

Arlington School
Program Description
and
Course Catalog



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Mission Statement

Arlington School provides a safe and supportive school community where students grow academically, heal and thrive emotionally, assume greater control over their learning, and work toward personal goals. We strive to unlock the potential within our students and to maximize their abilities as confident learners, so they become knowledgeable, creative, independent, and resilient individuals.

We believe that growth is possible for every student, that learning renews self-worth and that our students can overcome the challenges that impede their success. Discovery, flexibility, empathy, respect, acceptance, patience, and courage are the core values of our learning community.



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School Overview and Sample Course Progression

The Arlington School is a highly individualized private therapeutic day school designed to offer high school classes aligned to the Massachusetts Curriculum Frameworks. It also offers a strong clinical component to address the individual social, emotional and behavioral needs of the students. It is fully approved by the Massachusetts Department of Elementary and Secondary Education (DESE) and fully accredited by the New England Association of Schools and Colleges (NEASC).

The school day is divided into seven blocks of approximately 45 minutes with a student teacher ratio of no more than 5:1. All teachers are certified in the content area they teach and an additional 50% are also Special Education certified.

Students come from numerous school systems that have varying graduation requirements. Upon entering the Arlington School, individual transcripts are assessed to determine which classes are appropriate for scheduling. Progression of courses is aligned by grade, similar to the standard of many public school systems. A typical progression is as follows:

Grade 9

- ELA
- Algebra I
- US History I
- Biology I
- Fitness/ Health
- 2 Electives

Grade 11

- ELA
- Algebra II
- World History I
- Chemistry or Physics
- Physical Education
- 2 Electives

Grade 10

- ELA
- Geometry
- US History II
- Biology II
- Fitness/Health
- 2 Electives

Grade 12

- ELA
- Algebra II (continued) **or**
Trigonometry **or** Statistics
- World History II
- Chemistry or Physics
- Physical Education
- 2 Electives

Elective class choices include *(subject to change)*:

Art; Photography; Media Arts; Film; Yearbook, PSAT & SAT Prep; Creative Writing; Interactive Science; Independent Directed Studies; Study Skills; Physical Education; Psychology; Anatomy & Physiology; Forensic Science; French; Art & Culture; Study Skills; College Writing; Personal Finance; Sewing & Knitting; Mindfulness for Well-Being

Arlington School Diploma Requirements

The Arlington School is approved to issue its own high school diplomas. As a publicly funded institution, the Arlington School requires students to minimally score “Needs Improvement” on one of the MCAS high school Science tests, as well as on the Grade 10 English Language Arts and Mathematics tests. In addition, students must earn credits in the following subjects:

<u>Subject</u>	<u>Credit</u>
English	4.0
Math	2.0
History	2.0
Science	2.0
Health	0.5
Electives	9.5
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Total:	20

Academic Credit

Grades are determined based on student performance in three general areas: class participation, attendance, and quantity and quality of student work. Student work might include research papers, tests, homework, paintings, lab performances, posters, and more

Teachers take into account all three areas of student performance – class participation, attendance, and quantity and quality of student work – when determining grades for each marking period.

Teachers may choose to emphasize one area over another, depending on the nature of the course, the subject matter, and students' interests and abilities.

- Academic credit is earned quarterly and averaged for a final grade.
- Grades, Progress Reports and Academic Performance Rubrics are reported quarterly during the 10-month academic school year as well as at the end of the July summer session, which serves as a 5th marking period.
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- Grades can include: A, B, C, D, F, NG, S, P, INC or U
- A final grade of “D-“or better earns 1 credit, in classes that meet 5 x per week.

Homework

Homework supplements classroom instruction, reinforces skills, introduces new material, and develops independent study habits necessary for learning and advanced study.

Homework is given for most courses and such work may be checked daily and graded.

Because of the special needs of our students, we are careful to delineate and monitor each student's homework assignments and progress in light of their overall learning style. We want students to look forward to coming to class, not to become beset with anxiety over homework not completed.

Department Overviews and Course Descriptions

English Department Overview

In the English Language Arts classroom, the student and the teacher are partners in the learning process. The teacher models intellectual inquisitiveness and thoughtful behavior for the student. Cooperative group learning and the sharing of ideas and experiences are valued alongside individual self-paced learning experiences. Together we learn: how to ask questions; how to participate and listen in group discussions; how to probe ideas with increasing depth; and how to expand our individual reference points to allow the inclusion of new ideas and fresh ways of “seeing” literature and the complexity of connections between literature and life.

Course Description

English:	English Language Arts
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Through class reading and analysis of texts, students are exposed to an array of fiction, poetry, drama, and nonfiction texts, drawn from American, British, and world literatures, that are appropriate to grade level, individual need, and accommodations. To craft authentic written responses to these texts, students practice sentence, paragraph, and essay writing, using a variety of rhetorical modes and critical and creative thinking approaches. Guided writing assignments, along with professional and student writing models, help support students in the writing process. Immersion in cooperative group discussions and activities allows students to develop and enhance listening and speaking skills. Using computers and selected apps on iPads, students also create visual/media presentations of their ideas and insights. Assistive technology (computer applications and iPad apps), educational technology, and technology-inspired instruction help students move toward improved classroom participation, collaboration, academic confidence, ownership, independence, and self-advocacy.

English:	Creative Writing
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Students write, correct, and edit poetry, prose, drama, etc. from inner prompts or from teacher directed prompts. In order to help with writer’s block, focus, and creativity, left/right brain strategies with drawing are included, along with experiences in maintaining (inner, outer) silence. Discretionary and optional ungraded meditational focusing exercises related to pattern resolution and the achievement of *stillpoint* are made available.

The artistic process is respected and discussed including its human relevance to everyday experience.

Students are expected to reflect on their artistic progress from time to time (at end of marking periods and at the time of grading).

Homework: working on projects, outside reading in classic texts.

English:	College Writing
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In this full-credit elective students practice a wide variety of rhetorical forms across the disciplines to better prepare for the expectations and demands of a college composition course. Writing assignments vary in length, from improving sentences and paragraphs, to writing summaries, reports, and essays ranging in length from 1-4 pages. Students explore writing

assignments individually or as a group, using student and professional models and assessment rubrics. Individually, and as a group, students troubleshoot problems and learn how to support each other's efforts through positive peer commentary. The work pace is adjusted to meet individual needs. In addition, students currently taking a dual-enrollment college course may use this class to complete work and/or receive support and feedback from the teacher regarding assignments and time management.

English:	Film
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This elective course, students study “the art of film”.

Films are studied as an artistic experience, like a novel or play; as a medium. Topics include style, techniques, problems in acting, focus, montage, image framing, directing, continuity, themes, and settings of film in intellectual history. In addition to class discussion, students produce essays on the subject of each film.

Selected films (sample from list of films studied in the past): “Life of Bees”, “Pan’s Labyrinth”, “400 Blows”, “My Life as a Dog”, “Miracle Worker”, “To Kill a Mockingbird”, “12 Angry Men”, “Babette’s Feast”, “The General”, “Modern Times”, “Magnificent Ambersons”, “Citizen Kane”, “Inherit the Wind”, “Member of the Wedding”, “Rear Window”, “Notorious”, “Persona”, “Rules of the Game”, “Fantasia”, “Pennies From Heaven”, “Superman”.

English:	Research
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The Research curriculum is designed to create 21st century learners who are able to use research skills when searching for a variety of informational needs. Students will engage in basic research and time-management skills necessary to produce long-term projects such as research papers, PowerPoint projects and oral presentations. The research process will be broken down into small manageable parts so that the project does not appear to be overwhelming. Specifically, students will define a topic of interest, locate primary and secondary sources about the topic, evaluate different types of sources including websites and databases, take notes on multiple sources using appropriate citations, organize notes into an outline, experiment with different methods of organizing information, write a research paper and create a PowerPoint presentation in MLA format using appropriate citations and editing skills, demonstrate appropriate presentation techniques, and reflect upon and evaluate their work.

History & Social Studies Department Overview

The major focus of the study of history at Arlington School is the development of skills that enable our students to become life-long learners and contribute positively to their community, nation, and world. These intellectual skills are essential to the students' careful examination of and successful conclusion to the problems they will encounter in life. It is through the proactive use of these skills that they come to more clearly understand themselves and their relation to their fellow inhabitants of the planet.

In addition to the basic but complex skills of reading, writing, and listening, a good deal of the time spent in history class at Arlington School addresses the development of good habits of learning. These habits include attentiveness, organization, critical thinking, collaboration, and reflection. More specific skills that are practiced currently in the study of history include: understanding cause and effect; making comparisons; understanding maps; reading graphs; thinking chronologically; interpreting statistics; recognizing and comparing points of view; analyzing primary and secondary sources; making generalizations; identifying values; detecting bias; identifying the main idea; hypothesizing; making inferences and drawing conclusions.

A goal common to all history courses at Arlington School is the coming to understand the larger significance of the great discoveries, conflicts, and ideas that continue to shape our world and our future. In all our discussions and investigations three major questions recurrently present themselves: 1) How do the principles of justice and liberty evolve and manifest themselves in American and world societies?; 2) How do geographic and economic factors affect the development of nations and communities?; 3) What is our responsibility to ourselves, our community, our nation, and our planet?

Course Description

History & Social Studies:	United States History
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A full and comprehensive understanding of the history of the United States is essential if students are to take their place as productive, compassionate, and informed citizens of this nation. The study of United States history provides students an opportunity to further develop their knowledge of and appreciation for their nation and its relation to other peoples of the world.

United States history courses at Arlington School are offered over a three-year cycle. Year one chronologically spans the period from the founding of the Republic to the coming of the Civil War. Year two begins with the Civil War and extends through the end of World War I (1919). The last year of the cycle begins with the "Jazz Age" (1920's) and follows as far as possible into the contemporary era. In all sections of the course, there is a continual effort to relate contemporary national issues and developments to their historical context. The course essentially follows the Massachusetts Curriculum Framework and commonly taught subtopics for history and social science.

History & Social Studies:	Modern World History
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By comparing their lives with those of people of other eras and circumstances, students come to understand and appreciate their own place in the world and their connections with and obligations to their fellow human beings and their planet. The aim of this course is to provide students an

opportunity to further develop their knowledge of the world and the essential skills of observation, analysis, expository writing, reading comprehension, and oral communication.

The Modern World History course at Arlington School is offered every other year (in tandem with the East Asian Societies course) It is designed to introduce students to a broad range of human experiences and developments that will lead them to possess better political, social, cultural, intellectual, economic and geographic understanding of the world. There are eleven units to this course that spans roughly the last three centuries: 1) The Enlightenment, 2) The French Revolution, 3) The Industrial Revolutions, 4) Nationalism, 5) Imperialism, 6) World War I, 7) Interwar Period, 8) World War II, 9) Cold War, 10) Decolonization, and 11) Globalization.

History & Social Studies:	East Asian Societies
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This year long elective is an in-depth introduction to the history, culture and societies of China and Japan. The aim of the class is to help students appreciate the significant and enduring importance of these societies to human development and culture. The course takes an area studies approach to these societies by examining the geography, traditional cultures and religions, history, economics, contemporary issues and development. There is a greater emphasis on the more traditional aspects of Chinese culture and thought while taking a more contemporary approach to the history and culture of Japan.

This course is designed chiefly for Arlington School students who have completed their United States history high school coursework. It is generally offered every other year. Opportunities for individual research and investigation are provided.

History & Social Studies:	Psychology
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Psychology is a field that rests on a foundation of critical thinking. Students will study the content of the mind and human behavior, as well as learn thinking skills that help navigate real life problems. Some topics included in the curriculum are history and perspectives, nature/nurture, life span development, the brain and biological bases of behavior, perception, learning, memory, sleep, language development, intelligence, personality, and the treatment of psychological disorders.

Over the course of the year, students will:

1. Define psychology and describe its scientific nature.
2. Become familiar with important theories, concepts and facts in behavioral science.
3. Describe the different perspectives from which psychologists examine behavior and mental processes.
4. Understand the genetic and environmental influences on human behavior.

Students will explore psychology through textbook readings, scholarly articles, group discussions, literary models, projects, films, online activities, hands-on activities, and guest speakers.

History & Social Studies:	In Defense of Food
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In Defense of Food is the general title given to the gardening/ healthy eating/ culinary arts elective offered at Arlington School. This title derives from the engrossing and inspiring book, *In Defense of Food: An Eater's Manifesto* by Michael Pollan. The course is offered in three installments. In the Spring mini-elective, the focus is on the knowledge and skills necessary to plan and plant the school's vegetable garden. The summer school component includes managing the garden and investigating important questions raised by Mr. Pollan's work. These include: How has the diet of modern Americans been hijacked by the fast food, food science, and advertising industries? How can we make thoughtful and informed choices about the food we eat that will improve our health and enrich our lives? What are the benefits of growing (at least some of) your own food? The Fall mini-elective continues with the management of the garden and a focus on learning how we can prepare garden produce healthfully and simply.

History & Social Studies:	American Criminal Justice
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This course serves as an introduction to various aspects of the American Criminal Justice system. It is usually is offered as a summer term elective and its topics of investigation vary depending on the experiences and interests of its members. Typically there is an introductory component that focuses on the individual rights and liberties that are the touchstone to the criminal justice system of the United States. Additional topics include the classifications of crimes, crimes against the person, crimes against property, defenses, trial proceedings, corrections, and juvenile justice. Often the course concludes with a mock trial activity bringing the whole school community together. A variety of sources are employed in the course and the primary text is *Street Law* by Arbetman and O'Brien, Glencoe Publishing.

History & Social Studies:	Personal Finance
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The Personal Finance mini-elective offered at Arlington School is designed to help students gain an understanding of the basic principles and practices of money management, credit, savings, investments, taxation, insurance, and consumer protection. Students engage in a number of activities such as building a personal budget, managing a checking account, and making loan applications. Three of the sources currently employed in the course are *Get a Financial Life* by Beth Kobliner (Fireside Books), *Why Didn't They Teach Me This in School* by Cary Siegel (Simple Strategic Solutions), and *How to Do Your Banking* by David L. Raine *et al.* (Watertown Savings Bank).

Math Department Overview

Students enter Arlington School at varying points in their math education. It is not uncommon for an entering student to have missed time in the classroom (for varying reasons), and the math instruction that could potentially include key topics and concepts with the skills and practice necessary to progress in the curriculum. Recognizing that success in the math classroom is dependent on practice, and the sequential mastery of concepts, students are provided with the opportunity to work within an individualized curriculum that addresses their level of knowledge, skill, and ability that is aligned with both coursework preciously completed and the Massachusetts Curriculum Frameworks for Mathematics. Students have the opportunity to receive individualized instruction within the math classroom due to the low ratio of students to teacher (5:1). While many students move forward at grade level in Math, curriculum can also be designed to address remedial and enrichment needs when appropriate. It is the hope that small successes in the Math classroom can serve as a foundation for confidence and skill development at an individualized pace. Math teachers work to include technology as a tool in the classroom through interactive Math web applications, in addition to traditional high school Math texts.

Students are required to pass the 10th grade Math MCAS to meet the graduation requirements for a Massachusetts High School Diploma.

Course Description

Mathematics:	Algebra I
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In Algebra I, students investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students also study powers and roots in accordance with standards from the Number and Quantity domain. Content areas include scatter plot, line of best fit, and basic counting principles connected to the Statistics and Probability domain.

Suggested Entry Criteria: Understanding of the concepts and skills, including operations with fractions, decimals, order of operations and sign numbers.

Next Course: Geometry and/or Algebra II

Mathematics:	Algebra II
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Students in Algebra II focus on topics including linear, quadratic, and exponential functions, graphs, inequalities, polynomials, rational expressions, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem solving applications. Technology is integrated into the course to support problem solving.

Suggested Entry Criteria: Successful completion of Algebra I & Geometry.

Next Course: Trigonometry or Pre-Calculus

Mathematics:	Geometry
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Students in Geometry focus on the study of lines, angles, polygons, circles, and congruency and similarity relationships. Students apply area and volume formulas to solve problems as well as use inductive and deductive reasoning processes to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and

perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem solving.

Suggested Entry Criteria: Understanding the concepts and skills of Algebra I

Next course: Algebra II

Mathematics:	Trigonometry
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Students in Trigonometry focus on the study of right triangle relationships, unit circle, sine, cosine & tangent functions & their applications, inverse trigonometric functions, identities, and trigonometric form of complex numbers.

Suggested Entry Criteria: Mastery of the concepts and skills of

Algebra II.

Next Course: Pre-Calculus

Mathematics:	Pre-calculus
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Students in Pre-calculus focus on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure.

Suggested Entry Criteria: Mastery of the concepts and skills of Algebra II.

Next Course: Calculus and/or Statistics.

Mathematics:	Calculus
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The content topics of this course include limits, continuity, derivatives, graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus.

Mathematics:	Statistics
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Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Suggested Entry Criteria: At a minimum, the successful completion of Algebra II.

Mathematics:	MCAS, PSAT, & SAT Prep
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This multi-elective is designed to offer additional support to prepare students for the 10th Grade Math MCAS exam as well as for the Math section of the PSAT and SAT.

MCAS: Massachusetts Comprehensive Assessment System

PSAT: Preparation & practice for the Scholastic Aptitude Test

SAT: Scholastic Aptitude Test

Students can also prepare for other tests, such as the American College Testing (ACT).

Mathematics:	Basic Skills and Consumer Math
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Basic Skills Math covers: Whole Numbers, and Decimal/ Measurement (Addition, Subtraction, Multiplication, and Division Skills, Fractions/Geometry (Addition, Subtraction, Multiplication, Division/Fraction of Mixed Numbers), and Ratio, Proportion, and Percents/Statistics (Ratio & Proportion, Decimal, Fraction, & Percent Equivalents, and Percent of a Number).

Science Department Overview

Options for science classes include Biology, Chemistry, Physics, Interactive Science, Forensic Science, and Anatomy & Physiology. The Science classrooms have access to a working lab on site for interactive activities. Teachers utilize a diverse methodology of instructions incorporating interactive technologies, multi-sensory learning, and various texts to create a comfortable learning environment for participating in class discussions, and for working independently. Courses are based on the Massachusetts Curriculum Frameworks for the High School sciences. Classes often integrate relevant current event topics and advances in the respective scientific fields.

Students are required to pass one science MCAS to meet the graduation requirements to receive a Massachusetts high school diploma. At Arlington School, most students meet this requirement by passing the Biology MCAS exam.

Course Description

Science:	Biology I
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The core Science curriculum at the Arlington School is organized around the Massachusetts Department of Elementary and Secondary Education Science Curriculum Frameworks. To better prepare students for the science MCAS mandate, the Biology curriculum was redesigned into an optional two-year program. The first year Biology program (**Biology I**) introduces the world of living things, their characteristics and cellular elements, the functions of organelles within living organisms, and the supportive processes of life. The ecological organization of the biosphere is presented and current environmental challenges are defined and researched. Genetics and evolution are introduced both in terms of the history of discovery and the current cutting edge explorations in genetic engineering. Throughout the year, a look at the history of discoveries in biology will be accompanied by lab investigations that emphasize the value of scientific method. The full year of Introductory Biology (Biology I) should bring the student through half of the textbook and finish with both microorganisms and fungi or with the introduction of plant diversity and specialization.

Science:	Biology II
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The second year Biology course begins with either the examination of plant life or with lower invertebrate life and leads toward higher vertebrate anatomy and physiology with a movement toward human systems. As human physiology is approached, the students revisit their cellular approach. But with an emphasis on the chemical processes necessary to the success of living systems. This better prepares the biology students who are moving on to a chemistry course in the following year. It is hoped that with the completion of chapter work in the text, there will be time for independent study during the last part of the school year.

Science:	Chemistry
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The core Science curriculum at the Arlington School is organized around the Massachusetts Department of Elementary and Secondary Education Science Curriculum Frameworks. The Chemistry program seeks to cover standard high school/college preparatory coursework. The course introduces the nature of matter on the atomic level and role of chemical change in the

world around us. A sound appreciation for math is required; an ability to formulate and set up calculation is encouraged, while advanced calculation is de-emphasized. Using and understanding the scientific method is emphasized. Appreciating the history of chemistry and the accomplishments of the pioneers of chemistry and physics is an important part of the course.

Science:	Physics
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Our major focus is to extend the physics learning experience beyond the school and into each student's subject of interest by reinforcing the importance of inquiry. The methodology which defines physics as an attempt to model phenomena both mathematically and mechanically has broad implication for developing each student's communication and logic skills.

The course addresses but is not limited to: Mechanics, properties of matter, heat, sound and light, electricity and magnetism with atomic and nuclear physics applications. Conceptualization, and practical applications related to these subject areas are important for allowing students to model, design and engineer systems, such as motors and generators.

The three major questions presented to each student within this class are:

1. How do we effectively understand specific subject-related phenomena?
2. What are the best models for describing that phenomena and integrating it into a system?
3. What are the practical applications related to the system, if any?

Science:	Anatomy and Physiology
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This elective course introduces the fundamental concepts of human anatomy and the inner workings of the body. Starting at the microcosm of atoms and matter all the way to whole organisms through macromolecules, cells, tissues, organs and organ systems, the course explores the relationship between structure and function, and the mechanisms that help the body maintain a stable internal environment (homeostasis). Laboratory activities will be included when feasible and appropriate, with occasional animal organ dissections, blood typing, microscopic examination of cells and tissues. They will be accompanied by student projects and presentations.

Science:	Interactive Science
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The Interactive Science mini-elective encourages scientific exploration without the rigors associated with a traditional science course. Video presentations, discussions, and debate of current topics in science are included. Students are assessed based on contribution to the curriculum, attendance, and logic associated with the interactive discussions.

Science:	Forensic Science
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Forensic Science is an elective course. This course introduces the fundamental concepts of crime scene investigation (evidence collection) versus forensic analysis of evidence (in the lab) as well as their application to the justice system and the law. Emphasis is placed on evaluating the role and importance of each type of evidence to determine the "who", "what" and "how" of a crime. Laboratory activities are included when feasible and appropriate, including but not limited to fingerprint and footprint analysis, microscopic analysis of hair and fibers, handwriting analysis, DNA extraction, blood typing and animal dissections. The students emulate forensic scientists by collecting and evaluating evidence and supporting their findings.

Art, Media and Photography Department Overview

The goal of the Art and Media programs at Arlington School is to provide each student with a level of challenge that is optimal, given his or her background, interests, and abilities. Teaching methods include differentiated instruction, which provides choices regarding content, learning process, and student output. All students participate in similar assignments, within the same time frame, and engage in similar forms of assessment, but they do so at their own level and pace. In addition to making art, students are encouraged to reflect on their own process and progress, and to develop a portfolio of work that reflects their own individual talents and interests.

Course Description

Visual and Studio Arts:	Media
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The Media class combines a variety of media: computer, video and photography. Throughout the year the students become familiar with the operations of graphic programs such as: iMovie, iPhoto, Photoshop, Imageready, Flash, other graphic programs, and connected peripherals such as: Wacom tablets, scanners, and printers. The students will explore the world-wide-web and become familiar with appropriate educational sites.

Visual and Studio Arts:	Photography
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Photography is divided into two areas: the technical and the aesthetic. Technically, students should understand the workings of an SLR (single lenses reflex) camera and a digital camera. The SLR work includes black and white films, film speed, aperture, shutter speed and their relationship to one another, and depth of field. Students are expected to learn to load cameras and develop their own negatives. Technically, work in the darkroom includes making contact sheets, test strips, producing clean 5x7 and 8x10 prints, burning and dodging, and the use of filters to increase and decrease contrast. Aesthetics is taught simultaneously with the technical and includes composition, rule of thirds, use of line, texture, and tone. Alternative methods such as photograms, pinhole cameras, solarization, reverse prints, and photomontage are introduced as the student progresses. Advanced techniques are covered, as time permits and/or student requests. Students also look at specific photographers' work (often of their own choosing). Field trips are scheduled for photo shoots as well as visits to museums.

Visual and Studio Arts:	Film
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The Film class views great films from a number of genres; comedy, fantasy, sci-fi, action, classics, etc. Students also watch clips from a number of great films in different categories. After viewing and discussing the films, the class has quizzes and students create posters on the computer for each film.

Visual and Studio Arts:	Studio Art
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Studio Art is a year-long class that meets daily. Each term, students explore different media and topics, with the goal of covering six to eight topics over the course of a two –year period. Examples of topics that might be covered include drawing, painting, printmaking, ceramics, sculpture, jewelry making, and graphic design. Fundamental concepts in art and design are presented within each unit, and revisited throughout the year, allowing multiple opportunities for

mastery and acquisition of deeper insights. Students participate in frequent class discussion to review and reflect on their own work and that of their peers. Students keep their artwork at school during the year, for inclusion in one or more of our annual art shows such as Arlington School Arts Night or the Small Independent Schools Art League (SISAL) show which is held at a different host school each year.

Visual and Studio Arts:	The American Landscape
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This is an interdisciplinary course. Throughout the course, students look at the land through the eyes of artists, beginning with art work of Native Americans and explorer-illustrators, and progressing to present day painters and photographers, all of whom have documented our subjective and ever-changing attitudes towards the land. Students explore topics in geography, geology, history, and environmental science to gain insight into some of the forces that have shaped the North American landscape over time. Students learn to view a work of art in the context of its time and place in history, and are introduced to conventions for writing and talking about art. In order to make learning more meaningful, students have frequent opportunities to work on projects that are tailored to individual interests. Projects can take many forms, such as research papers, PowerPoint presentations, or art projects that demonstrate acquisition of concepts.

Visual and Studio Arts:	Arts and Culture
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Arts and Culture is an introductory art history survey course designed to present a broad overview of the arts, from pre-historic times up to the present. Students learn to view a work of art in the context of its time and place in history, and are introduced to conventions for writing and talking about art. Selected topics vary from year to year, but include representative works from many different time periods and cultures. In order to make learning more meaningful, students have frequent opportunities to work on projects that are tailored to individual interests. Projects can take many forms, such as research papers, PowerPoint presentations, or art projects that demonstrate acquisition of concepts.

Visual and Studio Arts:	Yearbook
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Yearbook is a two-semester class in which primarily seniors (though not exclusively) work in the Media room to develop the Arlington School yearbook. The yearbook consists of one page for each graduating senior, pages containing 1/2 dozen shots of each student in the school, faculty page, field trip pages, club pages, etc. Each student helps on the computer (generally working in Photoshop) putting together all the pages, photographing every student and faculty member, creating a cover, doing type and layouts, brainstorming ideas for new pages and getting all aspects of the book ready for printing. Students learn to work independently and in groups. Class meets 3 times a week.

Visual and Studio Arts:	Sewing and Knitting
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This elective was created in response to student interest. Students in this course receive an introduction to fundamental skills, and can then choose individual projects to work on throughout the semester. Project choices in the past have included sewn garments, costumes, pillows, and tents, and knitted hats, scarves, and mittens. At various points during the school year, students in this class have the option of helping to fabricate various craft items for inclusion in craft sales to benefit the Arlington School Student Activities Fund.

World Language Department

World Language:	French
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The purpose of this course is to introduce students to French culture by learning vocabulary, grammar, syntax, by reading textbooks, magazines, books and comics. Students also learn by listening and singing contemporary songs, watching movies, and carrying conversations between students and the teacher. Each student will be challenged to the level of his/her knowledge and understanding.

World Language:	Greek
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The main objective of this course is to obtain a taste of Greek culture and language, develop the ability to engage in every day discussions when in Greece or with a Greek-speaking person. This course targets several different domains:

- 1.The alphabet: recognize the letters, learn their names, and articulate them properly.
- 2.Reading: put the sounds of the letters together, decode words, separate them in syllables, recognize diphthongs.
- 3.Writing: Writing will happen in several steps, starting with copying the words from text, recognizing the grammatical importance of utilizing different letters with the same sound based on the place they occupy in the word, writing by memory as the students sounds the word in their heads.
- 4.Grammar: Conjugation of verbs, conjugation of nouns, personal pronouns will be the original focus of this class.
- 5.Expressions: expressions in every language need to be learned in the context of the culture and are not always translatable.
- 6.Culture: music, movies, books will be utilized to bring the Greek culture to life.

Physical Education and Health

Physical Education:	Physical Education
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Students in this Physical Education program participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. Students participate in group activities as well as weight training and fitness instruction. Students are empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Physical Education is a pass/fail class that meets once a week. The requirements to pass are based on participation, cooperation, and attendance.

All Arlington School students have Physical Education once per week.

Physical Education:	Physical Education
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The physical education elective class meets five days a week.

The focus of this elective course is the development of fitness knowledge, fitness principles, fitness strategies and fitness skills as well as positive nutrition concepts. This Physical Education elective gives the students an opportunity to participate in varied activities that they have expressed interest in, such as, basketball, soccer, and frisbee, to name just a few. These activities are centered around three of the five days. The other two days the students go into the fitness center to work on personal fitness. The fitness center provides the student with the opportunity to gain personal fitness skills and knowledge through instruction and participation. Students are required to participate in a minimum of 20 minutes of physical activity before they are allowed to engage in a free time activity such as ping pong or pool. A golf instruction unit is also provided. Students complete the unit on golf instruction and then go to a driving range as a group to implement what they have learned. The Physical Education elective is a pass/fail class. The requirements to pass are based on participation, cooperation, and attendance.

Health:	Mindfulness for Well-Being
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Mindfulness for Well-Being is a mini-elective that students will take for one quarter during their time at Arlington School. The class teaches students about mindfulness, which is defined by Jon Kabat-Zinn as “paying attention in a particular way: on purpose, in the present moment, and non-judgmentally”. They learn about the value of mindfulness in promoting well-being, ways to practice mindfulness at school and to integrate mindfulness into their daily lives. This class involves the practical application of these techniques, specifically practicing mindfulness as a group as well as discussing ways to practice mindfulness individually. Students track their mindfulness practice throughout their time in this class and observe its effect on their overall well-being.

Additional Academic Opportunities

Other:	Directed Study
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Students come to the library for Directed Study and are expected to use this time productively. Students are given the opportunity to complete class assignments, work on homework, read a free reading book or a magazine, work on creative writing assignments, work on a project, or use the time for research. This is also a time when students can come for one-on-one assistance with academic work. In addition, students can gain help with time management, organizational skills, concentration/memory, note taking skills, test-taking strategies, and research skills. Students are also assigned a Directed Study if they are taking a distance learning course. Lastly, students can meet with a clinician or the transition specialist during this time.

Other:	Distance Learning
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Purpose:

Distance learning courses provide an opportunity for students to take high school level courses that would not otherwise be offered at Arlington School. It also allows students to take on the emotional and academic challenges they might face as college students when work calls for more independence, self-direction and motivation. Distance learning courses are optional activities for students at Arlington School. As such, these courses are not appropriate for all students. Given that a student is considered eligible to participate and that his/her family will support participation, Arlington School can facilitate the application process, provide time in the student's schedule to work on the course, and provide academic support. *The Arlington School student and family are responsible for the cost of the course.*

Distance learning courses are unique educational experiences where students and teachers are separated by time and space. Courses are designed so that students may start at any time and the work is done independently at the student's own pace. Arlington School proctors can provide structure, guidelines, and due dates, if necessary. Students are usually given one year to complete the course, but the course can be completed in less time. Course content is generally available both online and in print (using a textbook and a printed curriculum). Material is graded by the teacher associated with the educational institution providing the distance learning course. When a student completes the course, the grade is reflected on the Arlington School report card and transcript. Arlington School students have taken distance learning courses such as Nutrition, World Religions, Economics, and Sociology from educational institutions including the University of Nebraska, Indiana University, and North Dakota Center for Distance Education.

Eligibility:

Students are considered for a distance learning course on an individual basis. Most students take these courses during their junior or senior year. Students must be motivated, self-directed and independent learners, performing at a high academic level at Arlington School. Students must have permission from faculty, his/her clinician and the Educational Administrator. Students will be assigned an Arlington School proctor to supervise the course and will be given a daily study period, where some of the course work can be completed. Students are also expected to complete work outside of school. Students are eligible to take a distance learning course if the course is not offered at Arlington School or if the student needs credit to meet a graduation requirement.

Process:

If a student and his/her family is interested in taking a distance learning course, permission first needs to be obtained from the faculty, his/her clinician, and the Educational Administrator at Arlington School. The student will then be directed to look over catalogs and work with the Arlington School proctor to find a distance course that works for the student. Applications require signed permission from the student's parents, the Arlington School course proctor, and the Educational Administrator, as well as payment from parents. Completed applications are then faxed to the educational institution. There can sometimes be a two-week waiting period before the course begins. From this point forward, students take charge of completing the course at his/her own pace with support from the Arlington School proctor.