



**HIGH
SCHOOL**

SYLLABUS



2024-2025

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High School Syllabus

This version published Sept. 19, 2024

This is Stanbridge Academy's 2024-2025 High School Syllabus. This document features course information for all classes being offered in the High School Division this year, including core texts and resources, course overviews, goals/objectives, executive function supports, grading and homework policies, and more. For specific questions regarding a class, we encourage you or your student to reach out to the instructor directly; teacher emails can be found on the Stanbridge website's [Our Teachers](#) page.

Please note that students will be using Google Classroom in most of their classes to track homework assignments and other class resources. In order to foster greater student independence, Stanbridge does not provide parents with student login credentials. If you would like access to your student's Google Classroom, you will need to ask them for their login information or login with them.

This document may be updated as necessary throughout the academic year.

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Foundational English



Teachers: Drew Vinson, Emma Woods & Kantodeia Schnabel

This two semester English course is based on the California State Standards for high school English and contemporary literature. Grade level standards will be taught with the implementation of the Universal Design for Learning to ensure all students have access to grade level content. Students will be equipped to direct their attention to the vital literacy skills necessary to increase their reading level and become coherent writers.

Core Texts

- Novels & Core Reading Texts to be determined

Classroom Expectations

- Accept challenges
- Ask questions
- Make mistakes
- Learn from mistakes
- Continue trying

Attendance Expectations

- Have parent or guardian email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all requested materials.
- Request breaks when necessary.

Learning Outcomes

- Understand the theme of a text.
- Demonstrate the ability to compare two characters or themes. Use standard language and grammar.
- Demonstrate the ability to analyze the text through identifying and applying knowledge of characterization, point of view, setting, and conflict.
- Understand the grammatical parts-of-speech and how it relates to writing a short composition.
- Use the six traits of writing (content, organization, conventions, voice, sentence fluency, word choice).
- Understand the meaning of words and phrases as they are used in the text, including idioms, figurative and connotative meanings; analyze

the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- Demonstrate understanding of sentence structure, punctuation, spelling and capitalization.
- Develop ideas and content with specific details and examples.
- Can verbally interact with fluency and spontaneity that makes regular interaction with students and the teacher possible without strain for either party.
- Can produce clear, concise text on a range of subjects and explain a viewpoint on topical issues giving the advantages and disadvantages of various options.

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Class assignments will be published in Google Classroom.
- Classroom procedures are taught and visually posted in the classroom.
- Each student establishes and maintains long term goals to achieve during this school year.
- Class assignments and long term goals include clear, direct instructions and a timeframe for completion.
- Teacher has iPads and corresponding keyboards available, as needed. Students may bring Chromebooks

to class, if preferred.

- Specific skills are practiced daily during class.
- Students are provided with opportunities to improve their grades by correcting errors on previously corrected assignments and resubmitting them and typing a 1 page essay that follows the class writing guidelines.

Resources

Class assignments and assessments will be published in Google Classroom. Responses and observations about completed work will be given to students using Google Classroom and Google Drive. Students should check their Stanbridge Academy email weekly for course updates and announcements. Written assignments in class will available in Google Classroom.

In order to foster greater student independence, Stanbridge does not provide parents with student log-in information. To access to your student's google classroom, you will need to ask them for their log-in information.

Newsela may be used for standards-aligned accessibility, as needed.

Grading

- 50% Classroom Participation
- 40% Google Classroom Assignments
- 10% Homework

English 9-12



Teacher: Kantodeia Schnabel

Throughout the year, students will develop critical reading, writing, speaking and listening skills. We will be focusing on the Common Core State Standards for English and Language Arts. Students will be reading literary works that demonstrate the theme and focus of each unit in addition to completing a creative writing project. Learning will be shown through a variety of tasks (presentations, essays, slideshows, creative projects, etc.).

Core Texts

- California Common Core College and Career Readiness Anchor Standards for Reading and Writing
- Novels & Core Reading Texts to be determined per grade & ability level

Classroom Expectations

- Respectful
- Responsible
- Safe
- Learn from mistakes
- Keep trying
- Accept challenges
- Ask questions
- Make mistakes

Attendance Expectations

- Have parent email teacher, Gladys and Advisor when you are going to be absent
- Arrive on Time
- Bring all materials
- Request break from teacher if needed

Learning Outcomes

- Cite strong and thorough textual evidence to support analysis of a text.
- Determine a theme or central idea of a text.
- Determine the meaning of words and phrases as they are used in a text.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames and shorter time frames.
- Produce clear and coherent writing.

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- Initiate and participate effectively in a range of collaborative discussions.
- Integrate multiple sources of information presented in diverse media or formats.
- Evaluate a speaker's point of view.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Write arguments to support claims in an analysis of substantive topics or texts.

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork and homework are assigned either through Google Classroom or Lexia.
- Classroom routines and procedures are specifically taught and posted visually in the classroom.
- Assignments include clear, step by step instructions and a timeline for completion.
- Specific skills are practiced and reflected upon daily during class.

- Students are allowed opportunities to improve their grades by correcting handouts and revising classroom project work.

Data-Driven Tools

Progress is tracked as students work through Lexia. Additionally, every quarter, we will administer a short fluency and comprehension assessment – Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This assessment, combined with Lexia data, gives the team a more comprehensive idea of your child's reading level.

Resources

Class assignments and assessments will be posted on Google Classroom. Nearpod may be used for classwork later in the year.

In order to foster greater student independence, Stanbridge does not provide parents with student log-in information. If you would like access to your student's google classroom, you will need to ask them for their log-in information.

Grading

- 40% Classwork & Homework
- 30% Final Projects, Quizzes & Tests
- 30% Classroom Participation

Consumer Math



Teacher: Avery Linthwaite

Core Text

Dimensions by Cathy Duffy

*Adapted geometry curriculum by Stanbridge staff

Classroom Expectations

Students are expected to bring their school issued chrome-book to class each day. See below for participation and behavior expectations.

Topics Covered

- Length
- Weight
- Capacity
- Measurement
- Area and Perimeter
- Volume

*All topics covered are geometry-focused but intended to be utilized by students as supportive life skills

Classwork (40% of grade)

Students should expect classwork, daily.

However, the quality of classwork is more important than the quantity of classwork.

Expectations for Classwork

This is a class that is focused on life skills and their application in the real world. Students are expected to follow along with lessons by displaying full body listening and following directions. Students should be engaged with the coursework, class discussions and advocate for their needs. If a student is able to meet these criteria, they can expect to earn full credit for their classwork.

Assessments (10%)

Assessments for this class will be administered both formally and informally. Assessments are intended to measure student mastery of the material and identify areas in need of further development.

Participation & Behavior (50% of grade)

In high school math, students have the autonomy to choose which learning tools and spaces work best for them. Students are expected to arrive on time with their materials and identify what they need to positively engage in class. The classroom should be a place where community members feel safe physically and emotionally. Every student should be comfortable in expressing their curiosity and supported in taking risks academically. Students are expected to foster a learning community that benefits everyone.

Respect Policy

School is not only an environment of learning, but also an environment to inspire and to establish a community. In order to have learning, each student must actively participate towards a positive environment.

Grading

Classwork: 40%

Assessments: 10%

Participation and Behavior: 50%

Pre-Algebra



Teacher: Daniel Geller

Students will solidify knowledge of rational numbers - fractions, decimals, and percentages - and extend that knowledge to algebraic situations. Students will learn how to use variables to model unknowns or dynamic values, and how to solve problems given restrictions via systems of equations.

Core Text

The core curriculum is from Math-U-See, a curriculum that relies on visual aids when learning new skills, and allots as much time as needed for mastery prior to moving on.

Curriculum Resources to explore different ways of thinking

- Ixl.com
- 3 Act Math
- TedEd Riddles
- Desmos.com
- YouCubed
- Geogebra (math visualization website and app)

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes, continue trying
- A parent or guardian must email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your math notebook
- Advocate for your needs, such as requesting a break.

Key Advances from Previous Courses

In previous grades, students have learned how to solve for unknowns, but they do so by making sense of what the “missing” number could be and then working backwards. In Pre-Algebra, students shift to a more systematic approach by using inverse operations. Students cover a wider range of numbers, such as integers rather than just positive numbers. We will also explore a variety of visual representations of equations using the coordinate plane, and introduce geometry concepts such as congruence and rigid transformations.

Mathematical Practice Standards:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Executive Functioning Support

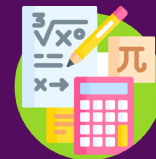
In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Grid and graph paper for notetaking and problem solving
- Algebra Tiles
- Hands-on Equations
- Online practice resources
- Visual aids and anchor charts (students help to create)
- Extended time on all assessments
- Project-based assessment (at least once per semester)
- Use of a calculator for basic computation
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Grading

- 20% Participation
- 20% Homework
- 20% Quizzes
- 20% Tests
- 20% Projects

Statistics & Data Science



Teacher: Daniel Geller

Students will engage in an in depth study of statistics, covering statistical inquiry, design, analysis, and presentation. We will review data representations such as dot plots, box plots, and bar graphs, as well as key measures such as mean, median, mode, range, and outliers. We will extend our knowledge of statistical design by going over samples vs population, bias, distribution, and skew. We will study scatterplots and lines of best fit, utilizing online tools such as CODAP.org and Google Sheets to run regressions and interpret the results. Students will then apply their knowledge to ask questions, collect data, and think creatively about how to represent both data and their analysis.

Core Text

The core curriculum is from Achievement First, an intensive problem solving curriculum that allows students to explore and engage in new concepts mainly through experimentation and creativity, rather than reading or lecture. Students will engage in many projects adapted from YouCubed out of Stanford.

Curriculum Resources

 to explore different ways of thinking

- Ixl.com
- 3 Act Math
- TedEd Riddles
- Desmos
- CODAP.org
- YouCubed
- Geogebra (math visualization website and app)

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes, continue trying
- A parent or guardian must email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your math notebook
- Advocate for your needs, such as requesting a break.

Mathematical Practice Standards

- Make sense of problems & persevere in solving them
- Reason abstractly & quantitatively
- Construct viable arguments & critique the reasoning of others

- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Executive Functioning Support

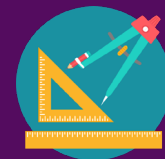
In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Grid and graph paper for notetaking and problem solving
- Algebra Tiles
- Hands-on Equations
- Online practice resources
- Visual aids and anchor charts (students help to create)
- Extended time on all assessments
- Project-based assessment (at least once per semester)
- Use of a calculator for basic computation
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Grading

- 20% Participation
- 20% Homework
- 20% Tests
- 20% Quizzes
- 20% Projects

Geometry – 1st Period



Teacher: Daniel Geller

Students will engage in an in depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems.

Core Text

The core curriculum is from Math-U-See, a curriculum that relies on visual aids when learning new skills, and allots as much time as needed for mastery prior to moving on.

Curriculum Resources to explore different ways of thinking

- Ixl.com
- 3 Act Math
- TedEd Riddles
- Desmos.com
- YouCubed
- Geogebra (math visualization website and app)

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes, continue trying
- A parent or guardian must email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your math notebook
- Advocate for your needs, such as requesting a break.

Key Advances from Previous Courses

In Grade 8 standards, concepts such as rotation, reflection, and translation are treated mostly in the context of hands-on activities with an emphasis on geometric intuition. High School Geometry will put equal weight on precise definitions.

K-8 students work with a variety of geometric measures (length, area, volume, angle, surface area, and circumference). In HS Geometry, students apply these component skills in tandem with others in the course of modeling tasks and other substantial applications (MP.4).

Algebra I skills of simplifying and transforming square roots will be useful when solving problems involving distance/area and make use the Pythagorean theorem.

In grade 8, students learned the Pythagorean theorem to determine distances in a coordinate system (8.G.6–8). High School Geometry students will build on their understanding of distance in coordinate systems and draw on their growing

command of Algebra to connect equations and graphs of circles (G-GPE.1).

Algebra I techniques can be applied to study analytic geometry. Geometric objects can be analyzed by the algebraic equations that give rise to them. Some basic geometric theorems in the Cartesian plane can be proven using Algebra.

Mathematical Practice Standards:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Executive Functioning Support

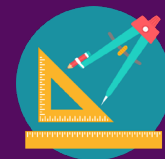
In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Grid and graph paper for notetaking and problem solving
- Algebra Tiles
- Hands-on Equations
- Online practice resources
- Visual aids and anchor charts (students help to create)
- Extended time on all assessments
- Project-based assessment (at least once per semester)
- Use of a calculator for basic computation
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Grading

- 20% Participation
- 20% Homework
- 20% Quizzes
- 20% Tests
- 20% Projects

Geometry – 5th Period



Teacher: Daniel Geller

Students will engage in an in depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems.

Core Text

The core curriculum is from Achievement First, an intensive problem solving curriculum that allows students to explore and engage in new concepts mainly through experimentation and creativity, rather than reading or lecture.

Curriculum Resources to explore different ways of thinking

- Ixl.com
- 3 Act Math
- TedEd Riddles
- Desmos.com
- YouCubed
- Geogebra (math visualization website and app)

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes, continue trying
- A parent or guardian must email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your math notebook
- Advocate for your needs, such as requesting a break.

Key Advances from Previous Courses

In Grade 8 standards, concepts such as rotation, reflection, and translation are treated mostly in the context of hands-on activities with an emphasis on geometric intuition. High School Geometry will put equal weight on precise definitions.

K-8 students work with a variety of geometric measures (length, area, volume, angle, surface area, and circumference). In HS Geometry, students apply these component skills in tandem with others in the course of modeling tasks and other substantial applications (MP.4).

Algebra I skills of simplifying and transforming square roots will be useful when solving problems involving distance/area and make use the Pythagorean theorem.

In grade 8, students learned the Pythagorean theorem to determine distances in a coordinate system (8.G.6–8). High School Geometry students will build on their understanding

of distance in coordinate systems and draw on their growing command of Algebra to connect equations and graphs of circles (G-GPE.1).

Algebra I techniques can be applied to study analytic geometry. Geometric objects can be analyzed by the algebraic equations that give rise to them. Some basic geometric theorems in the Cartesian plane can be proven using Algebra.

Mathematical Practice Standards:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Grid and graph paper for notetaking and problem solving
- Algebra Tiles
- Hands-on Equations
- Online practice resources
- Visual aids and anchor charts (students help to create)
- Extended time on all assessments
- Project-based assessment (at least once per semester)
- Use of a calculator for basic computation
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Grading

- 20% Participation
- 20% Homework
- 20% Quizzes
- 20% Tests
- 20% Projects

Algebra 2



Teacher: Daniel Geller

Algebra II emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions. Students will explore and interpret mathematical models of many forms. We will also dive into Trigonometry to get students fully ready for Precalculus.

Core Text

The core curriculum is from Achievement First, a problem solving intensive curriculum. I choose this curriculum because it allows students to explore and engage in new concepts mainly through experimentation and creativity, rather than reading or lecture.

Curriculum Resources to explore different ways of thinking

- Ixl.com
- 3 Act Math
- TedEd Riddles
- Desmos.com
- Competition Math (multiple sources)
- Geogebra (math visualization website and app)

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes, continue trying
- A parent or guardian must email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your math notebook
- Advocate for your needs, such as requesting a break.

Curriculum Course Map

Topic	Days
1 - Linear Functions	18
2 - Quadratic Functions	20
3 - Polynomial Functions	18
4 - Rational Functions	18
5 - Radical Functions/Equations	15
6 - Exponential Functions	23
7 - Sequences	9
8 - Trigonometric Functions	18
9 - Statistical Design	11
10 - Statistical Inference	12

Mathematical Practice Standards

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Grid and graph paper for notetaking and problem solving
- Algebra Tiles
- Hands on Equations
- Online practice resources
- Visual aids and anchor charts (students help to create)
- Extended time on all assessments
- Project based assessment (at least once per semester)
- Use of a calculator for basic computation
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Grading

20% Participation
20% Homework
40% Tests
20% Projects

Biology



Teachers: Jay Huston

Students will learn about life on many levels. Students will progress from the macro (Ecology and Biodiversity) through Ecosystems and Resource Cycling to the micro (Cells and Genetics). Then they move on the systems of the body, which are further investigated through the dissection of worms and frogs. Throughout the entire year, we emphasize interconnectedness: How Organisms are connected to each other & their environment. How resources like water & nutrients pass through environments, organisms & their cells. How genes mutate and affect the organism's ability to flourish in a changing environment. Because Biology is a vocabulary-heavy course, this class emphasizes note taking and study strategies.

Core Text

- *Biology* by Kenneth R. Miller & Joseph S. Levine

Class Resources

- Internet/online materials
- The Learning Channel's *Body Atlas* collection

Homework

Homework is assigned every night on Google Classroom & simultaneously offered as a paper worksheet.

Learning Outcomes

By the end of this course, students will be able to:

- Explain how biodiversity, resources, equilibriums, and humans can affect the stability of an ecosystem.
- Construct various models of the major systems of the human body, as well as parts of a cell and stages of cellular reproduction.
- Use a variety of images, videos, and texts to demonstrate knowledge of a cells different purposes, structures, and parts.
- Distinguish how asexual and sexual reproduction works and how Mendel's Law helps explain how the probability of gene expression in sexually produced offspring can be calculated.
- Distinguish the role(s) of each system of the human body and how they interact to keep our species alive.
- Understand and distinguish the interactions between DNA and RNA in terms of protein synthesis.
- Recognize similarities and differences in the systems of the human body and those of other animals.

Executive Functioning Support

In order to support student success with vocabulary and concepts:

- Multi-modal notecard creation process is explicitly taught.
- Abstract concepts are scaffolded and paired with visuals and metaphors.
- Homework is offered to all students digitally online and as a physical handout to allow for student choice.

Grading

- Tests and Quizzes: 40%
- Classwork: 30%
- Participation and Engagement: 30%

Chemistry



Teacher: Jay Huston

Students start off learning about the Elements, their atomic structures and basic properties, focusing on why the Periodic Table is arranged the way it is and how we can use it to predict the behaviors of different atoms. Then we move to Chemical Bonding, the different ways atoms can attach to one another and how their behaviors greatly change when bonded. With this foundation in place, we move through Stoichiometry, Reaction Rates, Acids & Bases, and end with investigating the properties of gases. Each unit has labs in which students learn safety procedures, data collection, and basic lab techniques. By the end of the year, students will write formal lab write-ups complete with their own conclusions drawn from their own data.

Core Texts

- *Chemistry* by Buthelezi, Dingrando, Hainen, Winstrom & Zike

Additional Resources

- Internet
- Periodic tables

Learning Outcomes

By the end of this course, students will be able to:

- Explain how the Periodic Table is arranged and identify similarities between like-groups of atoms.
- Construct various models of the different elements and different chemical interactions.
- Use a variety of images, videos, and texts to answer questions about the behaviors of different substances including why certain substances will react and others won't.
- Distinguish the different pH levels of given acids and bases, then relate them to Hydrogen Ions.
- Convert between quantities when given all necessary ratios. Use these techniques to predict the amount of react or product for a given reaction.
- Recognize how the particles of gases move and note how they are affected by changes in volume, temperature, and/or pressure.

Executive Functioning Support

In order to support student success with abstraction and labs:

- Labs are discussed and modeled before students run them.
- Concepts and procedures are scaffolded and open to student input for increased efficacy.
- Homework is offered to all students digitally online and as a physical handout to allow for student choice.

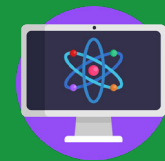
Homework

- Homework is assigned every night on Google Classroom and simultaneously offered as a paper worksheet.

Grading

- Homework: 40%
- Tests and Quizzes: 30%
- Participation and Engagement: 30%

Physics



Teacher: Jay Huston

For students to learn the many forms of energy, starting with the more tangible and moving to the more abstract, the class starts with Newton's Laws and then moves on to Momentum, Energy Conservation, Heat, and Waves and ends with Electricity and a circuitry final project. The class emphasizes exploring scientific concepts through activities and discussions based on previous experiences.

Core Texts

- *Conceptual Physics* by Paul G. Hewitt

Additional Resources

- Internet including Physics-related YouTube channels

Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate knowledge of the relationships between Newton's Laws of Motion, change in velocity and circular motion.
- Demonstrate knowledge of the Laws of Conservation of Energy, Laws of Momentum, and how to use them to predict the movement of objects in motion.
- Explain why perpetual motion is impossible due to environmental energy transfer.
- Demonstrate knowledge of how waves have characteristic properties that exist in all types of waves such as nodes, periods and wavelength.
- Demonstrate knowledge of Ohm's Law and how to read/create simple circuit schematics.

Executive Functioning Support

In order to support student success with abstraction and labs:

- Labs are discussed and modeled before students run them.
- Concepts and procedures are scaffolded and open to student input for increased efficacy.
- Homework is offered to all students digitally online and as a physical handout to allow for student choice.

Homework

- Homework is assigned every night on Google Classroom and simultaneously offered as a paper worksheet.

Grading

- Homework: 40%
- Tests and Quizzes: 30%
- Participation and Engagement: 30%

Systems of the Human Body



Teacher: Jay Huston

Students will investigate the foundations of Biology using the human body, and its systems, as a lens. The goal of this class is to help students build their analytical thinking and investigative skills through kinesthetic activities and engaging videos. By the end of the year students should be able to identify each of the seven major body systems, what each system does for us and how they are interrelated. The systems this class investigates are the Muscular, Skeletal, Circulatory, Respiratory, Digestive, Nervous and Immune Systems. Additional organs such as the Liver, Kidneys, Gall Bladder and Pancreas are also surveyed.

Class Resources

- Internet/online materials
- *The Body Atlas* movie collection

Homework

Homework is assigned almost every night on Google Classroom & simultaneously offered as a paper worksheet.

Learning Outcomes

By the end of this course, students will be able to:

- Identify the purpose of seven major bodily systems.
- Identify the role of water, oxygen and nutrients in each system.
- Identify how different systems work together to achieve goals such as nutrient acquisition, physical protection and engaging in a healthy lifestyle.
- Identify at least one nutrient humans should include in their diet to benefit each of the seven systems.
- Identify lifestyle choices (ex: exercise, not smoking, avoiding drugs, etc..) that students can make to better achieve their goals in life.

Executive Functioning Support

In order to support student success with vocabulary and concepts:

- Multi-modal notecard creation process is explicitly taught.
- Abstract concepts are scaffolded and paired with visuals and metaphors.
- Homework is offered to all students digitally online and as a physical handout to allow for student choice.

Grading

- Homework: 40%
- Tests and Quizzes: 30%
- Participation and Engagement: 30%

American Government/Economics



Teacher: Kenny Katz

American Government provides students with an understanding of civic life and politics, as well as a short history of our country's foundation and development. Studying how power and responsibility are shared and limited by government, the impact U.S. politics has on world affairs, the place of law in our Constitutional system, and which rights the U.S. Government guarantees to its citizens, students will learn how to become active and alert participants and how they can influence their government. Students will also examine how the world is organized politically and how civic participation in our country's political system compares to that in other societies around the world today. We will delve into elections, where we will thoroughly examine political parties, nominations, electing of the President, as well as the impact money has on elections. In the second half of the year, we will gain a greater understanding of Economics, studying the viewpoint of the individual consumer or small business owner compared to the global economy. We will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, as well as inflation and deflation cycles.

Core Text

- *World History: The Modern World* by Elisabeth Gaynor Ellis and Anthony Esler. Copyright 2019 Pearson Education, Inc.

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes
- Continue trying

Attendance Expectations

- Have a parent or guardian email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your including your Chromebook or your History notebook.
- Advocate for your needs, like requesting a break from the teacher, if necessary.

Learning Outcomes

- Understand the role that absolute monarchies played in the beginning of the modern era vis-a-vis Spain, France, Austria, Prussia, and Russia.
- Explain the heightened role that Parliament played in England, and how Parliament served as a check on absolute monarchs.
- Understand how The Enlightenment changed the way people thought about natural laws and natural rights, and how the writings of Thomas Hobbes and John Locke precipitated The Enlightenment.
- Describe the influence that the English Bill of Rights as well as the Enlightenment had on America's Declaration of Independence and America's Bill of Rights.

- Understand how the Industrial Revolution transformed economies, starting in Britain, and then spread to the United States, and how it impacted transportation, standards of living, and upward mobility.
- Explain the role Imperialism played in the 19th century.
- Understand the factors that led to the outbreak of World War I.
- Distinguish between scientific and technological developments that have improved life around the world and those that have been controversial

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Classroom routines and procedures are explained and reinforced each class period.
- Assignments include clear, step by step instructions and a timeline for completion.
- Specific skills are practiced during every class.
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Resources

- All assignments will be posted on Google Classroom. Students should check their Stanbridge Academy email daily for updates on what work we will be doing during class.

Grading

- 50% Google Classroom assignments
- 25% Classroom participation
- 25% Assessments

United States History



Teacher: Kenny Katz

This course is designed to provide students an overview of American political, economic, and cultural trends from the nation's founding to the present day. Focus will be given to major historical trends such as: industrialization, the growth of economic influence, social and cultural development, and America's role in a global setting. The course will help students develop critical thinking skills through the analysis of challenges faced by the U.S. in both foreign and domestic affairs. Students will study the political movements, events, people, and struggles that have shaped the development of the United States. In addition, we will delve into the change in ethnic composition that America has undergone, as well as the movement towards equal rights for racial minorities, women, and for people with disabilities. An emphasis will also be placed on the expanding role of the federal government as well as the continuing tension between the individual and the state.

Core Text

- *United States History The Twentieth Century* by Lapansky-Werner, Levy, Roberts, and Taylor. Copyright 2019 Pearson Education, Inc

Classroom Expectations

- Accept challenges
- Ask questions
- Learn from mistakes
- Continue trying

Attendance Expectations

- Have **parent** or guardian email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including your Chromebook or your History notebook.
- Advocate for your needs, like requesting a break from the teacher, if necessary.

Learning Outcomes

- Describe the compromises that took place in forming the Constitution.
- Explain the problems associated with the Articles of Confederation.
- Understand the role Industrialization played in changing American society.
- Describe the factors that led to the Civil War.
- Explain the challenges of the Reconstruction era.
- Describe the role of cause and effect vis-à-vis World War I, the Great Depression, and World War II.
- Distinguish between Democrats and Republicans and the differences in their modern platforms.

- Explain the factors that led to the Cold War.
- Understand the role of MLK in the Civil Rights Movement and the subsequent movements that followed.
- Describe the resurgence of conservatism in the 1980s.
- Explain the major issues facing America in the 21st century.

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork is assigned on Google Classroom.
- Classroom routines and procedures are explained and reinforced each class period.
- Assignments include clear, step by step instructions and a timeline for completion.
- Specific skills are practiced during every class.
- Students are allowed opportunities to improve their grades by correcting quizzes and tests.

Resources

- All assignments will be posted on Google Classroom. Students should check their Stanbridge Academy email daily for updates on what work we will be doing during class.

Grading

- 50% Google Classroom assignments
- 25% Classroom Participation
- 25% Assessments

Physical Education and Health



Teacher: Daniel Quinal

In Physical Education students will be introduced and exposed to a variety of health and fitness related skills and information as well as a variety of team and lifetime sports. These will consist of fitness assessments, fitness testing, and components of fitness. In each unit, students will be exposed to the knowledge and rules of the game or activity, strategies, individual skill practice, and participation in games.

Class Materials

Every student is required to wear clothes that allow them to participate freely in physical education every day. You are also required to have supportive gym shoes and socks. During health class students should be prepared with any required class materials.

Classroom Rules include the 4 R's

- Be on time for class
- Be properly dressed for class.
- Treat fellow students and their property with Respect*.
- Demonstrate good sportsmanship.
- Participate in class activities and give a good effort.
- No food, gum, candy, or drinks in the gym.
- *Respect Yourself
- *Respect the Equipment
- *Respect Others
- *Respect the Teacher

Grading

Students will be graded on the following criteria: class participation, preparedness for class, promptness and class activities. Students lose points for lack of participation and cooperation, showing poor effort, difficulty staying on task, not following directions, showing lack of respect for others and equipment.

Students must have a note from a parent/guardian, doctor, or school personal to be excused from PhysEd activities. If it is necessary for a student to miss more than three consecutive days of class they must have a doctor's excuse.

Class Activities

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Dodgeball	Relay Races	Mini Soccer	Whiffle Ball
Kickball	Frisbee	Floor Hockey	Volleyball
Cart Bowling	Flag Football	Basketball	Badminton
	Baseball	Team Handball	

We will also participate in fitness related activities throughout the year. These will include, but are not limited to, fitness runs, walks, and circuit training, plus strength and conditioning with appropriate stretches and exercises.

Health

Health Class will meet weekly in Classroom 403. We will cover a variety of health related subjects from Human Body Systems, Nutrition and Personal Safety.

- Understanding of body composition including skeletal and muscular systems.
- Comprehend concepts related to health promotion and disease prevention to enhance overall health.
- The importance of personal health & wellness including the benefits of Phys. Ed. to promote healthy lifestyles.
- Analysis of the influence of family, peers, culture, media, technology, and other factors of health behaviors.
- Additional topics include, but are not limited to: Learning mindfulness through movement; Mental remix; Self Esteem & Body Image; Quench your thirst (the importance of water!); Fast Food Alert; Super Sleep; Washing Hands for Health; Decreasing Screen time; and Tobacco & e-Cigarettes.

Bridges: High School Transitions



Teacher: Cindy Schlesinger

This two semester college and career readiness course provides seniors with the opportunity to think about life after high school and identify long-range academic, social-emotional and career goals. The curriculum is designed to ensure students gain the knowledge, skills and connections they need to achieve these goals.

Classroom Expectations

- Accept challenges
- Ask questions
- Make and learn from mistakes
- Accept feedback
- Keep trying

Attendance Expectations

- Have parent or guardian email teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials.
- Request breaks when necessary.

Resources

Content for students is available online in Google Classroom. In order to foster independence, Stanbridge does not provide parents with student log-in information. We encourage parents to view student's account with your child.

Areas of Focus

- Growth Mindset
- Self awareness and self advocacy
- Career awareness; development of employment skills
- Research and planning for post-secondary placement, education, and/or training
- Independent living skills including financial literacy

Grading

- 50% Google Classroom assignments
- 25% Classroom participation
- 25% Assessments/Final projects

Learning Outcomes

By June, students will be able to do the following, with or without support:

- Cultivate qualities of empowerment, self-advocacy, self-determination.
- Understand individual strengths and challenges and how these may enhance or impede engagement in educational, community, vocational, or residential settings.
- Discover and engage a support network to address challenges and assist with overcoming personal or learning barriers.
- Explore and evaluate viable options for post-secondary education and/or training.
- Plan trips successfully navigating public transportation.
- Complete independent living skills tasks (meal planning/preparation, budgeting, etc.).

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork and homework are posted on Google Classroom.
- Classroom routines/procedures are specifically taught and posted visually in the classroom.
- Each student will establish individual short-and long-term goals to accomplish during the school year.
- Assignments include clear, step by step instructions and a timeline for completion.
- Specific skills are practiced daily during class.

- Students are allowed opportunities to improve grades by revising assignments, projects, and assessments.

Curriculum Resources

Classroom assignments and materials will be published in Google Classroom.

In addition, under the guidance of the teacher, students may create online accounts and access curriculum within the following websites:

[California Career Zone](#)

[California Career Resource Network](#)

[CaliforniaColleges.edu](#)

[California Employment Development Department Labor Market Information for Job Seekers and Students](#)

CampusQuest: If you're curious about university or thinking about your future, this game is for you!

CareerVillage.org: a community where students can get free personalized career advice from real-life professionals.

Claim Your Future: proven, engaging educational game that encourages students to explore career pathways, financial decision making, and the future return on investment of post-secondary education and training.

[Next Generation Personal Finance](#)

Find Your Calling: Get matched with careers, schools, and employers.

Thrively: Take an online Strength Assessment to discover your unique strengths and interests.

Design Engineering



Teacher: Gregory Wilson

The Stanbridge High School Design Engineering class focuses on the topics of Engineering and Design while directly addressing two skills: Executive Functioning (Project Management) and Cognitive Flexibility (Lateral and Predictive Thinking). The class is project based, with all classic, teacher-driven learning being delivered during the project instead of before the project is started. Projects are chosen from different areas of Engineering: Aerospace, Civil, Electrical, Computer, Environmental, and Mechanical. Using the Stanbridge I.D.E.A. Map, students will learn how to successfully nurture a concept from problem identification, through brainstorming and prototyping to a personal, functional and compliant conclusion. I am excited to offer this class & help our students gather crucial experience with Executive Functioning and Cognitive Flexibility!

Resources

- Internet
- Stanbridge I.D.E.A. Map

Learning Outcomes

By the end of this course, students will be able to:

- Independently go through the 8 steps of the Stanbridge I.D.E.A. Map successfully for a variety of projects.
- Construct various prototypes of the different concepts & present them to others for feedback.
- Identify and explain their process and how their product meets the necessary constraints.
- Give and receive feedback in a clear and respectful manner.
- Incorporate feedback and new constraints into future designs & prototypes.
- Identify multiple possible but radically different approaches to a given problem.

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- A project planning and management system will be explicitly taught to them to help them keep track of all the tasks and due dates for each project.
- A specific process will be utilized for students to reflect on their struggles with Executive Functioning and identify one area of growth to explore during the next project.
- Create and present a reflective presentation on their process at the end of each project

Grading

- Projects and Meeting Deadlines: 60%
- Participation and Engagement: 40%

Technology



Teacher: Gregory Wilson

This Technology course is designed to assure that our newest high school students, the 9th graders, have a range of skills in a variety of apps that will assist them throughout their high school career at Stanbridge as well as into their futures. We will cover topics such as proper keyboarding, use of a lot of the Google Workspace suite of productivity tools, basic coding, basic robotics, 3D design and printing, and more.

Classroom Expectations

- Accept challenges
- Ask questions
- Accept feedback
- Make and learn from mistakes
- Continue trying

Attendance Expectations

- Have a parent or guardian email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials.
- Request breaks when necessary.

Resources

Google Classroom

Content for students is available online in Google Classroom. In order to foster independence, Stanbridge does not provide parents with student log-in information. We encourage parents to view student's account with your child. When you log in to your child's Google Classroom, you can see what they see on a daily basis. This should help you keep on track with your child and their performance in each class.

Learning Outcomes

By the end of this course, students will be able to:

- Understand that computers and other technology can be amazing life tools for learning and productivity.
- Acquire improved skills in general computer use such as typing, organizing files and folders, understanding how to share documents properly to the correct people, and more.
- Work through the steps required to create compelling presentations, documents, spreadsheets and more.
- Learn basic programming skills through web and mobile app design.
- Learn about robotics.

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Assignments include clear, step by step instructions.
- Specific skills are practiced daily during class.
- Class notes are stored on Google Drive or paper notebook.
- Students will reflect on the logical, step by step process and comprehend the flow of events.

Grading

- 50% Progress in their personal skill development
- 25% Engagement
- 25% Participation

Music Performance & Production



Teacher: Tobias Banks

This course will provide students with a hands-on environment in which to learn the fundamentals of music performance as well practice performing together with other musicians. Students will learn, create, and perform arrangements of student-selected songs and receive coaching in the fundamentals of musicianship. This course will serve as an introduction to the wide world of music technology, including recording, synthesis, sequencing, and effects. We will also be exploring different musical styles, instruments, and traditions throughout different cultures.

Areas of Focus

- Scale, chord, and rhythmic literacy
- Learning at least one instrument of choice
- Social learning through musical cooperation and communication

Curriculum Resources

Individual and group lesson plans are crafted by the facilitator based on frequent assessments of individual and collective skills. In addition, under facilitator guidance, students may create online accounts and access curriculum within the following websites:

- [Soundtrap](https://www.soundtrap.com/musicmakers): <https://www.soundtrap.com/musicmakers>
- [Pixitracker](https://www.warmplace.ru/soft/pixitracker/): <https://www.warmplace.ru/soft/pixitracker/>
- [Musescore](https://musescore.org/en): <https://musescore.org/en>
- [Musiclabe](https://musiclabe.com/): <https://musiclabe.com/>

Learning Outcomes

By the end of this course, students will be able to do the following, with or without support:

- Know major and minor scales
- Recognize triads and extended chords
- Read lead sheets
- Perform repertoire with other students
- Arrange songs for class instrumentation
- Use different types of sequencers and digital instruments to compose or arrange music
- Explore music as a means of creative expression, socialization, and relaxation

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork assigned on google classroom
- Classroom procedures are specifically taught, reinforced daily, and displayed visually on the board and in slideshows that accompany each class
- Specific Skills practiced daily during class

Grading

- 60% Participation
- 20% Assignments
- 20% Stanbridge community-based performance opportunities

Spanish 1



Teacher: Rubén D. Núñez

Spanish 1 is designed for first-time learners of the Spanish language. Utilizing thematic units and grammatical lessons based upon the Descubre 1 text and the accompanying online “Supersite” platform, students will learn vocabulary, commonly-spoken phrases and grammatical concepts that are important for interpersonal, interpretive, and presentational communication at a beginner level. Students will also develop their reading and listening comprehension skills through group-based activities and in-class and online listening practice. Themes and accompanying vocabulary include: polite greetings and forms of address, the Spanish alphabet, numbers, self and others’ physical descriptions, personality descriptions, classroom and common school routines, food and food preparation, beverages, eating and health habits, hobbies, sports, chores and leisure activities. Additionally, discussions will be directed towards cultural topics dealing with Spanish-speaking countries’ customs, media, and art and Spanish and Latino/a influence in the United States.

Primary Text

- *Realidades 1* (Prentice Hall)

Supplemental Texts

- *First Spanish Reader: A Beginner’s Dual-Language Book* by Angel Flores

Practice Makes Perfect

- *Spanish Pronouns and Prepositions* by Dorothy Richmond

Online Resources

- www.vhlcentral.com: VISTA student account/online textbook and primary platform for homework, quizzes, and exams. Student accounts and passwords should be the same as their Stanbridge gmail account.
- www.spanishdict.com: Very user-friendly website/ dictionary for vocabulary and grammar review. Students should create free accounts to create helpful vocabulary lists.
- <https://www.spanishdict.com/textbooks/16> Additional resources for *Descubre 1* textbook, featuring word lists and grammar study aids corresponding with each chapter unit.
- www.studyspanish.com, Grammar and Vocabulary with many quizzes for practice.

Course Objectives

Students to demonstrate moderate to average proficiency in:

- Formulating questions and responding to other’s questions or requests in Spanish.
- Stating specific needs and preferences in Spanish using the present verb tense.

- Describing basic characteristics of people, places, and things using correct grammatical forms.
- Understanding and actively using appropriate customary greetings and forms of address.
- Participating in guided conversations on a small variety of familiar topics and unit themes.
- Memorizing between 50 and 75 new Spanish words every 3-5 weeks for sufficient and long-term memory retention
- Learning and applying new grammatical concepts to previously-learned concepts every 3-5 weeks.
- Demonstrating a relative understanding of various customs, cultures and perspectives of Spanish-speaking countries.

Notes on Grading

One longer exam or two shorter exams will be given every 3-5 weeks, or per chapter unit. Please note that students will have **two attempts allowed** when submitting every exam, once to first turn in/submit the assignment and another to make corrections for any answers or sections not completed or answered incorrectly.

Grading

- 30% - Homework*
- 30% - Classwork
- 30% - Quizzes/Exams
- 10% - Participation

*Grading for homework will be a Credit/No Credit score, with no late penalty.

Spanish 2



Teacher: Rubén D. Núñez

Spanish 2 is designed for further sequenced instruction from the Spanish 1 level. Utilizing thematic units and grammatical lessons based upon the *Descubre 2* text and the accompanying online “Supersite” platform, students will further their learning of vocabulary, commonly-spoken phrases and grammatical concepts that are important for interpersonal, interpretive, and presentational communication at an intermediate level. Students will also develop their reading and listening comprehension skills through group-based activities and in-class and online listening practice. Students will also be able demonstrate intermediate writing ability by creating descriptive compositions, short narratives and summaries in Spanish. Additionally, students will have a sufficient understanding of various customs, cultures and perspectives of Spanish-speaking countries.

Primary Text

- *Realidades 2* (Prentice Hall)

Supplemental Texts

Practice Makes Perfect–

- *Spanish Pronouns and Prepositions* by Dorothy Richmond
- *Spanish Reading and Comprehension* by Myrna Bell Rochester and Deana Smalley

Online Resources

- www.vhlcentral.com: VISTA student account/online textbook and primary platform for homework, quizzes, and exams. Student accounts and passwords should be the same as their Stanbridge gmail account.
- www.spanishdict.com: Very user-friendly website/dictionary for vocabulary and grammar review. Students should create free accounts to create helpful vocabulary lists.
- <https://www.spanishdict.com/textbooks/2>: Additional resources for *Descubre 2* textbook, featuring word lists and grammar study aids corresponding with each chapter unit.
- www.elpais.com: Global news source for news and culture-related assignments
- www.laopinion.com: L.A.-based Spanish-language newspaper for news and culture-related assignments
- www.studyspanish.com, Grammar and Vocabulary practice.

Course Objectives

Students to demonstrate moderate to average proficiency in:

- Formulating questions and responding to other’s questions, requests or basic communicative tasks in Spanish.
- Stating specific needs and preferences in Spanish using the present, preterite, imperfect and perfect verb tense.
- Describing characteristics of people, places, and things using correct grammatical forms.
- Actively using appropriate customary greetings and forms of address and common phrases.
- Participating in conversations on a variety of familiar topics and unit themes.
- Memorizing between 75 and 100 new Spanish words every 3-4 weeks for sufficient and long-term memory retention.
- Learning and applying new grammatical concepts to previously-learned concepts every 3-4 weeks.

Key Content and Assessment

Students will engage in classwork that seeks to build proficiency in the following Spanish grammatical structures: regular, irregular, stem-changing and orthographic-changing verbs in a variety of tenses (present, imperfect, preterite, future, conditional, present perfect, present subjunctive), “gustar” verbs, reflexives, demonstratives, comparatives, possessives, superlatives, direct and indirect object pronouns, formal and informal commands, progressives, “por” and “para” usage, and prepositions. Classwork includes:

- Writing/Response activities in Spanish requiring intermediate-level grammatical structure and vocabulary.
- Online listening activities that model correct grammar and pronunciation as well as vocabulary usage.
- Live and recorded speaking exercises that require using correct grammatical structures and pronunciation.
- Taking appropriate unit tests, quizzes and completing a variety of homework assignments.

Coursework will follow from the Unit *Leccion Preliminar* to Unit 9 (*Las actualidades*) from textbook and online platforms for *Descubre 2* along with materials from supplemental texts.

Notes on Grading

One exam or two shorter exams will be given every 3-5 weeks, or per chapter unit. Please note that students will have **two attempts allowed** when submitting every exam and quiz, once to first turn in/submit the assignment and another to make corrections for any answers or sections not completed or answered incorrectly.

Grading

- 30% - Homework*
- 30% - Quizzes/Exams
- 40% - Participation

*Grading for homework will be a Credit/No Credit score, with no late penalty.

Spanish 3



Teacher: Rubén D. Núñez

Spanish 3 utilizes curriculum and instruction to appropriately transition students from more foundational levels of Spanish language learning to a college-ready and advanced level of language acquisition and learning. Student coursework focuses on reinforcing grammatical concepts and expanding vocabulary to accelerate students' abilities in listening, speaking, and writing in Spanish. Curriculum is divided into thematic units based upon the *Descubre 3* text and the accompanying online "Supersite" platform, with a further focus on reading, analyzing and writing on Spanish and Latin American literature and topics related to Spanish and Latin American history and culture. The online platform and other relevant course material are sequenced to include video, listening and peer-to-peer communication activities to further interpretive, interpersonal and presentational skills in Spanish.

Primary Text

- *Realidades 3* (Prentice Hall)

Supplemental Texts:

- *New Penguin Parallel Text: Short Stories in Spanish* (Cuentos en español) - John R. King, ed.

Practice Makes Perfect-

- *Advanced Spanish Grammar* by Rogelio Alonso Vallecillos
- *Spanish Pronouns and Prepositions* by Dorothy Richmond
- *Spanish Conversation* by Jean Yates
- *Spanish Reading and Comprehension* by Myrna Bell Rochester and Deana Smalley

Films:

- *El espíritu de la colmena* (1973)
- *Una última y nos vamos* (2015)
- *Las ruinas de Machu Picchu* (documentary, 2016)
- *Coco* (2017)

Online Resources

- www.vhlcentral.com: VISTA student account/online textbook and primary platform for homework, quizzes, and exams. Accounts/passwords are same as Stanbridge Gmail account.
- www.spanishdict.com: Very user-friendly website/dictionary for vocabulary and grammar review. Students should create free accounts to create helpful vocabulary lists.
- <https://www.spanishdict.com/textbooks/1>: Additional resources for *Descubre 3* textbook, featuring word lists and grammar study aids corresponding with each chapter unit.
- www.elpais.com: Global news source for news and culture-related assignments
- www.laopinion.com: L.A.-based Spanish-language newspaper for news and culture-related assignments
- www.studyspanish.com, Grammar and Vocabulary practice.

Grading

- 30% - Homework*
- 30% - Quizzes
- 30% - Exams
- 10% - Participation

*Grading for homework will be a Credit/No Credit score, with no late penalty.

Notes on Grading

One longer exam or two shorter exams will be given every 3-4 weeks, or per chapter unit. Please note that students will have **two attempts allowed** when submitting every exam a once to first turn in/submit the assignment and another to make corrections for any answers or sections not completed or answered incorrectly.

Course Objectives

Students to demonstrate moderate to average proficiency in:

- Read/Write proficiently in Spanish; hold conversations while utilizing/expanding vocabulary and grammatical structures.
- Engage in daily conversations and instruction, respond to prompts and topics in Spanish, including conversations that communicate opinions, preferences and feelings.
- Examine Spanish-speaking popular cultures, history and social customs through Spanish-language media, literature and film.
- Proficiency in translating key vocabulary, sentences and phrases from Spanish to English and from English to Spanish.

Key Content and Assessment

Students will actively engage in classwork that incorporates the following Spanish grammatical structures: regular, irregular, stem-changing and orthographic-changing verbs in all tenses (present, imperfect, preterite, future, conditional, present perfect, pluperfect, future perfect, conditional perfect, present subjunctive, present perfect subjunctive), "gustar" verbs, reflexives, demonstratives, comparatives, possessives, superlatives, direct and indirect object pronouns, formal & informal commands, progressives, "por" and "para" usage, and prepositions. Classwork includes:

- Writing/Response activities in Spanish with proper grammatical structure and vocabulary.
- Reading articles, relevant literature, classic short stories, and poems in Spanish; summarizing/analyzing content for meaning.
- Online listening activities that model correct grammar and pronunciation as well as vocabulary usage.
- Live and recorded speaking exercises with correct grammatical structures and pronunciation.
- Unit tests, quizzes, and completion of homework assignments.

Coursework will follow from the Unit Theme 1 (*Las relaciones personales*) to Unit 10 (*La literatura y el arte*) from the textbook and online platform for *Descubre 3* with materials from supplemental texts.

Spanish 4



Teacher: Rubén D. Núñez

Spanish IV is a continuation of the Spanish III program for those Students who want to improve the skills of the language obtaining a higher level in Spanish by reading, speaking, listening and understanding. The program includes Reading and Writing pages of articles of different topics and conversational Spanish that requires strong knowledge of Grammar. With appropriate completion of Spanish 4, students can continue with college-level Spanish language programming.

Primary Text

- *Realidades 3* (Prentice Hall)

Supplemental Texts:

- *New Penguin Parallel Text: Short Stories in Spanish* (Cuentos en español) - John R. King, ed.

Practice Makes Perfect-

- *Advanced Spanish Grammar* by Rogelio Alonso Vallecillos
- *Spanish Pronouns and Prepositions* by Dorothy Richmond
- *Spanish Conversation* by Jean Yates
- *Spanish Reading and Comprehension* by Myrna Bell Rochester and Deana Smalley

Films:

- *El club de los poetas muertos* (1989)
- *La clase* (2008)
- *Ser y Tener* (2002)

Online Resources

- www.vhlcentral.com: VISTA student account/online textbook and primary platform for homework, quizzes, and exams. Accounts/passwords are same as Stanbridge Gmail account.
- www.spanishdict.com: Very user-friendly website/dictionary for vocabulary and grammar review. Students should create free accounts to create helpful vocabulary lists.
- <https://www.spanishdict.com/textbooks/1>: Additional resources for *Descubre 3* textbook, featuring word lists and grammar study aids corresponding with each chapter unit.
- www.elpais.com: Global news source for news and culture-related assignments
- www.laopinion.com: L.A.-based Spanish-language newspaper for news and culture-related assignments
- www.studyspanish.com, Grammar and Vocabulary practice.

Grading

- 30% - Homework*
- 30% - Quizzes
- 30% - Exams
- 10% - Participation

*Grading for homework will be a Credit/No Credit score, with no late penalty.

One longer exam or two shorter exams will be given every 3-4 weeks, or per chapter unit. Please note that students will have **two attempts allowed** when submitting every exam a once to first turn in/submit the assignment and another to make corrections for any answers or sections not completed or answered incorrectly.

Course Objectives

Students to demonstrate average to above average proficiency in:

- Read/Write proficiently in Spanish; hold conversations while utilizing/expanding vocabulary and grammatical structures.
- Engage in daily conversations and instruction, respond to prompts and topics in Spanish, including conversations that communicate opinions, preferences and feelings.
- Examine Spanish-speaking popular cultures, history and social customs through Spanish-language media, literature and film.
- Proficiency in translating key vocabulary, sentences and phrases from Spanish to English and from English to Spanish.

Key Content and Assessment

Students will continue to engage in classwork that incorporates the following Spanish grammatical structures: regular, irregular, stem-changing and orthographic-changing verbs in all tenses (present, imperfect, preterite, future, conditional, present perfect, pluperfect, future perfect, conditional perfect, present subjunctive, present perfect subjunctive), "gustar" verbs, reflexives, demonstratives, comparatives, possessives, superlatives, direct and indirect object pronouns, formal & informal commands, progressives, "por" and "para" usage, and prepositions. Classwork includes:

- Writing/Response activities in Spanish with proper grammatical structure and vocabulary.
- Reading articles, relevant literature, classic short stories, and poems in Spanish; summarizing/analyzing content for meaning.
- Online listening activities that model correct grammar and pronunciation as well as vocabulary usage.
- Live and recorded speaking exercises with correct grammatical structures and pronunciation.
- Unit tests, quizzes, and completion of homework assignments.

Coursework will follow from the Unit Theme 1 (*Las relaciones personales*) to Unit 10 (*La literatura y el arte*) from the textbook and online platform for *Descubre 3* with materials from supplemental texts.

Notes on Grading

Visual Arts



Teacher: Camille Geraci

This course was designed to expose students to a variety of different styles of art and art making techniques. Visual art mediums such as drawing, painting, sculpture, ceramics and printmaking will be explored in order to produce both two-dimensional and three-dimensional artwork. Art reproductions of work both historical and current made by artists in our own culture as well as artists from other cultures, will be discussed in class. These discussions will help students learn about different types of art throughout history as well as help them learn art vocabulary such as the elements of art and principles of design. The artwork shown and discussed in class will also be used as a starting point for many of the art projects created in class.

Classroom Expectations

- Accept challenges
- Ask questions
- Make mistakes
- Learn from mistakes
- Keep trying

Attendance Expectations

- Have a parent or guardian email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, such as sketchbook, pencil with an eraser and any other art supplies needed.
- Request breaks when necessary.

Resources

Lessons are designed for students to be exposed to a variety of different art mediums and art styles. Google Classroom will be used to post assignments and resources each week. YouTube videos will be used and shared as reference materials for art demonstrations.

Areas of Focus

- Growth Mindset
- Self awareness and self advocacy
- Learning how to use and talk about the elements of art and principles of design
- Exposure to artwork from different cultures, different artists, and art mediums
- Critique artwork

Learning Outcomes

By the end of this course, students will be able to do the following, with or without support:

- Identify the Elements of Art and Principles of Design.
- Identify different art mediums.
- Understand how artists express themselves and ideas through their artwork.
- Explore creating artwork using different art mediums.
- Visit virtual art museums online.
- Engage in discussions about the process of making artwork and critiquing finished artwork

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Classwork and homework is assigned on Google Classroom.
- Classroom routines and procedures are specifically taught and posted visually in the classroom.
- Each student establishes short-term and long term goals to be accomplished during school year.
- Assignments include clear, step by step instructions and a timeline for completion.
- Specific skills practiced daily in class.
- Students are allowed opportunities to improve their grades by correcting handouts and revising classroom project work.

Grading

- 50% Studio Art Projects (In-class work)
- 40% Classroom participation (Use of time in class and participating in class discussions)
- 10% Assessments (Quizzes on Art Vocabulary)

Notes on grading

Students will participate in grading their own projects. A rubric will be handed out at the completion of each art project. Each rubric is worth a specific number of points. Students will score themselves based on how they achieved the various criteria for each art project.

The same rubric will be used to grade student work. After both rubrics have been completed, they will be compared, then agreements and differences will be noted.

In addition to criteria specific to the goals of the art projects, items such as effort, attitude, a willingness to accept constructive feedback and a good use of class time will be on each rubric.

Student Government



Advisor: Kenny Katz

Each year, students from middle school and high school elect peers to serve on Stanbridge's Student Government (StuGov). These representatives gain valuable leadership and organization skills by working with faculty advisors to give input on overall school progress, help organize schoolwide projects and events, and disseminate information to their fellow students. Previous accomplishments of Stanbridge StuGov teams include instituting a schoolwide recycling program, launching the Box Tops for Education fundraising program on campus, raising funds to install an eco-friendly water fountain off Hayden Hall and an overhead projector in the gym, as well as sending financial support from lunchtime sales to help worldwide humanitarian causes. StuGov members also serve as "ambassadors" for visiting students who are applying to Stanbridge. The traditional offices of StuGov—President, Vice President, Secretary, and Treasurer—are held by high school students. Class representatives for 7th-12th grades, as well as one Elementary representative, are selected by Stanbridge Teachers and Staff.

Classroom Expectations

- Be ready to share, listen, and compromise
- Accept challenges
- Ask questions
- Learn from mistakes
- Active listening
- Continue trying

Attendance Expectations

- Have a parent or guardian email the teacher, Gladys, and Advisor when you are going to be absent.
- Arrive on time.
- Bring all materials, including a notebook.
- Advocate for your needs, as well as the needs of others.

Learning Outcomes – the possibilities are endless

- Gain a sense of community and camaraderie
- Develop close friendships
- Get hands-on experience in a safe space
- Develop good ethics by learning to work as a team and effectively collaborating with others by honoring different points of view
- Develop student leadership skills and curate a good public image
- Learn to be assertive without being aggressive or flippant
- Develop people skills such as communication, attitude, and work ethic
- Develop graphic design skills
- Develop money handling, finance, and budgeting skills
- Develop networking opportunities by meeting new people, making connections, and building relationships
- Participate in service learning opportunities on campus and in the community-at-large

- Learn how to express your voice and make an impact
- Develop event planning skills, including how to prepare for large scale meetings
- Contribute to something bigger than yourself and develop a strong social-emotional well-being
- Develop good responsibility habits by assertively taking control of yourself and situations
- Develop public speaking skills
- Gain a new interest and/or an area of expertise
- Learn how to handle responsibility in a safe space
- Develop time management and organizational skills
- Engage with a diverse group of people
- Be a cheerleader: get people excited to participate in events and activities
- Make great memories!

Executive Functioning Support

In order to support long term planning, organization, and work completion, the following procedures are in place:

- Routines and procedures are explained and reinforced in weekly meetings.
- Assignments include clear, step by step instructions and a timeline for completion.
- Specific skills are practiced during every meeting.

Grading

- StuGov is not a graded activity, but it looks great on both educational and work applications!