, technique, structure and content in the context of the book as a sculptural object. There is an exploration of traditional and non-traditional structures, contents and book-binding techniques. Using a variety of papers and materials students will create books that will include artist’s books, blank books, journals, and collaborative editions. While the focus in this beginning class is learning different structures, content will not be overlooked; students will become aware of how one can inform the other.

Dance: Hip Hop

Students in dance class learn about the connection of the body to the rhythms all around us. They work on building a sound technical foundation of basic skills such as proper placement, correct body alignment, strength building, coordination and flexibility. They learn dance warm-ups and basic dance moves including leaps, turns and counting. Basic skills are then elaborated, developed and refined as students become aware of dance and movement as a cultural form, a mode of thought and expression, and as art. Students work with the instructor to choreograph dance routines and perform at least in one venue each semester.

Vocal Ensemble

Vocal Ensemble invites student to sing songs from a wide variety of styles including world music, Broadway, contemporary, classical, folk, jazz and student selected pieces. Singing skills include diction, breathing, tone production and part singing. Students learn musicianship through sight reading and ear training exercises that teach the basics of reading rhythm, pitch, intervals and melody. Students hone their performance skills, stage presence and ability to communicate the character of the music in small and large performances throughout the semester.

Pop Ensemble

Students in Pop Ensemble learn, rehearse and perform music of various styles that suit the instrumentation and abilities of the group. Students learn and apply the skills of improvisation, organization, preparedness, listening, chord playing, music reading, and mutual respect. This class is not for the beginning student, but rather for student's who have acquired skills on keyboard, guitar (acoustic, electric and bass) drums, woodwinds, brass and vocals. Students perform throughout the year.

Percussion

Students in percussion explore how their own body relates to rhythm and learn to engage their body in rhythmic ways. Students are introduced to several percussion instruments and create an instrument to study in class and to take home. A community circle of music and movement is created, and students are encouraged to grow confident and willing to express what is naturally inherent within, and to experience feeling and being open to what is.

Guitar

This class will enrich students' understanding of the language of music through guitar. Students listen to and learn to play styles including rock/pop, classical, jazz, Latin, and world music. Through these repertoires, students learn technical skills including chords, chord patterns and scales, rhythmic and melodic notation. All students will be encouraged to learn to cultivate a passion for the language and the instrument. Performances in class or at all school events are required. Depending on our student's levels of expertise, we may offer beginning and intermediate classes.

Keyboard

This class is about learning the keyboard and the rudiments of music. Learning begins with the note names (pitch), where they are located on the keyboard and music staff, and note time values. Students learn the three elements of music: pitch, time and tone and explore many sounds and features on the keyboard, including multi-track recording. Music theory is introduced and focuses on chord structure and major scales. In the course of one semester, students will be able to play songs from a beginning piano book. Depending on our student's levels of expertise, we may offer both beginning and intermediate classes.

Video Shorts

This year-long course teaches students basic and advanced video production skills for producing short video projects. Through a series of workshops, students learn all functions of digital video cameras, special effects, lighting techniques, how to use microphones, and non-linear video editing. In addition, students learn basic scriptwriting and storyboard layout. Equipment is provided for students to check-out and use after passing a series of proficiency tests. This course prepares students for shooting and editing footage for their video short projects that will be showcased at the end-of-the-year video festival.

Video Yearbook

This year-long course teaches students basic and advanced video production skills to produce the video yearbook. Students document school events, sports, and everyday life at New Roads Middle School to be edited into an hour-long documentary about the school year. Equipment is provided for students to check-out and use after passing a series of proficiency tests. This course prepares students for shooting and editing footage for the video yearbook.

Literary Journal

This course is a combination of creative writing and the visual arts. Students are responsible for recruiting and collecting submissions, selecting entries, and creating the layout of text and art in order to produce a journal for publication. Students work collaboratively to decide on a theme and the tone for the journal, to create a title, and review and suggest changes to pieces for the purpose of creating greater impact. Students create a budget, plan tasks and deadlines, and work with outside vendors to decide on the visual look for the journal.

Yearbook

This course is project-driven; the students are responsible for designing, photographing, writing, and creating fifty pages for the annual New Roads Yearbook publication. As a group, students decide on the overall look and the various ways to incorporate themes and style for cohesiveness. Each page needs to be created by hand; students use collage, layout, drawing, and photographs to connect with the readers. Students also research, critique the class work, and collaborate to polish the pages for final printing.

Creative Writing

Students participate in creating a true writer's salon, sharing and reworking their pieces, and feeding the creative process by reading, listening to and commenting on the written works of all in class. Through exercises, readings, writing and discussion, students are encouraged to recognize language as a vehicle to see, explore and express unique personal and cultural insights. Students who elect to take Creative Writing are expected to prepare work for the literary magazine and for public readings.

Debate

Debate students learn the process of constructing formal arguments by providing credible facts and evidence to back up opinions. Students learn to form and respect opinions, analyze information, and reason effectively to prove points. Students improve their public speaking, learn the skills of persuasion, and maximize their ability to influence others. Debate students focus on becoming better listeners, team players, problem solvers, and work on critical thinking and conflict resolution skills.

PSYCHO-PHYSICAL EDUCATION (PE)

For more than sixty years, modern Western medical and biological sciences have acknowledged the close and interpenetrating natures of mind and body. Similar insights have appeared in Western and non-Western cultures for millennia. New Roads acknowledges the importance of physical

development as well as discovering, developing and enhancing young peoples' awareness of the connection between mind and body.

Students are offered an array of physical activities including basketball, volleyball, soccer, tennis, fencing, yoga, fitness and movement, dance, softball, football, team handball, field hockey, pillow polo, and a variety of new and older games. Each unit includes basic instruction, drills and practice, and games or play.

Our hope is that students will come away with a greater appreciation of the value of activity as well as an understanding that activity, intellectual effort and positive attitude go hand-in-hand to create a healthy and vital person. The program eschews extreme competition, placing greater emphasis on personal and cooperative development. It is our hope that the psycho-physical education curriculum will lay a solid foundation for a lifetime of fitness based upon physical activity and the health and vitality of body and mind.

Team Games

Students in this course focus on various facets of a personal physical fitness program including the importance of exercise and overall physical health. Areas of emphasis include improving cardiovascular fitness, upper body strength, and agility. Students work on learning how to work effectively as a team participating in many games including soccer, baseball, kickball, capture the flag, tag, basketball, football, and handball.

Yoga

Students in yoga explore the mind/body connection, learning tools to enhance mental clarity and focus, strengthening their bodies and increasing their mental and physical flexibility. Students deepen their understanding of anatomy, learning to create postures based on alignment. Students learn beginning meditative practices as well as breathing techniques to calm the mind and body.

Fencing

Students in this course work on balance, agility, hand-eye coordination and strategic thinking. Students begin the year learning footwork, body position, and tempo by practicing drills. As the year continues students fence bouts to work on improving their fencing technique.

Tennis

Tennis students learn and refine their skills for the five basic shots: forehand, backhand, volley, overhead and serve. Students learn the basic strategies for singles and doubles play and learn to practice the essentials of good sportsmanship.

Dance: Hip Hop (Repeated above)

Students in dance class learn about the connection of the body to the rhythms all around us. They work on building a sound technical foundation of basic skills such as proper placement, correct body alignment, strength building, coordination and flexibility. They learn dance warm-ups and basic dance moves including leaps, turns and counting. Basic skills are then elaborated, developed and refined as students become aware of dance and movement as a cultural form, a mode of thought and expression, and as art. Students work with the instructor to choreograph dance routines and perform at least in one venue each semester.

AFTER SCHOOL

Athletics

New Roads believes organized sports can be very valuable in the overall development of a young person, offering opportunities for problem solving, team work, discipline and other life lessons. During the course of the year more than 60% of our students participate in after school athletics. Our offerings include:

Fall:	Co-ed Flag Football, Girls Volleyball
Winter:	Girls Basketball, Boys Basketball, Co-ed Soccer
Spring:	Boys Baseball, Girls Softball, Track & Field

To accommodate varied skill levels, we create teams according to ability-level.

(New Roads has the flexibility to apply eligibility rules in a way that we believe best assists our students. Ideally everything in which a student participates at school works to enhance a complete and well-rounded education. However, sometimes young people have a difficult time balancing participation in athletics, drama, music and other “extra” activities with the other demands of middle education. When a student becomes unable or unwilling to maintain satisfactory grades and/or behavior, he or she may become ineligible and lose the privilege of participating (practice, rehearsal, game, performance) in extracurricular activities.)

Homework Lab: New Roads teachers conduct homework labs several days each week from 3:00 to 5:00 p.m. This is an opportunity for students to ask for help in any academic or studentship area, and/or to sit in a relatively quiet space to do homework or get organized. Students can receive one-on-one time by requesting it in advance, or by simply showing up and adding themselves onto a request list. It is particularly useful for students to attend tutorials that are conducted by their core academic teachers.

Other Activities: In addition, we offer other after school activities. Among these may be:

coordinated community service projects
drama
clubs

A reminder. *As members of the Boys and Girls Club (required of all New Roads middle school students for insurance purposes) students are also welcome to participate in all Boys and Girls Club programs, among them: arts programs, after school athletics, and the Leadership Program. All students participating in Boys and Girls Club Programs are responsible to learn and adhere to the rules set out by the BGC. New Roads does **not** provide transportation to and from the Santa Monica Boys and Girls Club.*

THE SECONDARY PROGRAM

The Secondary School program consists of certain common features reflected in student schedules at all grade levels. Students study a core curriculum recognizable by most adults as the stuff of traditional school: English literature, language arts, and social science, mathematics, science and foreign language. At all levels, faculty seek ways to enrich and enhance curriculum and pedagogy to enliven the classroom and assist students in developing the tools to become curious, inspired, critical and imaginative learners. New Roads believes very strongly that although classes are taught in departments and subjects, understanding is not nearly as discrete. As such, students can expect to be asked to use language well in classes not ordinarily associated with written assignments, and to use numbers in classes that are not ordinarily considered mathematical.

HIGH SCHOOL

To graduate from New Roads High School, a student needs to complete the requirements below. In addition, all students need to take a minimum of 5.5 credits in residence each year, at least 4 of which are academic. This means a minimum of four academic classes, an arts class, Workshop and Mysteries. No student can take more than 8 credits a semester without specific permission from the High School Director. To make a student more competitive for college entry, we recommend that most students enroll in 5 academic classes each year.

Our Graduation Requirements are **MORE** rigorous than high school graduation requirements at many other schools. We are aware of this. Although life at New Roads is fun, it is demanding. College admission requirements are competitive; fulfilling only the minimum requirements may place you at a disadvantage when it comes time to apply to college. We encourage you to challenge yourself academically as well as in the areas of electives and extracurricular activities. **PROCEED WITH PASSION.**

English	4 years
History/Social Science	4 years (1 must be US History)
Mathematics *	3 years (through Algebra 2 required; 4 years recommended)
Science	3 years of laboratory sciences (4 recommended)
Foreign Language *	3 years of the same language (Level 1 thru 4 recommended)
Arts	Each year in attendance: Visual Arts, Drama, Creative Writing, Music, other approved arts course
Psycho-Physical Education	2 years
Workshop/Community Service	Each year in attendance and 60 hours of community service – per 30/30 guidelines
Mysteries	Each year in attendance

- High School level courses taken at Middle School level may (at the discretion of the High School) fulfill part of this requirement.
- Courses taken elsewhere or online. Classes taken at other schools or through another program may or may not be accepted for New Roads credit. This is a decision made by New Roads Academic

Review Committee. Accreditation of the external program does NOT necessarily mean the course taken will be accepted for New Roads credit.
Please see Certificate of Completion Program information.

HONORS/ADVANCED PLACEMENT POLICY

New Roads no longer offers Advanced Placement (AP) classes, instead offering Advanced or Honors classes of our own design. The impetus to do so came from two sources. First, although we recognize that standardized curriculum and testing have their place in education, it seemed a net loss to us to impose standardized curriculum and testing on our curious and capable students when they are at their most advanced point in their high school education. In addition we continued to hear from our AP teachers that the AP emphasis on time and coverage – students will be tested on (and so teachers must cover) a set quantity of material on a certain date in early May – forced them to teach a superficial course. The overwhelming majority of our AP teachers longed for classes that could opt for taking the time to explore a subject matter deeply rather than one that always had to choose superficial coverage “in order to cover the course material by the test date.” Every one of them believed that he or she could create a more interesting and worthwhile class if they were not “constrained by the AP exam.”

Although we are not alone among independent schools in this step, “dropping the AP” is not something to do lightly. The primary concern: “Will it diminish our students’ chances of gaining entry to college?” (In many cases, taking an AP class offers a student a GPA advantage.) We did not make our decision until after our own independent research with colleges and universities. The post-secondary response to our inquiries regarding whether eliminating AP classes would in any way hinder the chances of our students to gain admissions to college were consistent: ranging from “utterly indifferent” to “positively gleeful.”

Four years into this change, we are sure this has had absolutely no detrimental impact on our students’ college admissions. We are quite certain that our Honors and Advanced classes offer our students a far richer and more rewarding experience for our students.*

FINALS, PORTFOLIOS and DEMONSTRATIONS

Conventional education is often an endeavor geared toward a final number or letter grade. The more information a student can accumulate and recall in a given amount of time, the “better” or “smarter” that student is, the “better he or she will do on the test,” and the higher his or her grade. Although New Roads students take exams and learn to fill in the correct bubbles when they need to, it is our hope that neither the exam, the grade, the number, nor the table of contents of a textbook drives the course or shapes our curriculum. We all recall the experience of leaving the final exam, packing up our books and forgetting all that information we spent “learning” all year long almost as soon as the classroom door closes.

Final *portfolios* or *demonstrations*^ψ are our effort to explore other methods of ending a class experience learning experience, ways that “leave more” with our students than those exams we all remember. At the end of each year, teachers ask students to prepare for final *portfolios* and/or *demonstrations* the emphasis of which are reflection, revision, synthesis and application of content and capacities that

* Any student can sign up and ‘sit for’ an AP exam. All that is required is timely registration.

^ψ At the end of the first semester, teachers have the option of reviewing the semester’s work or giving a semester exam. *Portfolios/Demonstrations* are required of all academic classes at the end of the school year.

students have been developing all year long. There is no ‘permitted’ or ‘proper’ form that portfolios and demonstrations take; different teachers, working with different classes explore different approaches to ‘ending.’ All involve students thinking about and extending the work they have done throughout the year. Ultimately, the *portfolio/demonstration* process seeks to address what is perhaps the greatest danger of the final exam ... Whether students do well or poorly, more often than not students believe that after they have ‘taken’ their final, they are ‘done.’ In fact the entire experience is aimed at not really ‘ending’ at all. We want to send the opposite message: We are never done. There is always more about which to be curious.

INDIVIDUALIZED INDEPENDENT STUDY (I²S)

The Individualized Independent Study program (formerly ISP) offers unique opportunities for inspired learning. By shaping and pursuing their own educational experiences, participants gain the skills and confidence to function as resourceful scholars, original thinkers, and thoughtful citizens.

New Roads I²S program serves students who have demonstrated significant diligence and want to pursue a subject area in greater depth. Sometimes a student wants to study in an area outside of regular coursework and curriculum; sometimes a student wants to advance his or her understanding well beyond classroom curriculum; sometimes a student is simply interested. Independent Study courses are a year in length and may include a combination of academic, artistic, vocational, travel-study, or other meaningful experiential and/or intellectual pursuits.

To enroll in an IIS class a student must submit an application to the Academic Dean no later than the third Friday of the school year. Applicants must outline a proposed course of study, identify a mentor to supervise the project, and articulate why that student can handle this additional and substantial academic load. Successful applicants will be asked to work with their mentors to draft a contract listing specific tasks and deadlines. Students must be aware that an agreed upon **Advanced Independent Study class constitutes a serious commitment**; those who fail to meet their goals will forfeit academic credit, earn a poor grade, and may lose the privilege of enrolling in additional independent study courses.

Individualized Independent Study and *Graduating with Special Distinction*

A student who wishes to ***Graduate with Distinction*** must (1) successfully complete two Individualized Independent Study courses (a single project may span both years if approved.), each of which has resulted in (2) a publishable quality academic/research paper (25-50 pages), and (3) apply in writing to the Academic Review Committee thoroughly stating why his or her work warrants the highest academic award New Roads grants. In addition, (4) the student’s GPA (weighted, cumulative) must be 3.5 or above. The Review Committee will make ***Distinction*** recommendations to the High School Director based on upon the projects completed, GPA and teacher recommendations. Final decisions about Graduating with Distinction are made by High School Director.

(Please Note: Depending upon a student’s project, participation in I²S programs may require additional financial support.)

ALTERNATIVE COURSE COMPLETION (ACC)

Although New Roads is not structured to accommodate special educational needs, students with special learning needs can sometimes succeed at New Roads because they are willing to work hard. Sometimes a student’s educational needs (Learning Differences) demands significant educational

flexibility. New Roads ACC serves students whose special academic needs cannot be addressed in other New Roads course/class settings. In such cases the student may seek to complete a course through some means other than taking that class on campus (e.g. working with a private teacher). In order to count toward graduation a student must gain approval for his or her alternative class by **petitioning for alternative completion**. The petition must include:

- a. a clear and thorough statement of the reason for the need. (Teacher preference is **not** considered a legitimate need.),
- b. a full and complete course plan and syllabus for the proposed alternative class, including a list of topics, books/readings, assignments and projects,
- c. the resume of the proposed alternative teacher demonstrating that the teacher is qualified to teach the proposed curriculum,
- d. a timeline with deadlines for meetings and completion of assigned work.

Upon submission of the ACC petition, the Academic Dean and a New Roads teacher of the class for which the student is seeking an alternative will meet to determine whether the student needs the alternative placement and whether the proposed alternative warrants awarding New Roads credit. The Academic Dean will make a recommendation to the campus Director. The committee will either recommend approval, approval with changes, or disapproval.

- **An approved ACC plan must be followed to earn credit. Failure to meet conditions of an approved ACC plan will result in a recorded final grade of “F” for that class.**
- **ACC classes will appear on the student’s transcript with a notation that states that the class was taken in an alternative format and that the course curriculum is lighter and less demanding than a typical class would be. The highest grade that can be earned for an ACC class is a “C”.**

THE CENTER FOR EFFECTIVE LEARNING (C4EL)

New Roads School’s Center for Effective Learning or C4EL was developed with three goals:

- To explore, develop and implement the best classroom teaching practices.
- To serve as a test site for current research on learning.
- To apply the best practices and research into the development of educational tools.

So often teachers teach the way they were taught, not because it is necessarily effective, but because they know how. In addition, often truly gifted teachers are not sure why what they do is so effective. C4EL is New Roads School’s effort to examine educational practices and develop materials and techniques that teachers can share to make teachers and schools as effective as they can be. Directed by master teacher, Joe Wise, and in conjunction with UCLA, Cal State Fullerton, NASA and JPL, C4EL helps New Roads students and faculty lend their insight to our broader educational community.

CERTIFICATE OF COMPLETION

New Roads is a college preparatory school. Having said that, as our philosophy indicates, we recognize that no two students have the same needs. On occasion, for a variety of reasons, and only when we feel sure that a student can succeed at New Roads, we will admit a student whose situation does not allow for the completion of our complete demanding college preparatory curriculum required to earn a high school diploma. In these instances, New Roads offers a *Certificate* option.

Students may be invited to participate in the Certificate Program for several reasons.

- Musical Artist’s Certificate – Designed to provide maximum practice and composition time for students dedicated to music mastery. Parents and students understand that this program puts a student on a conservatory track and may disqualify a student from admission to many two- or four-year schools.
- Visual Artist’s Certificate – Designed to provide maximum time for additional visual art classes and portfolio development. Parents and students understand that this program puts a student on an art school/art professional track and may disqualify a student from admission to many two- or four-year schools, and even some art schools.
- Performance Artist’s Certificate – Designed to provide maximum time for additional drama, theater, acting or dance classes and professional development. Parents and students understand that this program puts a student on a different track geared more toward professional or conservatory work and may disqualify a student from admission to many two- or four-year schools.
- Academic Certificate – Designed for students whose learning needs preclude that student from carrying a normal full academic load (4 academic solid courses per semester, 1 arts class, workshop and mysteries) without special accommodations of time, independent study or the like. Parents and students understand that this program puts a student on a community college track and may disqualify a student from admission to many two-year schools.

Entry into each of the above *Certificate* programs may be initiated by the parent/student or the school, and in some instances may become a condition of remaining at New Roads High School. A student may participate in only one of the above programs at a time.

Note: Students earning a Certificate of Completion rather than a diploma **may be severely limiting their options for entry into post secondary study immediately following high school.** Many schools will not accept a Certificate of Completion as sufficient for entry into their institution. Families are urged to weigh this decision carefully.

1. Musical Artist’s Certificate

Grade’s 9 – 12 (each semester)

Academic (3)	1 Social Science or English class 1 Math or Science class 1 second language class
Arts	Music theory
Performance	chamber, orchestra, solo
Other	Students will be required to participate fully in Workshop, Community Service & Mysteries
Physical Education	Proof of two years of pre-approved physical education is required ... New Roads or an equivalent alternative

2. Visual Artist's Certificate

Grade's 9 – 12 (each semester)

Academic (3)

1 Social Science or English class

1 Math or Science class

1 second language class

Arts

2 Visual Arts classes

(student must complete VA 1, 2, 3, 4 in addition to AP portfolio preparation). In addition student must complete a final pre-approved project.

Portfolio & Project

Student must compile a final Portfolio suitable for AP portfolio preparation and approved by director of Visual Art program.

Visual Art
Internship

Student must participate in a Visual Art internship Outside of New Roads, aimed at furthering the student's experience in the Visual Art world. The internship must be approved in advance by the director of the Visual Art Program.

Other

Students will be required to participate fully in:

Workshop

Community Service

Mysteries

Physical Education

Proof of two years of pre-approved physical education is required ... New Roads or an equivalent alternative.

3. Performance Artist's Certificate

Grade's 9 – 12 (each semester)

Academic (3)

1 Social Science or English class

1 Math or Science class

1 second language class

Drama/Dance

one theater/drama or dance classes per semester
at least two classes must go beyond introductory level

Performance

in addition to New Roads classes student must participate in a minimum of one outside studio dance or drama class (or the equivalent in performance) throughout the school year

Other

Students will be required to participate fully in

Workshop, Community Service & Mysteries

Physical Education

Proof of two years of pre-approved physical education is required ... New Roads or an equivalent alternative
dance classes will take the place of PE requirements

4. Academic Certificate of Completion

Grade's 9 – 12 (each semester)

Academic (3)	1 Social Science or English class 1 Math or Science class 1 second language class
Arts	1 arts class (music, dance, drama, visual art or film)
Tutoring	Students must be working with an approved tutor or educational therapist
Other	Students will be required to participate fully in: Workshop Community Service Mysteries
Physical Education	Proof of two years of pre-approved physical education is required ... New Roads or an equivalent alternative

ENGLISH

The study of English and language arts is designed to develop effective written and oral expression, reading and critical thinking skills, as well as mastery of the fundamentals of grammar. Class discussions, vocabulary and grammar assignments, creative and expository writing assignments most often grow from and center on the text at hand. Because language skill development is bolstered by reading and writing, and because our goal is to encourage students to become careful and reflective readers and skilled and effective writers, students can expect reading and writing assignments regularly.

The course of study at all grade levels seeks to balance traditional literature with a broader repertoire of literary choices, longer and shorter works of fiction and non-fiction, drama, poetry and essays. From basic sentence construction to the creation of well-ordered series of coherent sentences and then longer essays, analyses and stories, teachers help students build the skills for effective expression and communication, as well as enabling them to recognize and create coherent themes and patterns in their own voices and those of others.

English 1 -- Grade 9, 1 year English credit.

Ninth grade English lays a foundation of reading, writing and thinking skills and instills an appreciation for the beauty and complexity of communication. Grammar skills are reinforced as well as the tools for building complete and solid essays. Nightly reading, discussions, regular writing assignments, and critical thought and analysis help students develop thinking and linguistic skills as they explore literature, essays, poetry and prose. This first year of English is a heavy writing year, with the emphasis on in-class writing, analytical essay writing, short response writing and fiction writing.

English 2 – Grade 10, 1 year English credit.

Tenth grade students build upon the reading, writing and thinking skills introduced in the ninth grade, as their critical inquiries deepen and grow more sophisticated. Tenth grade students in English learn more complex means of critical thought, written expression, and basic research skills. Students

will read a variety of genres of literature, including novels, dramatic literature, essays/editorials, and poetry. Students will also explore the many intricacies of the English language, such as irony, tone, satire, metaphor, etc... A good deal of emphasis in tenth grade English is on pre-writing, writing, editing and revising.

English 3 – Grade 11, 1 year English credit.

English 3 focuses on American literature, including not only the established literary cannon, but also on writers of worth who have been marginalized or set aside in the lineage of established American authors. Course material will vary in genre, as well. Writing instruction builds upon the essay work performed in earlier years of English instruction, and helps students gain a greater sophistication in their efforts to interpret and critique rhetorical works. Students should expect to be writing a great deal, aiming for clear theses and well developed arguments. Revision remains the heart and soul of wonderful writing and thinking.

Honors English 3 -- Grade 11, 1 year English credit, prerequisite: teacher-recommended course based upon commitment to English classes 1 and 2.

Honors English 3 will cover many of the same elements as English 3, but will dig deeper and travel further. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, as well as skilled writers, able to write for multiple purposes. Students will write in many forms – narrative, exploratory, expository, argumentative, and persuasive – on a variety of subjects from personal experiences to public policy. They will learn to write effectively and confidently, both for college courses and in their personal and professional lives. Emphasis will also be placed upon the composition process of writing: pre-writing, drafting, editing, and revising. Those enrolled in Honors English 3 should already understand and use Standard English grammar, as they enhance their ability to use grammatical conventions appropriately to develop stylistic maturity in their prose.

English 4 -- Grade 12, 1 year English credit.

After three years of reading, writing, and thinking by exploring many genres of literature (novels, poetry, essays, non-fiction pieces, editorials, speeches, dramatic literature, etc...) and writing essays, fiction, non-fiction, prose and poetry, students spend their 12th grade year sharpening their skills as deep readers and thoughtful writers. In English 4, writing instruction emphasizes further development of skills for expository and critical writing, as well as for personal writing. Students are encouraged to arrive at a clear understanding of their own reading process and know the steps they need to gain a firm understanding from a text. An additional aim of the course is to prepare students for the challenges they will face in first year college English courses.

Honors English 4 – Grade 12, 1 year English Credit, prerequisite: teacher-recommended course based upon commitment to English classes 1, 2 and 3.

Honors English 4 is offered to those students who have demonstrated a capacity for college-level reading and writing, it will be conducted much like a freshman or sophomore college seminar by offering its students a chance to explore a broad range of works and genres, and engaging students in the careful reading and critical analysis of imaginative and diverse literature. Through the close reading of texts of a variety of genres and from a variety of literary and historical periods, students will develop an understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style and themes as well as other elements, such as the use of figurative language, imagery, symbolism, and tone. The class does not ask that students amass information, but rather that they develop sophisticated skills in reading and writing that students will hone every class day through intense class discussion and college-level writing assignments.

Creative Writing 1 and 2

As academic electives, Creative Writing 1 and Creative Writing 2 are rigorous and demanding and outside of the scope and sequence of English 1, 2, 3 and 4. These courses are intended to challenge and stimulate students who seek to further their development as strong writers of fiction, non-fiction, poetry, prose, dialogue and other analytical and creative forms. Students will work to develop an informed and active relationship with the written word. They will read a wide range of traditional and contemporary poetry, short stories, essays, and literary criticism. They will learn to question historical forms of writing, working both within and outside the various forms, to challenge and expand the limits of written communication. Students writing will be revised, edited, read out loud and examined for authenticity, form, integrity and clarity. Students will leave the creative writing classes with a rich foundation in the history of writing and their responsibilities as caretakers of language. Creative Writing 1 is for freshmen, sophomore or older students who have always been curious of the world of writing outside of the essay demands of the English classroom. Creative Writing 2 is for juniors and seniors who have had a long relationship with what is possible when imagination and language coincide, clash and collide.

SOCIAL SCIENCE

Ninth grade begins a four year course of study in social science. We want to be sure to make that clear: **social science**. Often times people assume that social science and history are one and the same. Indeed, history is a social science. But social science is a larger category and includes disciplines other than history: e.g. sociology, psychology, philosophy, anthropology, geography and the like. We point this out to make clear that our approach to these classes is not necessarily an historical one. The ninth grade course in World Civilizations examines the salient features of culture and the relationship of culture to human nature. In tenth grade, a second year of World Civilizations examines instances of power and resistance in social groups and cultures around the world. Students assess ‘stories’ in terms of the weight of their evidence, the points of view of their authors, the roles they play in the cultures that tell them, and their possible validity. Careful reading and evaluation of evidence, critical analysis, and effective expression remain important goals and tools. As is the culture of New Roads, the study of civilization continues to invite not only the conventional story, but those stories, often unheard. Each is illuminated and examined in light of how and whether it reveals our common and unique situations.

Ninth and tenth grade Social Science also seeks to provide students with grounding in the diversity of human cultures as they have evolved over time. This class seeks to further the skills of effective written and oral expression as well as critical thought. With a special emphasis on analyzing, interpreting and challenging assumptions, high school social science draws on resources and data used in many of the social sciences.

At the eleventh grade, students study *American History*, or more correctly *American Histories*. The class demands that students go beyond the conventional presentation of historical “truth” and come to terms with the many voices whose stories have been excluded from standard historical presentations.

At the twelfth grade, all students take a class called *Society and Ethics*. Each section of *Society and Ethics* focuses on a different area of the social or human sciences. Such topics include but are not limited to psychology, ethics, philosophy, political economy, political science, ethics, mass media, communication studies and history.

World Civilizations 1: One World, Many Peoples – Grade 9, 1 year history/social science credit.

The first course of this two year sequence seeks to involve students in a global inquiry of human civilizations. Examining cultural, political, economic and philosophical foundations of selected European, African, Asian, Hispanic and Indigenous cultures, the World Civilization course along with English 1 and The Workshop engages students in an investigation of similarity and difference in human expression and organization. The first year course focuses on historical times and events up to the mid-seventeenth century. The evolution of political economic forms, the relationship of the arts and society, and the effects of cross-cultural contact and diffusion give shape to the year-long inquiry. Students develop critical analytic skills via the use of maps, examination, evaluation and interpretation of historical evidence, writing analytical essays, debate, discussion, and independent research projects.

World Civilizations 2: Power & Resistance – Grade 10, 1 year history/social science credit.

Continuing the study begun in World Civilizations 1, this course engages students more deeply in the examinations of cultural similarity and difference, with particular focus on issues of oppression and the many ways groups resist oppression. Looking at civilization through more recent times, the course makes ongoing reference to preceding history covered in year 1. As in the first year course, students are encouraged to make connections between past events and trends, as well as recent and current history.

United States History : US Histories – Grade 11, 1 year history/social science credit.

The one year course offers an overview of United States History from a variety of perspectives. Depending upon who is telling the story, that story can be very different. Students will be asked to familiarize themselves with both the “party line” and with stories told by long excluded voices from the American past. Students should expect a great deal of reading, writing, and independent research projects, culminating in a substantial research paper using primary and secondary sources. Students will be asked to read, write, think, speak and offer presentation both alone and in concert with others.

Honors United States History – Grade 11, 1 year history/social science credit, prerequisites: a grade of B in 10th Grade World Civilizations (or the equivalent) and recommendation of the instructor.

Honors US History is taught as an addendum to the regular 11th grade US History class. Honors US History students must fulfill all of the demands of the US History class as described above, and more. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will learn to assess historical materials – both primary and secondary documents – in terms of their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship. Students are asked to analyze historical material, synthesize their own ideas, and evaluate the ideas of others. This course will demand a great deal of reading, writing and research, and may at times demand additional class meetings.

Society and Ethics – Grade 12, 1 year history/social science credit, fulfills senior requirement.

Each section of this one year course for Seniors considers social and cultural diversity, distribution of economic and political power and the use of media and communication(s) and asks students to examine fundamental ethical issues that emerge from serious investigation into an area of study. The areas of study reflect the interest and expertise of instructors and may include: modern philosophy, media and the press, psychology, political economy, women’s studies, gender studies, comparative religion, conflict and cultural diversity, ethics and morality.

Law and Society – Grade 12, 1 year history/social science credit, fulfills senior requirement. Similar to Society and Ethics, this one year course considers social and cultural diversity, the distribution of economic and political power and the use of media. Law and Society places an added emphasis on

the role of law in societies generally and in American society in particular. Students look carefully at the relationship between law and ethics and what ‘the rule of law’ means both within American culture and as the United States of America engages with other countries.

World Religions – Grade 12, 1 year history/social science credit, fulfills senior requirement. This course provides an overview of world religions including indigenous traditions, Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. We will work to understand how the various religious traditions came to be and study what insights they have discovered regarding the human condition and how individuals and societies can craft a meaningful existence. The course will also study the state of religions and the role of spirituality in general in light of the modern scientific world we now live in. We’ll examine the relationship between religion and science and also discuss how religion, spirituality and ethics could possibly make a contribution to a more ecological world view in the hopes of creating a sustainable and restorative future. Students will be asked to reflect on their own beliefs and values and to discuss them with others in an arena of mutual respect and dialogue

Philosophy – Grade 12, 1 year history/social science credit, fulfills senior requirement. This course provides a survey introduction to academic philosophy and is designed to help students develop their reasoning skills in order to think, talk, and write critically about issues of social, political, and intellectual relevance. Some pertinent philosophical issues that are treated within the course are the problem of knowledge, the nature of reality, free will, the problem of truth versus belief, and the nature of god, the soul, and consciousness. The primary goal is to foster critical thinking about these issues, not to transmit any particular belief about them.

Current Events Through Historical Lenses – Grade 12, 1 year history/social science credit, fulfills senior requirement. This course offers students the opportunity to critically think about issues and events that have affected and shape our global and ethical community. Are we innately ethical creatures? Does society mold our ethics? Do our ethics mold our society? Are there clearly defined issues that are right and wrong? Is every issue relative to its culture? Is every issue relative to a social mentality of an era? These are questions that we explore in this course. Students consider these issues in relation to current events. As they look at what is going on in their current world students try to understand and analyze the ethics of events in the context of the global community. They then investigate the history of such issues in order to understand the developments of these ethical perspectives. Through this process students recognize the complexities of our social problems.

MATHEMATICS

In addition to providing a solid grounding in the fundamental and essential pre-algebra and algebra skills needed to excel at higher levels of math study, the goals of mathematics classes are to provide opportunities for growth in creative and logical thinking, increased ability to work with abstractions, appreciation of the structure of our system of conceiving quantities, and a sense of excitement that comes with discovering patterns and relationships. These goals are accomplished through presentation of new materials by the teacher, group work, projects that use mathematical thinking in relation to science, and real-world analysis. In addition to mathematical problems, students can expect to chart data, build models and solve puzzles and games.

Mastery of pre-algebra concepts and skills brings with it the organizational skills required in problem solving and making practical applications. The study of algebra and advanced algebra and trigonometry introduces more advanced material such as factoring polynomials, solving quadratic equations and expressions containing multiple variables.

Students are placed in mathematics according to math level, not grade level by means of diagnostic tools and student/faculty interviews. However the usual sequence of mathematics is as follows:

Algebra 1 and or Variables in Linear and Quadratic Equations

Geometry

Algebra 2

Trigonometry or Algebra 2/Trigonometry

Pre-Calculus

Calculus

Advanced Calculus

Math and Society/ The Math of Finance

Probability & Statistics

Notice that the student who wishes to complete an advanced mathematics class prior to high school graduation may need to accelerate his or her math program with supplementary summer school classes. Mathematics educators confirm that accelerated mathematics education, especially at the younger grades, often results in less than firm grounding in the fundamentals of mathematics. Students will be assessed yearly. Both the results of these exams, the use of diagnostics tools, and the recommendation of teachers are considered in mathematics placement.

Courses

(not every course is offered every year)

Variables in Linear and Quadratic Equations (VLQE), 1 year mathematics credit, prerequisites: none

This is a beginning course in high school mathematics. Students in VLQE receive New Roads math credit. However, this credit is not recognized by the UC's or Cal State systems. This course covers the concepts of Algebra I, but uses a different time frame and sequence than the college prep Algebra I class. Students may choose to take Algebra I in their sophomore year, or to attend summer school to be prepared for Geometry.

Algebra 1, 1 year mathematics credit, prerequisites: credit or grade of C or better in Pre-algebra or Introductory Algebra.

This is the beginning course in the sequence of advanced mathematics, preparing students for future work in both Geometry and Algebra 2. The course covers variables, properties of addition and multiplication of variables, linear and quadratic equations and their applications, operations on polynomials, absolute value, factoring polynomials and simplifying rational algebraic expressions.

Geometry, 1 year mathematics credit, prerequisite: grade of C or better in Algebra 1, with placement test, teacher recommendation and school approval.

Geometry examines the properties of shapes. The course covers angles, parallel and perpendicular lines, triangles and congruence, quadrilaterals, similarity, proof, right angles, trigonometric ratios, circles, constructions, areas and volume. Algebra concepts are reinforced as the course teaches visualization and critical thinking skills.

Algebra 2, 1 year mathematics credit, prerequisite: grade of C or better in Geometry and Algebra 1 and the recommendation of teacher.

This course continues and extends the progression from elementary algebra and integrates geometry concepts. Students learn to solve and manipulate more complex mathematical expressions, functions and relations. The course covers linear functions, systems of equations, matrices, quadratic functions, logarithmic and exponential functions, rational algebraic functions, polynomial functions, conic sections and sequences and series.

Trigonometry, 1 year mathematics credit, prerequisite: grade of C or better in Algebra 2 and the recommendation of teacher. This course begins with a review of the basic concepts of Algebra 2. These topics include: linear functions and relations, systems of equations and inequalities, graphs in space, determinants, polynomial rational expressions, radicals, irrational numbers, polynomial functions and quadratic relations and systems. The Second semester will focus on new material including conic sections, trigonometric and circular functions, trigonometric identities, and solving general triangles.

Algebra2/Trigonometry, 1 year mathematics credit, prerequisite: grade of B or better in Geometry and Algebra 1 and the recommendation of teacher. This course begins with a review of the basic concepts of first-year Algebra followed by the topics of Algebra 2. These topics include: linear functions and relations, systems of equations and inequalities, graphs in space, determinants, polynomial rational expressions, radicals, irrational numbers, polynomial functions and quadratic relations and systems and graphing conic sections. Trigonometry, which makes up the fourth quarter work, includes trigonometric and circular functions, trigonometric identities, and solving general triangles.

Pre-Calculus, 1 year mathematics credit, prerequisite: grade of B or better in Algebra2/Trig or equivalent. This is a pre-calculus course intended for students who wish to continue a college prep curriculum and subsequently take a calculus course. Topics covered are: an intense review of factoring, linear and quadratic functions, polynomial functions, inverse functions, exponents and logarithms. and trigonometry .

Probability and Statistics, 1 year mathematics credit, prerequisite: grade of C or better in Algebra2 This course provides an opportunity to explore and understand the statistics that we face daily in life. Emphasis is on basic concepts including descriptive and inferential statistics, probability, organizing and analyzing data with appropriate statistical tests and making predictions based on principles of probability.

Calculus and Advanced Calculus, 1 year mathematics credit, prerequisite grade of B- or greater in Pre-Calculus and teacher recommendation. Topics covered include functions and graphing limits, the derivative, applications of the derivative, integrals and their applications. Calculus will preview topics from first year college calculus. This is a two semester calculus course that includes integrals, techniques of integration, applications of the integral, polar coordinates, differential equations, parametric equations, sequences, series, and Taylor and Maclaurin Polynomials. These courses are intended to be equally challenging and demanding, requiring a great deal of commitment. Upon finishing Calculus, students will be prepared to take Advanced Calculus. Concurrent enrollment in Physics or Advanced Physics is recommended. *Note: Students must earn at least a C+ average in the first semester to continue in the 2nd semester.*

Independent Math/Science Study

Students interested in math/science can participate in the following programs:

The search for asteroids and other small bodies. This research project uses telescopes on historic Mount Wilson and around the world to search for unknown small bodies in our solar system. Students from grades 7-12 will work on line with students across the United States and around the world. Students use the Telescopes in Education program funded by NASA and other government agencies. Research results are published and reported in journals and at scientific conferences.

Plasma Lab. This research project is limited to students in the 9th grade or above. Participating students should plan on taking physics and calculus during their high school careers. The group meets on Saturday mornings at UCLA. Students begin by measuring the

speed of an acoustic wave in a plasma. Once a student has gained experience, he/she can develop an independent line of research. Students participating in the lab have published and presented at international plasma physics conferences. Summer employment is also available for students entering 12th grade.

Propane propelled Vehicle. This research project is working to convert a 1952 Chevy truck from gasoline to propane.

Power Tower. This research project is building a solar reflector and heat transfer system to study opportunities for alternate energy sources.

Weather Lab. Students record and report weather patterns and anomalies using the New Roads Weather Station. Students have access to weather data for that last 15 years.

Math/Science Seminar

Practicing math/science professionals will visit New Roads School and present lectures on current math/science related topics at lunch once a month. To receive credit for Math/Science Seminar, students attend seven of nine scheduled seminars and write a report on five of the seven seminars they have attended.

SCIENCE

New Roads science study seeks both to ground students in fundamental understandings of physical, life and earth-based sciences, and to reveal how evidence is discerned, assessed, and used to create compelling understandings of reality. We encourage students to learn science, not only by studying scientific understandings of the world, but by participating in the process we call "doing science." Ultimately we hope students feel the awe of the mystery and insight that comes with true scientific investigation.

In order to graduate from high school and qualify for most college entry, students need to have taken at least three and preferably four laboratory sciences. The ordinary sequence for science at New Roads is:

Ecological Biology	9 th Grade
Molecular Biology	10 th Grade
Chemistry	11 th Grade
Physics	11 th or 12 th Grade
• Advanced Physics	12 th Grade
• Advanced Biology	12 th Grade
• Advanced Chemistry	12 th Grade
Environmental Science	11 th or 12 th Grade
* Astronomy	10 th , 11 th or 12 th Grade
Marine Biology	10 th , 11 th or 12 th Grade
* Conceptual Physics	10 th , 11 th or 12 th Grade
* In Search of Unity	11 th , 12 th Grade

Different from some subject matters, the order in which science is taken is not as important. What is important is that a student's math skills are sufficient to support the mathematics needed for successful completion of a particular science class.

* Courses that are not approved as lab courses for UC and Cal State's. Courses do receive New Roads Lab credit.

- Courses are offered according to signup requests and administrative considerations.

Courses
(not every course is offered every year)

Conceptual Physics, 1 year High School lab science credit, prerequisite: completion of or concurrent enrollment in Algebra 1 or Equivalent (not offered in (1999-00)).

This course is a survey of the physical world in an attempt to understand why things happen as they do. Topics may include a survey of motion and dynamics, the atomic nature of matter, temperature and heat, sound and light, electricity and magnetism, and nuclear physics. Mathematics is kept to a minimum, emphasizing instead the careful observation of the physical world, identification of observed relationships, careful articulation of those relationships, and the prediction of future events.

Biology E (Ecological Biology), 1 year lab science credit, prerequisite: concurrent enrollment in or completion of Algebra 1.

This is a full year activity-based laboratory science course that examines the unique properties of living systems in their ecological settings. Topics include a survey of the animal and plant kingdoms, plant structure and physiology, and evolution. Our study includes an examination of the biosphere and the impact of population growth and pollution on earth's overall ecology.

Biology M (Molecular Biology), 1 year lab science credit, prerequisite: concurrent enrollment in or completion of Algebra 1.

This is a full year activity-based laboratory science course that examines the unique properties of living systems. The course covers cellular biology, genetics, micro-biology, human biology and reproduction. Students perform individual experiments, interpret data, and form generalizations. Our goals are understanding the diversity and complexity of life as well as an appreciation of the mystery and sanctity of all life forms.

Chemistry, 1 year lab science credit, prerequisite: 1 year of science, completion of Algebra 1 with a C average or better, and concurrent enrollment in Algebra 2 or Geometry.

This is a full year introduction to the properties and interaction of all known forms of matter. Through lectures, reading, discussion, demonstrations and hands-on experimentation, students gather and formulate information on the nature of matter, and come to understand the organization of this information to reveal patterns. The course covers gas laws, chemical periodicity, chemical bonding and reactions, equilibrium and thermo chemistry. Stoichiometric calculation is stressed throughout the course.

Physics, 1 year lab science credit, prerequisite: 1 year of science, Geometry and concurrent enrollment in Algebra II. This course will focus on investigating "WHY." Physics attempts to answer "WHY?" by developing a theory that explains and predicts experimental results. This year-long course has a strong emphasis on laboratory investigation, interpretation of data, and problem-solving. Recognizing that different students learn in a variety of different ways, students will be challenged not only to understand and organize material that appears in books, but to use that knowledge to construct models and extend their study through independent scientific investigation. The class will utilize individualized instruction and group participation to increase learning through enhanced student-teacher interaction.

Earth and Space Science, 1 year lab science credit, prerequisite: Biology E/M and concurrent enrollment in Algebra 2. This class serves as an introduction to both geology and astronomy. The first semester is dedicated to providing a working knowledge about the Earth's processes, its dynamic nature, and the delicate equilibrium that exists within these processes. Second semester focuses on astronomy. Students evaluate theories of our solar system's genesis, study neighbor planets, and examine in depth the cycle.

Astronomy, 1 year lab science credit, prerequisite: Biology E/M and concurrent enrollment in Algebra 2 This is an introductory elective astronomy course. The primary objective of this course is to present an overview of the wide range of phenomena in our universe while developing a deeper appreciation for astronomy through the use of scientific reasoning. Using an Earth-outward approach, the students will spend the first semester learning the tools of astronomy. The students will examine the terrestrial planets with comparative geology and the Jovian worlds by using data from modern exploratory missions. The second semester is devoted to the study of stellar structure and classifications, the lifecycle the stars follow from birth to death, and the cosmic order of our universe.

Advanced Physics, 1 year lab science credit, prerequisite: Physics with a minimum grade of B+, concurrent enrollment in Calculus or Advanced Calculus, and/or teacher recommendation. The Advanced Physics course is a calculus-based physics course that covers kinematics, dynamics (linear and rotational), systems of particles, and equilibrium. As a lab science, this class develops skills in measuring, error analysis, data representation via graphs, and presentation. Computer networking is integrated into the class at each student's pace.

Advanced Chemistry, 1 year lab science credit, prerequisites: completion of Algebra II and Chemistry with a grade of B- and/or teacher recommendation This full year course allows advanced students to experience a rigorous, in-depth study of general chemistry. Laboratory work will emphasize analytic techniques, while lectures will stress quantitative problem-solving skills as well as precise analytical thinking. Topics include structure and bonding, patterns of reactivity, kinetics, equilibrium, thermodynamics, electrochemistry, and introductory organic chemistry.

Advanced Biology, 1 year lab science credit, prerequisites: Bio E, Bio M, and Chemistry or Physics. In this field studies class, students explore the environment first-hand in the context of population biology, ecology, natural history, taxonomy and systematics. This year-long class will discuss the ecological and evolutionary processes responsible for generating and maintaining biological diversity. The course will compel the students to initiate and complete long term projects that demonstrate their understanding of the importance of biodiversity in our complex, ever more crowded world.

COMPUTER SCIENCE

Our computer program rests on the premise that the computer, like pen and paper, is not the heart of education, but a tool to facilitate learning. Ultimately our goal is to have enough computers in classrooms and in every family's home to eliminate its awe and mystery and to have it take its place as a useful research, expression and communication tool. As such we encourage technological research skills and broad on-line computer capabilities. As in our language program, our goal is fluency, each student learning basic computer functions such as word processing, spread sheet and data base use, presentation skills and on-line research skills.

Introductory Computer Programming, 1 year elective credit, prerequisite: Algebra 1 or permission of instructor. This is an introductory course in computer science and programming with special emphasis on creating applications for the World Wide Web. Students engage in activities covering a broad range of topics including HTML, computer logic, software development, databases, and the server side scripting language PHP. Most of the class is focused on designing and writing computer programs. Programming concepts will be introduced as students create web-based projects including a final project of a Personal Web Site.

Computer Networking

Learn computer networking while working on the New Roads computer network. This independent study program is limited to 3 students per year. Students will learn to design, operate, and maintain an enterprise level computer network.

SPANISH

Although we are not committed to any single foreign language pedagogy, our educational approach revolves around an active engagement of conversational strategies, cultural studies, and grammar, linguistic, and literary analysis. Most students at New Roads School, including native speakers, study Spanish. (Other foreign language courses of study are available through our independent study program.)

As New Roads acknowledges the plethora of learning styles that exist among students, the notion of diversity is central to our foreign language program and is reflected in numerous forms. Not only are our instructors encouraged to employ various mediums—such as art, film, literature, music, performance art, etc. - in the effort to inspire students to improve their speaking abilities, but we also expose students to diverse forms of spoken Spanish within the classroom environment. Our instructors hail from Puerto Rico, Chile, Argentina, Mexico, Peru, Colombia, Cuba, and other Spanish speaking countries, as well as the United States. This gives students an opportunity to obtain firsthand awareness of a variety of Latin cultures and exposes them to the diverse sounds, accents, and vocabulary within Spanish speaking ethnic groups.

In terms of assessment, diversity refers to the fact that we consider the notion of “fluency” in a fluid sense. Instructors at New Roads operate under the assumption that students must continually participate in active engagement of the four major foreign language skill areas—viz., speaking, listening comprehension, reading comprehension, and expository composition—in order to approximate a functional employment of the target language. This frees students from the trap of believing that anything less than speaking without mistakes equates to fluency.

Courses

(not every course is offered every year)

Spanish 1, 1 year foreign language credit, prerequisites: students who have earned a grade below C- are often required to repeat this class prior to enrolling in Spanish 2.

Acquiring basic contextual communication skills is the goal of the introductory Spanish class. Taught in both Spanish and English, students study basic grammar, heavy vocabulary, and use conversation oriented activities and multi media devices such as audio and videotapes to improve their communication skills. Reading, writing, and formal oral presentations are also used to facilitate and reinforce the process of language acquisition. In terms of content, the class covers basic verbs in the present indicative, the proper use of interrogative pronouns, SER/ESTAR, the periphrastic future, indirect and direct object pronouns, comparisons, negation, an introduction to the preterit, informal commands, and various idiomatic expressions. In class activities and daily homework are the principle components used to facilitate language acquisition and thus account for a substantial portion of students’ grade.

Spanish 2, 1 year foreign language credit, prerequisite: Spanish 1 with a grade of C or better.

As with all foreign language classes taught at New Roads, Spanish two begins with a cursory drill and review of Spanish 1. After acclimating themselves to even more spoken Spanish within the

classroom, students will learn the combination of direct and indirect pronouns, reflexive pronouns, two simple past tenses, the future, commands, an introduction to the present subjunctive, and how these verb tenses are used in real-life contexts. In class participation and homework remain central to achieving success in the course. Moreover, through challenging projects, reading, writing, and class discussions, students enhance their understanding of the language and its cultures.

Spanish 3, 1 year foreign language credit, prerequisite: completion of Spanish 2 with a grade of C or better and teacher recommendation.

The third year class puts even greater emphasis on students acclimating themselves to a course taught almost entirely in Spanish. An appreciable command of grammatical detail and a focus on critical thinking, reading, writing and oral production are also highly stressed. Intensified classroom discussion, an introduction to advanced reading, basic literary composition, special projects and group work provide opportunities for students to improve their literary and linguistic skills while increasing their cultural awareness. Continuing reinforcement of Spanish 1 and 2 language skills, students cover the conditional, present and past subjunctive, compound verb tenses, and the integration of previously studied verb tenses and moods in real situations. Students are introduced to modern Spanish literature using original cultural texts.

Spanish 4, 1 year foreign language credit, prerequisite: completion of Spanish 3 with a grade of C or better and teacher recommendation.

Spanish 4 is taught entirely in Spanish. The course revolves around a general review of grammar and syntax, especially areas of common difficulty (preterit/imperfect, irregular verb forms, “anglisms,” idiomatic expressions, etc.) Students will also continue to develop vocabulary, speaking and reading skills, and will focus on writing short essays. In addition to the text, students will work with a variety of cultural artifacts (film, poetry, short fiction, newspapers, magazines) related to the daily use of Spanish and will take advantage of opportunities to experience the numerous and varied Latino cultures of Los Angeles.

Spanish 5 - Advanced Spanish Language, 1 year foreign language credit, prerequisite: completion of Spanish 3 with a grade of B+ or better and teacher recommendation.

Spanish 5 is taught entirely in Spanish. It is an intensive course that stresses independent learning and places a great deal of academic responsibility for learning on the student. The course objective is to improve and polish all of students’ linguistic skills, help them to become more critical thinkers and competent speakers. Reading and discussing literary works continues, along with other cultural studies and the presentation of more esoteric and/or difficult points of grammar. Cultural activities may include attending Spanish language plays and movies and going to appropriate museum and art exhibits when opportunities arise.

Spanish 6, -Advanced Spanish Literature, 1 year foreign language credit, prerequisite: completion of Spanish 5 with a grade of C or better and teacher recommendation.

This course, taught entirely in Spanish, focuses on various aspects of Latin American history, art, poetry, and culture. Students will learn advanced grammatical concepts and enriched vocabulary while discussing a variety of subjects and completing research projects. Students will make frequent presentations and write reaction papers, articles and analytical essays. Making comparisons between the target culture and the heritage culture is a key ingredient in this course. The course is broken down into six units: Pre-Colombian Civilizations, The Mexican Revolution, The war years in Nicaragua and El Salvador, The Allende Years in Chile, The Dirty War in Argentina and Prominent Latin American Poets.

AMERICAN SIGN LANGUAGE (AMESLAN)

American Sign Language 1 (introductory class, no prerequisite). Students will learn to communicate without using their voices. This course will teach to develop communication skills using Sign Language, gestures, facial expression, and body language. Students will learn the American Finger-spelled Alphabet, American Sign Language, and Deaf Culture.

American Sign Language 2 (C+ or above in ASL 1 required). Further student in ASL. Building on the skills of ASL 1 increased practice brings greater ease with communication without using voice. This course will teach to develop communication skills using Sign Language, gestures, facial expression, and body language. Increased emphasis on vocabulary and the nuances of meaning.

American Sign Language 3 Further student in ASL. Building on the skills of ASL 2 increased practice brings greater ease with communication without using voice. This course will teach to develop communication skills using Sign Language, gestures, facial expression, and body language. Increased emphasis on vocabulary and the nuances of meaning.

American Sign Language 4 Further study in ASL. Building on the skills of ASL 3 increased practice brings greater ease with communication without using voice. This course will teach to develop communication skills using Sign Language, gestures, facial expression, and body language. Increased emphasis on vocabulary and the nuances of meaning.

JAPANESE

(Beginning in the 2008-2009 school year New Roads will begin to phase out our Japanese program and introduce a program in Mandarin language study.)

Japanese 3, prerequisite: Japanese 2 This course covers further study of modern Japanese. The emphasis is on spoken Japanese, and the objective is for students to be able to communicate in a natural way and to comprehend Japanese at natural speed. Students also further their reading and writing knowledge by learning more vocabulary, grammar, sentence structures and more new Kanji. Approximately 70 more Kanji characters are taught during the year. Classes are conducted mostly in Japanese.

Japanese 4, prerequisite: Japanese 3 This course covers further advanced studies of modern Japanese. Equal emphasis is placed on the four performance skills- listening, speaking, reading, and writing- through natural examples of the language incorporated into conversation and reading materials. The main objective is for students to communicate in a natural way and to comprehend Japanese at a natural speed. Students develop communicative skills through extensive drill work, through oral presentations, and by memorizing conversations. Students also continue to expand their knowledge of Kanji, building of vocabulary skills, and Japanese culture. Classes are conducted mostly in Japanese. Approximately 100 more Kanji characters are taught during the year.

MANDARIN

(Beginning in the 2008-2009 school year New Roads will begin to introduce a program in Mandarin language study)

Mandarin 1 The class will focus on pronunciation, grammar, practical vocabulary, and basic facts on the geography, customs and culture of modern day China. It is designed for the complete beginner, structured to help students understand and communicate sufficiently well in Mandarin Chinese to function effectively in basic everyday situations, both business and social. Students will also be

learning the Chinese writing system. Students will gain insight into the Chinese cultures of the People's Republic of China, and other Chinese speaking regions such as Singapore, Taiwan and Hong Kong. This interactive course will also combine sophisticated technology, CDs, as well as contemporary movies from the Chinese-speaking world.

Mandarin 2 Building on the skills acquired in Mandarin I, this course will introduce students to more complex sentence structures in Mandarin and expand on vocabulary and expressions appropriate to different occasions. By the end of the course, the students are expected to speak Mandarin with improved accuracy, and to be able to understand and sustain simple conversations with others on topics beyond one's immediate environment (e.g. sports, fashion, shopping, cuisine, entertainments and vacation). The students should also develop a good understanding of Chinese culture in general and begin to appreciate Chinese arts and literature.

WORKSHOP/Community Action

Each week teachers and students work in collectively designed, team taught, contextual curriculum workshops we call The Workshop for Social, Economic and Ecological Action. The Workshop is a "call to attention" to students: a statement that says these challenges are here, already significant, in our lives; that New Roads is committed to their solution; that school is part of the real world, rather than a place you wait until you get into the real world; and that we are confident that they can begin now to come to terms with these challenges. Students participate in coordinated service projects addressing various material and social needs of the New Roads and larger communities.

Topics of investigation might include: House, Homes & Homelessness; Wealth, Privilege and Poverty; Race & Ethnicity; Prejudice and Respect; Sexism, Racism, Homophobia, Ageism; population and overpopulation; children's rights; global distribution of wealth; animals, cruelty and the environment; food, water, energy, housing, personal and household chemicals and products; recycling at New Roads; purchasing responsibly for the school and home; waste and garbage; redesigned power systems for the school; ecological audits of home, of school; cities of the future; issues of overpopulation; International Human Rights; health issues.

To graduate from New Roads High School, students must complete the Workshop/Community Service Learning requirement.

Community Service Hours – All high school students must complete **30 hours of approved community/school service prior to the end of their junior year and AN ADDITIONAL 30 hours of community service by the end of their senior year.** SCHOOL SERVICE hours may be used to fulfill the freshman/sophomore requirement **ONLY IF PREAPPROVED BY CAMPUS DIRECTOR**. Although you are welcome and invited to volunteer frequently, please know that **we ask that you complete 30 hours of volunteer service AFTER your sophomore year.** Also know that we welcome your help at New Roads and on the New Roads campus, but to complete this graduation requirement, **your junior/senior year service work MUST TAKE PLACE AWAY from New Roads and for an organization that works in the areas of social justice and/or ecological regeneration.**

If a student fails to complete 30 hours during his or her Freshman and Sophomore years, he/she will be required to complete an additional 10 hours, for a total of 70 hours. A student who completes more than 30 hours during 9th and 10th grade is nonetheless responsible for an additional 30 hours during the 11th and 12 grades.

Workshop - Each such course focuses on a different topic or issue and is intended to lead students from an understanding of an issue to action or service. *Workshop* is a required class, every year; students must take *Workshop* every year while in attendance at New Roads. A failing grade in a *Workshop* class results in 15 hours additional community service for each unsuccessful semester.

ARTS

Our Arts program is diverse, reflecting our philosophical commitment to the value of the non-linear creative process and the full development of each unique individual. Although all of our young people study our core academic subject matter, not everyone learns best in the same way. New Roads has developed a partially elective arts program allowing students to choose from among several arts classes, and requiring others. Although different in style and modality, our hope is that all students begin to learn and explore the ways our common humanity and cultural differences are expressed in artistic creation and perception.

Ninth through twelfth graders are required to take at least one arts class every year in attendance at New Roads; ninth and tenth graders must take two. (This includes Visual Arts, Drama, Dance, Creative Writing, Music, or another approved arts course.)

Drama: Students are encouraged to express themselves dramatically through creative play, theater games and exercises. They are exposed to the principles of concentration, observation, awareness, characterization, rhythm and movement. Several drama options are available. Those students who choose to get involved in dramatic production will take an active role in rehearsing and preparing a performance for an audience.

Dance: Students who study dance will do so with professional dance instructors, master teachers, renowned dancers and dance instructors. Students will build a sound technical foundation of basic skills such as proper placement, correct body alignment, building strength, coordination, and flexibility. With one eye on performance and demonstration, basic skills are elaborated, developed and further refined as students become aware of dance and movement as cultural form, as mode of thought and expression, and as art.

Visual Arts: Students participate in a wide variety of visual arts experiences – drawing and design, book arts, cartooning They gain self-confidence as they are encouraged to take creative and expressive risks, solve problems, and think expansively. They learn how thoughtfully to "read" and analyze their own work and the art of others, as they learn how to edit and re-work their endeavors. Designed to learn visual awareness, students work in a variety of media as they are encouraged to learn new ways to look at their world and, with color, shape, line and texture, to share what and how they think about and see their world.

Creative Writing: Students participate in creating a true writer's salon, sharing work, reworking their pieces, and feeding the creative process by reading, listening to and commenting on the written works of others in class. Through exercises, readings, writing and discussion, students are encouraged to see language as a vehicle to see, explore and express unique personal and cultural insights. Students who elect to take Creative Writing are expected to prepare work for the literary magazine and for readings.

Music: Music education can be an important aspect of a young person's education. Our goal is to expose students to related sub-disciplines in music: performance, history, and theory/composition. It is our hope that we plant seeds which students can develop as they begin to specialize.

Chorus: This class focuses on developing singing, sight-singing, listening, and music theory skills through a varied repertoire of classical and contemporary vocal music.

Music Theory I (High School): Intended for students with little or no understanding of music, this class is an introduction into musical elements, terms, and basic compositional

techniques. Students gain an understanding of scales, rhythmic patterns, notation, triads, seventh chords, secondary functions, chord progression, modulation, and analysis. Compositional techniques of Baroque and Classical composers is examined and imitated. (Taught in conjunction with Jazz Ensemble)

Music Theory II (High School): This course reviews some of the material studied in Music Theory I, but with a larger focus on composition, orchestration, and analysis. The course also extends students' understanding of chord functions and modulation, and introduces students to chromaticism and twentieth century compositional techniques. (Taught in conjunction with Jazz Ensemble)

Percussion: Students are exposed to Western and non-Western drumming styles through instruction, rehearsals, and performances of music from Asia, Africa, Latin America, and European cultures. Students gain an understanding of basic rhythmic patterns and syncopation found in percussion music.

Songwriting: Students are exposed to the process of songwriting, publishing, copywriting, and editing. Guest speakers in the music industry partake in workshops to help further the understanding of the topics studied.

Chamber Music (High School): This class is limited to students with intermediate or advanced skills in woodwinds, strings, or piano. Chamber music from various time periods (Baroque to Twentieth Century) is examined through performances, listening exercises, and theoretical and historical studies of the literature. Public and private performances of selected works is required of all students.

Woodwind Ensemble (High School): The class is limited to students with intermediate or advanced skills on flute, oboe, clarinet, or bassoon. Students explore original and re-orchestrated woodwind music through rehearsals, performances, and theoretical studies of selected works. Individual skills are worked on, but the main focus of the class is to develop better woodwind players through the enhancement of sight-reading, listening, and performance skills.

Pop Ensemble: This class offers students the opportunity to learn performance and listening skills through active participation in a rock band within a relaxed classroom setting. Songs performed come from the contemporary American musical culture and are selected by the students. The class is limited to students with skills on keyboard, guitar (acoustic, electric, and bass), drums, woodwinds, and vocals. Classes are taught through lectures, listening exercises, and performances.

Keyboard: Students either begin or continue instruction on the keyboard. Basic notation, reading, and performance skills are developed through lectures, rehearsals, and performances.

Music Appreciation: The course provides students with an understanding and appreciation of contemporary and classical orchestral music, jazz, and pop music. Students learn the fundamentals of music (melody, harmony, rhythm, and tone color) through lectures, listening activities, and hands-on projects.

Jazz/Blues Ensemble(s): This class offers students the opportunity to learn performance and listening skills through active participation in a jazz band within a relaxed classroom setting. Songs performed are Jazz classics. Class are skill-level specific – both beginning and

more advanced performers on keyboard, guitar (acoustic, electric, and bass), drums, woodwinds, horns, and vocals.

The following Arts classes are offered; not every class is offered every year.

VA I: Visual Language (Drawing and Design Fundamentals)

VA II: Drawing and Painting **(VA I required)**

VA II: 3-Dimensional Art and Architecture **(VA I required)**

VA III: Figure and Head Drawing **(VA I and II required)**

VA IV: Portfolio Preparation **(VA I and II required)**

AP Studio Art: Drawing Portfolio **(VA I, II, III required & permission)**

AP Studio Art: 2-D Design Portfolio **(VA I, II, III required & permission)**

AP Studio Art: 3-D Design Portfolio **(VA I, II, III required & permission)**

Graphic Design I: Intro to Book Arts

Graphic Design II: Advanced Book Arts **(Graphic Design I required)**

Graphic Design III: Yearbook **(Graphic Design I required)**

Drama I: Scene Study

Drama I: Improvisation

Drama II: Advanced Improvisation **(Drama I required)**

Drama III: Advanced Scene Study **(Drama II required)**

Drama III: Stand Up Comedy **(Drama II required)**

Drama IV: Advanced Performance Studies **(Drama II required)**

Technical Theater I: Set Design and Stage Craft (Spring Only)

Film I: Introduction to Film

Film I: Theory

Film II: Film Production

Film II: Documentary Film

Film II: Film Literacy

Film II: Video and Yearbook Production

Dance I: Ballet

Dance I: Modern/Jazz

Dance I: Hip Hop

Dance II: Advanced Hip Hop

Chamber Music

Chorus (Jazz chorus)

Keyboard Harmony

Keyboard Literature

Music Theory I

Music Theory II **(Music Theory I required)**

Music Theory III **(Music Theory 1 & 2 required)**

Jazz/Blues Ensemble (list instrument) _____

Advanced Jazz Ensemble (by Audition) (list instrument) _____

Eclectic Ensemble

Woodwind Ensemble

World Music/Percussion

Journalism: Literary Magazine/Newspaper

Creative Writing I

Creative Writing II: Advanced Poetry/Writing Workshop (requires permission of Instructor)

Jewelry Design

HUMAN DEVELOPMENT

What isn't *human development*?? That having been said, at New Roads we consider the following as involved more specifically in our **Human Development Program**.

Mysteries

Mysteries at the 9th – 12th grades acknowledge that these years are dynamic and developmentally-active for many young people. We are committed to helping our young people sort through the personal, social and moral challenges and enhancing their sense of character, well-being and personal responsibility. Human Development classes are designed to enhance self-esteem and to teach a variety of techniques that enable students to cope effectively with life's changes and to make healthy, life affirming and responsible choices in their own lives. In the process of understanding the ethical nature of their own values and choices, students begin to accept responsibility for making decisions regarding family, friendship, personal privacy and safety, school, sexuality, drugs, alcohol and tobacco use and the variety of other choices which confront them at this time in their lives.

In addition to teaching techniques for focused listening and speaking, working cooperatively and behaving with respect toward themselves and others, Connections and Mysteries ask young people for their honest attention to the deeper questions and seemingly unfathomable mysteries in their lives in the context of a safe and confidential environment.

Psycho-Physical Education (PE)

For more than sixty years, modern Western medical and biological sciences have acknowledged the close and interpenetrating natures of mind and body. Similar insights have appeared in Western and non-Western cultures for millennia. New Roads acknowledges the importance of physical development as well as discovering, developing and enhancing young peoples' awareness of the connection between mind and body.

Students are offered an array of physical activities including basketball, volleyball, soccer, tennis, fencing, yoga, martial arts, fitness and movement, Surf PE, dance softball, football, team handball, field hockey, pillow polo, and a variety of new and older games. Each unit includes basic instruction, drills and practice, and games or play.

9th through 12th grade students must complete two years of physical education to graduate. Semester long classes include many activities limited only by the availability of facilities. Participating in an interscholastic team for New Roads High School is considered physical education. Each full season of participation is considered the equivalent of a semester of PE credit. No credit is given for participation for less than a full season.

Our hope is that students will come away with a greater appreciation of the value of activity as well as an understanding that activity, intellectual effort and positive attitude go hand-in-hand to create a healthy and vital person. The program eschews extreme competition, placing greater emphasis on personal and cooperative development. It is our hope that the psycho-physical education curriculum will lay a solid foundation for a lifetime of fitness based upon physical activity and the health and vitality of body and mind.

Athletics

New Roads believes organized sports can be very valuable in the overall development of a young person, offering opportunities for problem solving, team work, discipline and other life lessons.

Cross Country
Basketball
Girls Volleyball
Boys Volleyball
Softball
Baseball
Golf
Track & Field
Girls Soccer
Boys Soccer
Tennis