



# Academic Course Guide 2013-14

**LONG TRAIL SCHOOL** 

*creative. committed. connected*



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### Core Values

#### We believe:

Learning how to think is more important than being told what to think.

Curiosity and conversation motivate.

Children deserve a safe, welcoming and supportive school where everybody is known and valued.

Diversity improves the educational experience.

A dynamic classroom responds to the individuality of each child.

A balance of challenge & support moves learners to greater understanding & skill.

Teaching and learning work best in small groups.

Education is a shared responsibility

...and it works.

### The Honor Code

The Honor Code is central to the student experience at Long Trail School. Students sign the code each year. Lying, cheating, and plagiarism are all violations of the Honor Code and will result in an Honor Board hearing and disciplinary measures with academic consequences.

*We are honor bound to display the utmost respect for ourselves, each other, and our resources in a manner that fosters in us a desire and capacity for exceptional growth and learning. We will not lie, cheat or steal in any form nor will we endure the faltering of those who do. We will strive to improve the Long Trail School environment by continually building upon our personal integrity and encouraging it in others, thus promoting a more distinguished and harmonious community.*

## THE MIDDLE SCHOOL

Home to grades 6-8, the LTS Middle School is an exciting place to be. Our Middle School is anchored by our Core Values of Integrity, Kindness of Spirit, Openness, Social Responsibility, and Stewardship. However, we have also developed a philosophy and special program that address the specific needs of the Middle School student. In addition to core classes, our philosophy exposes Middle School students to myriad experiences in drama, physical education, music, visual arts, media literacy, and computer science as they explore the many opportunities that lie ahead. Academic, social, and emotional development are hallmarks of the Middle School experience. Our Middle School Human Development program meets in small groups to help students become confident, self-reliant learners and problem solvers. Every child is also assigned to an advisory group that provides guidance and opportunities for both academic and personal growth. In addition, grade level advisors work with each grade on Service Learning projects and other activities. The Middle School offers many learning experiences that have been designed for our students as they journey through early adolescence. We feel strongly that teaching *how* to think rather than *what* to think is key to learning and development. The Middle School promotes more student-directed learning in a natural progression as students move from grade to grade. Skillbuilding and creating strong academic habits at the Middle School level are crucial to future academic success.

## THE UPPER SCHOOL

Long Trail School's curriculum is designed to academically challenge our students both in and out of the classroom and to provide the foundation to become independent and curious learners. Our courses and experiences engage our students in ways that support them as they move to increasingly greater levels of understanding and skill. Our community believes that education is a shared responsibility and our courses reflect this belief – whether in an IB course, enrichment class, or independent study, our students understand that learning how to think is more important than learning what to think. By developing essential skills in problem solving, teamwork, communication, and research, our students graduate prepared to tackle the challenges of an increasingly complex global community.

By design, the faculty removes the scaffolding used to develop academic habits of mind in the middle school years. Each student is assigned an academic advisor who provides guidance in their course selection, advocates for them, and challenges them to take positive risks, demonstrate citizenship, and act as stewards for this community and the communities beyond our hollow. The coursework and expectations foster a reflective process whereby students give consideration to their own learning and experiences and are able to honestly assess their skills. With the highest college matriculation rate in the State, our students go on to further their education in the arts, sciences and humanities. Our college counselor provides support that helps students select a college that best matches their interests.

Our extracurricular program provides students a change to demonstrate their creative and imaginative sides and challenge our athletes as well.

## THE INTERNATIONAL BACCALAUREATE (IB) PROGRAMME AT LTS

Long Trail School is proud to be the first school in Vermont to offer the International Baccalaureate (IB) Diploma Programme. The IB Diploma Programme is a rigorous, pre-university course of study designed for highly motivated juniors and seniors. The IB curriculum emphasizes how to learn, how to think, and how to reach considered conclusions on the many issues that will face students in the future. The two-year course of study is designed to establish a standard for international education and focuses on the education of the “whole person.” Mirroring Long Trail School’s own Core Values, the IB Programme is based on the premise that academic training must also provide students with the values and skills they need to succeed. Diploma candidates must complete course work in six subject areas and pass exams in each. They must also take the Theory of Knowledge course, write an Extended Essay based on the study of an original problem, and complete an extracurricular requirement in three areas: creativity, action, and service. The IB Programme is a natural fit with the mission of the school and the standard Upper School curriculum. The IB emphasis on critical thinking, depth of learning, research, and writing skills underscores the philosophy of our Upper School curriculum. Some IB courses are taught in conjunction with Advanced Placement courses.

### ACADEMIC INFORMATION

#### Diploma Requirements

In order to qualify for a diploma, Upper School students must be currently enrolled and in good standing in the School. They must satisfy the various departmental requirements regarding level of study and proficiency and must successfully complete all requirements. Students are highly encouraged to take courses in all disciplines each year.

Successful completion (passing grade) of a full-year course earns one (1) credit. Successful completion (passing grade) of a semester course earns one-half (1/2) credit. A student must earn a minimum of six (6) credited courses each semester. Required credits may be met by summer school with prior approval from the Dean of Academics. Students may also complete summer work in order to accelerate into a higher-level course for the following year with prior approval; however, this summer work will not fulfill graduation requirements.

Arts (Performing or Visual)	1.5 credits
English	4 credits
History	3 credits
World Language	3 credits of the same language
Mathematics	3 credits
Science	3 credits
<b>Total departmental credits</b>	<b>17.5</b>
<b>Additional credits*</b>	<b>6.5</b>
<b>Enrichment Class</b>	<b>1 credit</b>
<b>Total academic credits</b>	<b>25</b>

\*These credits may be earned in elective courses and/or departmental offerings.

#### Additional Diploma Requirements:

Activities 4 activity credits  
Technology Competency Successful completion of standards

### Transfer Student Credits

LTS will honor all courses granted credit by the sending school provided the school is an accredited secondary school. LTS will not apply middle school credits to its high school requirements, nor does it accept independent study credit from other secondary schools.

### Course Load

Students at Long Trail have an eight period day Monday-Wednesday and longer-period blocks on Thursday-Friday. Upper School students are permitted a maximum of four study hall periods a week. Students should expect to be assigned around 20 – 40 minutes of homework in most classes per night.

### Course Withdrawals

Permission to withdraw from a course is granted by the Dean of Academics on a case by case basis. A student may not be permitted to withdraw from a course if it means that s/he will drop below the minimum course load. Students wishing to drop/add a course **must** complete a Course Change form (available in the Registrar's Office).

### Grade Reporting

#### Grades and Comments

Students will receive grades four times each school year. In addition, effort assessments are provided at the first and third quarters. All grades and comments are posted on *Net Classroom*. At the end of the fall and spring semesters, averages are calculated and comments are provided. In June, the academic year grade is calculated for each course. GPA is calculated for each student and is shown on the student's transcript.

A summary of the grade and comment reports follows:

- 1<sup>st</sup> quarter (September to early November)  
Grades and effort assessments provided in November
- 2<sup>nd</sup> quarter (early November to mid-January)  
Grades and comments provided in January
- 3<sup>rd</sup> quarter (January to April)  
Grades and effort assessments provided in April
- 4<sup>th</sup> quarter (April to May)  
Grades and comments provided in June

Effort assessments (exceeds expectations, meets expectations, needs attention) reflect a student's growth and performance as a scholar. Feedback provided at the first and third quarters is intended to guide students as they develop the skills and attitudes that they bring to learning. These skills and attitudes include:

**PREPAREDNESS** – Student arrives at school and to class with all materials needed for success (pencils, paper, binders, texts and **any assignment due**). This demonstrates a readiness to engage in the learning experience.

**USAGE OF TIME:** Student consistently arrives to class on time, completes all assignments on time, maintains a focus on learning activities, and demonstrates an ability to access materials and assignments readily.

**BEHAVIOR:** Student demonstrates a willingness to learn, to discover, to self-advocate positively for her/his needs, and to take personal responsibility for the maintenance of the learning environment.

**ATTITUDE:** Student maintains a positive, respectful attitude towards teachers, classmates, and self that is consistent with the school's honor code and its core values of integrity, kindness of spirit, openness, social responsibility, and stewardship.

**PARTICIPATION:** Student endeavors to consistently participate in all classroom activities in a way that contributes to the learning experience for all.

Because we believe that education is a shared responsibility, teachers may reach out (email, phone, etc.) to the student and parents during the year if they observe a significant change in the student's progress or effort. Students and parents should also feel free to reach out to faculty for information.

### **Independent Studies**

Independent Studies are tutorial-style courses in specialized topics not offered within the regular curriculum. They are offered on a volunteer basis by LTS Faculty. They are treated as exceptions, not rights, for students and should only be pursued by serious students. An interested student may plan an independent study with a faculty member and submit a proposal for approval to the Dean of Academics. Students are limited to one independent study credit per semester and with permission, the independent study can replace a course requirement. All proposals for first semester or full year independent studies must be submitted during the first two weeks of school or earlier to be considered. Proposals for second semester independent studies must be submitted to the Dean of Academics no later than the first day of December. Students, advisors, and faculty supervisors will be notified via email whether a student's independent study proposal has been approved. An Independent Study Request form is available in the Registrar's Office.

### **International Baccalaureate Programme**

As stated, the International Baccalaureate (IB) Diploma Programme is a rigorous, pre-university course of study designed for highly motivated juniors and seniors. However, LTS students can choose to take individual IB certificate courses in order to earn an IB certificate for those particular courses upon completion. Those students taking individual IB courses are required to take the corresponding external exam at the end of the course. They also must pay a one-time \$110 registration fee.

### **Add/Drop**

During the first two weeks of the first semester (for first semester and full\_year courses) and at the beginning of the second semester (for second semester courses only), an Upper School student may follow the add/drop procedure to change courses. Students seeking to add/drop a course should see the Registrar first. Students are **not** permitted to drop or add a new course to their schedules after the add/drop period has ended. Students wishing to drop/add a course **must** complete a Course Change form (available in the Registrar's Office).

### **Level Changes**

Course selections and placements are made with great care, but it happens occasionally that a student is misplaced in a course level. Students wishing to change levels must complete a **Course Change** form (available from the Registrar's Office) and submit it to the Dean of Academics for approval. Students must petition for a level change in the first six weeks of the school year. When a student changes course levels mid-semester, an adjusted grade carries with him or her to the new course. Students wishing to change a course level **must** complete a Course Change form (available in the Registrar's Office).

### **Advanced Placement Courses**

Long Trail School offers a college preparatory curriculum designed to prepare all students for success and achievement at college and university level study. For those students seeking additional challenge, Long Trail offers a selection of classes at the Advanced Placement level in conjunction with or to supplement our IB offerings. Advanced Placement (AP) courses can lead to college credit and are an advanced level option in the Upper School for many 11th and 12th grade courses. Those students taking individual AP courses are required to take the corresponding external exam at the end of the course.

### **College Guidance Overview**

Long Trail School graduates often comment that they are far better prepared for the rigors of college than their peers. Our college counselor has extensive experience on both the high school and university sides of college admissions. Along with the academic advisor, the College Guidance Counselor works with students one-on-one and helps chart the most academically challenging and most appropriate paths for them. The Guidance Counselor also encourages the development of any special skills or talents beyond the classroom. Long Trail's goal is to work closely with students to select colleges and universities that best match their needs, abilities, and interests and then guide them through the admissions process. The support our College Counselor provides is individualized and proactive, empowering students to take ownership of the process. While the media often hypes lists of the "best" schools, our college counselor works with families to find a good fit for each student. Regardless of name or prestige, a school that is a good fit for a student provides the most happy and productive experience.

### **Personal Counseling**

Long Trail School offers personal counseling for students. Our counselor is available throughout the school week to help students with personal, social, or school related issues. When necessary the Guidance Counselor makes recommendations to parents for referrals to outside agencies or specialists.

## COURSE DESCRIPTIONS

The following courses are the offerings at Long Trail School. **Some classes may not be offered every year.** Where appropriate the prerequisites are provided.

### THE ARTS

*“Art is not what you see, but what you make others see.” Edgar Degas*

Long Trail School’s arts faculty has a deep commitment to helping students discover and express their creative selves. From our award-winning and internationally recognized drama program to the professional experience of our music faculty to the innovative and creative environment of the studio arts teachers, the Arts Department’s classes empower students to become creators. The department believes that the arts develop the whole human being by allowing individuals to find the courage to take creative risks.

Placement in music classes is by skill level and interest, to the extent possible. There are several evening concert dates scheduled each year. Participation in these performances is expected and will factor into the student’s final grade for the course.

### VISUAL ARTS

#### MS Studio Arts 6-8 grade

The foundation of the middle school visual arts curriculum is based on the exploration of the elements of art and principles of design. This is accomplished by energizing students through dynamic studio projects which are inspired by the works of famous artists. By observing the works of artists who have come before them, students have a better understanding of art’s role in history. Students will be challenged to problem solve, think creatively, and express themselves through innovative studio projects as they find their own voices in art.

#### Design I

Credit: 0.5 per semester

This course is intended to present students with an in depth look into numerous media and their history. Media may include painting, linoleum cutting, drawing, collage art, screen-printing, and papermaking. Design I focuses on 2-Dimensional art. Students create artwork that incorporates the principles and elements of design, and learn to look at their own, class mates’, and known artists’ work and share constructive criticism both comfortably and respectfully.

#### Design II

Credit: 0.5 per semester

*Prerequisite: Design I*

This course is a continuation of Design I and extends the students’ knowledge of the elements of art and the principles of design. Students will work primarily in 3-dimensional form, particularly sculpture and architecture.



### **Drawing I**

Credit: 0.5 per semester

This course is designed to develop the students' ability to draw exactly what the eye sees. Students will gain skill in drawing with pencil, colored pencil, charcoal, pastel, graphite, and pen/ink. Students will demonstrate the ability to draw fine detail, as well as loose gestural drawings. Course will use principles of art and elements of design as a guide in drawing projects. Students will be exposed to the drawings of artists from a variety of time periods and cultures.

### **Drawing II**

Credit: 0.5 per semester

*Prerequisite:* Drawing I

This course is the next step from Drawing I, further developing the student's ability to perceive and draw exactly what the eye sees. Students will deepen their understanding of creating depth and contrast in portraiture, still life, architectural drawings, and imaginative design.

### **Ceramics I**

Credit: 0.5 per semester

Course is limited to 8-10 students

This course is designed to enhance a student's understanding of the history and nature of clay, as well as pushing the boundaries of function vs. form. Students will become versed in clay terminology as well as the principles of art and design within the media. This course will tackle many clay techniques including coil, slab, wheel, and slip casting. Different firing techniques will be explored; Raku, Wood, Pit, and Saggar. There will be at least one visiting artist and two field trips through the year to artist studios/galleries.

### **Ceramics II**

Credit: 0.5 per semester

*Prerequisite:* Ceramics I

This course is a continuation of Ceramics I which will further develop a student's understanding and abilities in the use of this medium. Use of the potter's wheel is added.

### **Advanced Ceramics**

Credit: 0.5 per semester

*Prerequisite:* Ceramics I and II and Department approval

This course is designed for the student who is ready to take his/her skills to a higher level by a more self-directed learning approach. Students will work more independently, applying their knowledge from the previous courses in Ceramics to create advanced forms in hand building and wheel work.

### **Painting**

Credit: 0.5 per semester

*Prerequisite:* Drawing I & II

Students begin with the fundamentals of color mixing and color theory. They are exposed to artists who have used color to show emotion, weather conditions, time of day and much more. Students learn about periods and trends in painting from a variety of time periods and cultures. They explore techniques using watercolor, acrylic, and oil paints. Students will improve their skills and enrich their appreciation of art history through a variety of projects which focus on using color to express who they are.

## **Art Foundations**

Credit: 0.5 per semester

This course is designed to introduce students to the cultures and trends in art from the Renaissance to the present. Students learn about these periods in art through a variety of sources including books, videos, kinesthetic learning, and hands-on studio projects. Students are required to keep an investigative workbook where they learn to analyze, appreciate, and reflect upon art from a variety of time periods and cultures. This course is strongly encouraged as a prerequisite for IB visual art students.

## **Photography and Yearbook**

Credit: 0.5 per semester

This course introduces students to the art of capturing composition, light, and mood in photography. Students develop skills in the use of software such as Photoshop, and Indesign. Students will study the work of photographers from the past, as well as the present. Emphasis will be placed on the significance and importance of photography as a documentary of life from a variety of cultures and time periods. Photography students will be an integral part of the Yearbook process and will be the school photographers. Students must have a digital camera for this course.

## **Mixed Media**

Credit: 0.5 per semester

Students will explore many different techniques in creating 2-dimensional and 3-dimensional works of art. Students express themselves through painting, collage, sculpture, encaustic, altered books and more. They will be exposed to artists, both past and present, who work in a variety of mixed media. Students will come away with an increased awareness of self-expression, and discover exciting new ways to incorporate unusual elements and materials into their studio pieces.

## **International Baccalaureate Visual Art (SL and HL) Class**

Credit: 1.0 per year

Please note -- this course is a two-year course.

*Prerequisite: Department Approval*

This course is designed for students who have had a foundation in studio art classes and are willing to challenge themselves to create meaningful art with a global perspective. In Year I students work from teacher-directed prompts which are designed to expose students to the art and artists from a variety of cultures and time periods. In the studio, students explore two and three dimensional media as they learn to express themselves through visual art. Each studio piece is created with a great deal of investigation, planning, experimentation, and reflection. The evidence of this existential learning is documented in an Investigative Workbook (IWB). The IWB is much more than a sketchbook! It shows the compilation of student learning as they plan and progress through each studio piece. In Year II students become more self-directed and begin to develop a theme for their work. In March of their second year students are filmed as they are interviewed about their work in the two year class. They discuss their process, their media, and their learning about cultures and art work from a variety of time periods, including the present. 60% of students' grade is based on studio work, 40% on the investigative workbook.

## THEATRE ARTS

*"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being."*

*Oscar Wilde*

### MS Drama

This course introduces younger students to the fundamentals of acting while teaching them basic theatre terminology. Students participate in acting exercises, improvisational games and beginning scene work. They also have the opportunity of working with an upper class student director as well as their teacher. For their final project they will perform a student directed short play for their peers.

### Acting and Improvisation

Credit: 0.25

US students are introduced to and develop the skills for improvisation through a series of theatre games and exercises. This class is intended for any skill level from novice to advanced, and is particularly geared toward those students interested in experiencing drama for fun. Some short scene work may also be introduced.

### Advanced Acting Techniques

Credit: 0.5

Offered both semesters

*Prerequisite: Department Approval*

This course is intended for the serious US acting student. Students will work on honing their vocal and physical skills on stage as well as focusing on intensive character work and dramatic improvisation. Various acting techniques will be explored including the Meisner and Stanislavsky methods. Performing Shakespeare will also be an integral part of this course.

### Directing

Credit: 0.5

*Prerequisite: Department Approval*

This course introduces students to the fundamentals of directing. They learn the significance of blocking as well as set, costume and lighting design to support their directorial choices. Students work one on one with their instructor twice weekly and are then given the opportunity to work with the MS drama class twice a week. They lead the younger students through theatre exercises and beginning scene work. For the final exam each director will be expected to successfully direct a long skit or very short one act play to be performed before an audience of their peers.

### Advanced Directing

Credit: 0.5

*Prerequisite: Directing and Department Approval*

This course takes students deeper into the understanding of the many roles of a director. They learn to take the time to analyze a script in detail before they cast their show and begin blocking. They focus on in-depth character and script analysis and how to support the reasons behind their staging choices. The Advanced Directing student is expected to work with either MS drama students or US students from the Improvisation course by directing them in scenes and short plays. Their final project will involve directing a one act play to be performed for an audience.

## Road Show

Credit: 0.5

*Prerequisite: Department Approval*

This course is intended for the serious performer at the US level. In the fall and spring semesters the focus will be on rehearsing productions to be taken on the road and out into the community. The fall show will be taken to area schools, while the spring show will visit nearby senior centers and nursing homes.

## IB Theatre Arts (SL and HL)

Credit: 2.0

*Prerequisite: Department Approval*

This two year course involves intensive study of theatre in our culture as well as cultures around the world. Students are encouraged to be in - and see - as many productions as possible and later to reflect on those experiences in their journals. The theatre course at the SL and HL levels consists of four independent components: **theatre in the making**, **theatre in performance**, **theatre in the world** and **the independent project**. Each component builds on the skills gained in the others. The journal is a means of recording personal growth in theatre and lays a foundation for the independent project portfolio.

**Theatre in the making** focuses on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.

**Theatre in performance** focuses on the application of skills developed in theatre in the making. Students' practical skills must be applied to different roles – such as acting, or production team – while building upon the knowledge they learned in other areas.

The focus of **theatre in the world** is on a practical and theoretical exploration of a range of theatre traditions and cultural practices from around the world over many historical periods.

**The independent project at the SL level** requires students to pursue an independent interest in theatre, which may have arisen from their studies within the course. This can take many forms, such as writing a play, or being a dramaturg for a production.

**The independent project at the HL level** offers two options – A or B.

Option A – (Devising practice) allows students to develop and explore in depth the devising and actualization of a performance concept.

Option B – (Exploring practice) allows students to undertake a comparative study of theatre in advanced practice.

## INSTRUMENTAL AND VOCAL ARTS

Unless otherwise noted, all instrumental and vocal courses meet twice a week and offer the upper school student 0.25 credit per semester. Elective courses meet twice a week.

Credit: 0.25 credit per semester.

### MS Vocal Instruction (CHORUS)

The MS Chorus classes present technique, theory, ear training, history, and repertoire with an emphasis on voice production; unison, two-part and three-part harmony. Working from simple to complex rounds, and with different European and African languages, we explore a variety of styles and harmonies. For all middle school singers and non-instrumentalists, and open to all levels.

### **MS Instrumental Music**

This class is an introductory laboratory for exploring instrumental music of all kinds. Through routine listening and group analysis, students learn to discuss music in terms of the fundamental elements of melody, harmony, rhythm, tempo, and texture. Through hands-on group lessons, each student learns the basic techniques and concepts for playing each type of instrument found in a rock/jazz combo, including drum set, hand percussion, bass, guitar, and keyboards. After several instrument types are covered, students organize as a rock combo and play together. The course also includes an introduction to music theory and notation.

### **MS Guitar Ensemble**

This ensemble is a group class for our second-year guitar players. Topics include accompaniment styles, strumming techniques, finger picking, flat picking, major, minor and pentatonic scale forms, and movable chord forms. Through the learning of jazz and folk standards as well as original tunes, students expand their vocabulary of chords and scales and gain practice in a variety of playing styles. Though the focus is on advancement of guitar technique, students take turns playing other roles, such as drums, bass, and vocals.

### **Junior Wind Ensemble**

This ensemble is the performing band for Middle School students who began studying a concert band instrument in elementary school. We study a variety of concert band and wind ensemble arrangements for performances in the second semester. Key techniques are practiced, including tone, balance, articulation, and dynamics. Key theory concepts are studied, including tonality, rhythm, and harmony. Students are invited to audition for the region-wide Green Mountain Music District Festival, where they can play in one of several full-sized ensembles for band players.

## **UPPER SCHOOL**

### **Chorus**

Credit: Full-year 0.5

The US Chorus classes build on skills learned in MS Chorus, although the latter is not a prerequisite. Because LTS students arrive with a wide array of prior music instruction and skills, this course works with students where they are, helping them to attain individual goals as singers and to become high functioning members of an ensemble. Both ear training with interval recognition and sight reading methods are used. Working with a wide range of styles, musical periods, and difficulty levels, emphasis is on making excellent music, performing it with sensitivity and teamwork, including Soprano, Alto, Tenor and Bass singing with as many parts as appropriate.

### **Instrumental Band**

Credit: 0.5 per semester

The Band classes are collaborative instrumental workshops where students learn how to compose, arrange, and improvise in a jazz, rock, and folk band setting. The repertoire, selected by the teacher with input from the students, is learned by transcribing a popular recording, reading sheet music, or playing from “fake book” lead sheets. Emphasis is on creating compelling multi-instrument arrangements, with good sonic balance and demonstrating a high level of musicianship.

### **Senior Wind Ensemble**

Credit: 0.5 per semester

This ensemble is the performing ensemble for Upper School students who have studied a band instrument in previous years. We rehearse and perform small-group arrangements of classical, jazz, and Dixieland music, and serve as the horn section for other performing groups at LTS. We also study the fundamental concepts of improvising over jazz chord changes. Emphasis is on high-level musicality on both an individual and a group basis.

### **IB-SL & HL Music**

Grade: 11-12

Credit: 2

In this 2-year course of study for IB Diploma or IB Music Certificate candidates, students develop their skills in the appreciation, understanding, and performance of music. The entry point and basic framework for theory and analysis comes first from the study of Western art music, and second from exploration of popular music styles in the US. We then turn to major musical genres from non-Western cultures (both traditional and popular), exploring their characteristic elements and relating them to those of each other and to Western music. With the additional consideration of the basic properties of sound, a picture will emerge showing connections among the rhythms of the natural world, sound, hearing, and the music of many cultures, and provide us with a deep understanding of and appreciation for how music works.

## **ENGLISH**

The program of study in the English department is designed to improve students' awareness of the important roles that language and literature play in their personal and intellectual development in the academic world and beyond. The English curriculum emphasizes the development of written and oral skills, of comprehension skills, of critical appreciation, of logical analysis, and of increasingly sophisticated expression of ideas.

While the English curriculum focuses on competence in reading, writing, speaking, and listening, it also provides opportunities that help students become discriminating users of resources. Literary and media works, selected for both content and style, promote humanistic attitudes, aesthetic appreciation, global awareness, and critical evaluation skills. This program of study encourages the development of each student's potential through critical thinking, clear writing, articulate presentation, effective communication, thoughtful risk-taking, intelligent decision-making, and respect for others.

### **ESSENTIAL QUESTIONS**

- What are human concerns and challenges that transcend cultures, events, and time periods?
- How can we better understand ourselves, the human condition and the world through literature?
- To what extent do literary traditions influence life?

Our Middle School courses seek to reinforce basic and burgeoning skills in writing, reading, grammar, and accuracy of response to the prompt. Our Upper School courses strive to foster intellectual curiosity and risk-taking in analytic response to literature. Expanded writing opportunities and investigative projects enhance student understanding. From grade 10 up, there is distinction between coursework levels based on pace and the level of student ability and/or interest.

## **MIDDLE SCHOOL**

### **Humanities; Exploring the Local to the Global**

Credit: 2

This is part one of a two year humanities course. Year one will explore Vermont and the continents of North America, Europe and Central/South America. Students will examine ideas about self and community identity, adaptation and exploration of new environments and situations, cultural identity, and the human and environment interactions that occur. The course will also explore literature about these continents. This will include delving into different styles of literature including short stories, poems, plays, oral traditions, memoirs, and non fiction. The focus will be on the ways in which different cultures communicate their stories. As a humanities course, it will combine the elements of social studies and language arts to create an integrated curriculum with an emphasis on teaching the writing process. The combined elements of these two disciplines will create a rich and deep learning experience.

### **Early Literature**

Credit: 1

Early Literature complements and supports the 8<sup>th</sup> grade World History class provided by the Social Studies Department. Students study selections from early river valley civilizations, world religions and philosophical traditions, and Greek, Nordic, medieval and Renaissance literature. Writing skills and grammar are integrated into the coursework.

## **UPPER SCHOOL**

### **Literature by Genre**

Credit: 1

Students in this course analyze literature by type: short story, drama, poetry, novel, nonfiction, and journalism. Characterization, theme, plot, setting, and tone of voice receive particular attention. Writing skills are emphasized throughout the course.

### **American Literature**

Credit: 1

The American Literature course parallels US History. Students study drama, journal entries, poetry, essays, select novels and short stories in their historical contexts in order to understand the scope and breadth of the American experience

### **Advanced American Literature**

Credit: 1

This advanced course in American Literature also parallels US History but incorporates increased expectations in pace, reading comprehension, written work and independence. This course is designed to prepare tenth graders for the IB Diploma Programme at Long Trail School. Students study drama, journal entries, poetry, essays, select novels and short stories in their historical contexts.

### **IB Language A Literature – HL English**

Credit: 2

IB English HL is a two year, pre-university literature course which encourages students to view literary works as art which can be analyzed in a variety of ways. Emphasis is on exploration of the means authors employ to convey thematic subjects. HL English provides extensive opportunities for independent, original, critical and clear thought and expression. The course also promotes respect for imagination and interpretation.

## **Semester Courses**

Credit: 0.5 – for all of the classes listed below

### **African American Literature**

This semester elective examines African American culture through the study of literature, art, and history. Students will analyze selected fiction, non-fiction, and essays covering a variety of experiences from the slavery era to the present. Students will also complete an individual project covering a modern novel written by an African American author. From this course, students will strive to explore and develop their own understanding of African American culture in the United States. The course is supplemented with vocabulary study and continues to hone each student's writing skills.

### **Science and Technology in Literature**

Students in this course read diverse texts of the Western canon to study humankind's search for knowledge and the capacity to apply it. Students trace perennial themes and their implications.

### **World Literature**

World Literature predominantly surveys Western literature of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Building on previously studied themes and styles, students will recognize cross-cultural connections.

### **Creative Writing**

This class offers students an opportunity to explore and expand their creativity and imaginations through extensive writing assignments.

### **Eastern Literature**

Eastern Literature focuses on the beliefs, philosophies and literature of the Eastern world. Students study significant texts of Hinduism and Buddhism and read literature from India, Tibet, Japan, China and Korea.

### **Major British Poets and Playwrights**

This course moves chronologically through significant influences in British literature from Chaucer through the 20<sup>th</sup> century.

### **Reading Drama**

This class focuses on one genre of literature: drama. In addition to increased exposure to important literary pieces, students will improve their ability to read, interpret and evaluate plays.

### **Reading and Writing About Nature**

This course begins with the establishment of the American National Parks system and examines the purpose and tone of nature writing up to the present. In addition to environmental awareness and community connections, students reacquaint themselves with nature through art and creative writing.

### **Local Lore**

In this course, students will explore the region surrounding Long Trail School, investigating its past. Largely project-based, the class will connect with local organizations and groups of locals, such as historical societies or longtime local families. Projects could include interviews, mapping of certain town sections or elements, archival work with photographs, and on-site research.



## **20<sup>th</sup> Century American Novels**

This course presents shifting attitudes and concerns in 20<sup>th</sup> century America through focus on representative voices and visions in American literature. Thematic concentrations from a variety of literary genres and time periods may include responses to the land, Puritan perspectives, experiences of women, the “Jazz Age,” the African-American experience, and a host of others. Representative authors include Cather, Fitzgerald, Hemingway, Hawthorne, Emerson, Thoreau, Whitman, Dickinson, and Miller.

## **Independent Study in English**

Semester course – May be either/both semesters

*Prerequisites: Permission of the Department/Dean of Academics*

Advanced students may arrange with a member of the Department to undertake individual semester projects in areas of special interest. A written proposal indicating the purpose and plan of study must be submitted to the Department Head and Dean of Academics for approval.

## **ENGLISH AS A SECOND OR OTHER LANGUAGE (ESOL)**

Long Trail School proudly welcomes international students and offers them the opportunity to learn the language skills necessary to succeed both academically and socially. The Admissions Office and the ESOL instructor determine the need for English as a Second Language. Prospective students are recommended for ESOL based on an interview, an oral English proficiency test, and listening, vocabulary, and reading comprehension tests.

### **ESOL Newcomer English**

Credit: 1.0

This course is designed to meet the needs of students who have just arrived in the U.S. The first month's curriculum covers basic topics such as life at school and in the home-stay, cooking and culture, and American celebrations and holidays blended with English instruction on topics such as idioms, homonyms and American English usage etc. After the first month, the curriculum broadens to include speaking, reading, writing, and listening activities with specific attention given to grammar instruction. Students can place into Intermediate ESOL at semester if they have high semester grades. The second semester will focus on TOEFL prep and reading comprehension activities.

### **ESOL Intermediate English**

Credit: 1.0

Prerequisite: ESOL Newcomer English or Department Approval

This intensive English course is for students who have lived or studied in the U.S. previously but are not ready to move into mainstream English classes. The curriculum revolves around reading, writing, speaking, and listening activities with intensive grammar review and TOEFL preparation. The TOEFL test will be taken in the fall and spring of this course. These students will begin to move into the regular English classes during the second semester observing at first and participating by the end of the semester. It is hoped that these students will be ready to move into mainstream English classes after completing this course.

## **American Perspectives**

Credit: 1.0

This course teaches American History through art, media, film, and discussion. Topics covered in the course include American culture, religion, education, government, geography, ethnic diversity, and the American Family. This class is assessed primarily through writing activities such as essays, opinion pieces, and reflections. This class is the equivalent of one American History credit.

## **Specialized Academic Instruction (SAI)**

Credit: 0.5

This class is designed to help students become successful public speakers. Activities are designed to help students become comfortable in speaking and teaching roles. These activities include presentations in class and in front of the whole school, teaching lessons to their classmates and to Long Trail Teachers and students with the eventual goal of having students move out into the community teaching at other schools and making other community connections.

## **MATHEMATICS**

The Long Trail School Mathematics Department curriculum provides students with a “toolbox” of skills that can be put to use in any problem solving situation. The department strives to teach students to become critical and creative thinkers. This is accomplished through collaborative work in the classroom and by fostering a learning environment that promotes risk taking. The department philosophy is to focus on the means used to solve a problem rather than just the end result. In the process of developing math literacy in our students, we teach our students to value mathematics and its relevance in everyday life.

The courses taken by a student reflect a combination of the student's past experience, mathematical ability and future plans. Three years of high school math through Algebra 2 is the basic requirement for acceptance to a four-year college; however, more and more colleges increasingly require Pre-calculus and/or Calculus, especially for those desiring to major in a math related field. These requirements can be met by completing the IB math sequence. Course selections should reflect the future plans of each individual student.

Please note that students are not allowed to take two math courses in the same year without teacher approval. Students may not double in math classes prior to Geometry.

The courses below are offered in sequence. Students are placed in the math course that is appropriate for their level of accomplishment.

### **Core Connections 1**

Credit: 1

This is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

### **Core Connections 2**

Credit: 1

This is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

### **Core Connections 3**

Credit: 1

This is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

### **Core Connections Algebra**

Credit: 1

This is the first course in a five-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Calculus. Core Connections Algebra aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data.

### **Algebra 1B**

Credit: 1.0

Note: this course will no longer be offered after SY'13-14

This is a college preparatory mathematics course that delivers traditionally rigorous algebraic content using a problem-based approach. It has strong threads woven throughout the course on multiple representations and the meaning of a solution. A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics that are covered include the following (these are a continuation and follow-up to Algebra 1A): representing a linear or quadratic function with a graph, table, rule, and context; solving problems by factoring, distributing, multiplying polynomials, reducing rational expressions, and expanding exponential expressions; solving problems by factoring, distributing, reducing rational expressions, and expanding exponential expressions; solving simple and complex equations and inequalities using a variety of strategies; solving contextual word problems using multiple strategies including writing and solving a variable equation; analyzing the slope of a line multiple ways; and solving a system of two linear or non-linear equations and inequalities with two variables using a variety of strategies.

## **Algebra 1**

Credit: 1.0

This is a college preparatory mathematics course that delivers traditionally rigorous algebraic content using a problem-based approach. It has strong threads woven throughout the course on multiple representations and the meaning of a solution. A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics that are covered include the following: representing a linear or quadratic function with a graph, table, rule, and context; solving problems by factoring, distributing, multiplying polynomials, reducing rational expressions, and expanding exponential expressions; solving simple and complex equations and inequalities using a variety of strategies; solving contextual word problems using multiple strategies including writing and solving a variable equation; analyzing the slope of a line multiple ways; and solving a system of two linear or non-linear equations and inequalities with two variables using a variety of strategies. The course is structured around problems and investigations that build the conceptual understanding of these algebraic topics and an awareness of connections between the different ideas. Students are encouraged to investigate, communicate their thinking, and generalize.

## **Geometry**

Credit: 1.0

*Prerequisite: Algebra 1*

This course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. Students are encouraged to investigate, conjecture, and then prove to develop their reasoning skills. Topics that are covered include the following: transformations and symmetry, similarity and congruence, properties of plane figures, area, perimeter and angle measure of plane figures, volume and surface area of three-dimensional shapes, the Pythagorean Theorem, trigonometric ratios, the Laws of Sines and Cosines, investigation and proof, probability, and review of algebraic concepts, especially solving equations and graphing.

## **Algebra 2**

Credit: 1.0

*Prerequisite: Algebra 1 and Geometry*

This course prepares students for the study of IB Math SL. Expanding upon the concepts of Algebra 1, students will explore functions (linear, quadratic, and other polynomials; exponential, logarithmic, etc) and their graphs, sequences, exponential growth and decay models, transformations of functions and their graphs, non-linear systems in two or more variables, matrices, inverse functions, and logarithms. Students will conduct hands-on experiments that will allow them to gather data and create mathematical models. All topics will be explored with and without the aid of technology.

## **IB SL Math Studies**

Credits: 2

*Prerequisite: Geometry*

The Math Studies SL program is geared towards students who have varied backgrounds and abilities, and it is designed to build confidence and encourage an appreciation of mathematics. Real world application in the fields of business, medicine and social science will be addressed. Topics to be covered include pre-calculus concepts, trigonometric functions, set theory and logic, statistics and an introduction to calculus. Graphing calculators will be used to explore and reinforce concepts. Students will complete an original project as part of the IB credit requirement. Through their study of mathematics in this course, students will develop an appreciation of mathematics from an international and historical perspective, and they will incorporate this

knowledge into their work. Course objectives focus on the development of critical thinking skills through group collaboration as well as individual student work. Students will learn to construct sound mathematical arguments and to communicate them in concise and precise language, both orally and in writing.

### **IB Mathematics SL**

Credits: 2

*Prerequisite: Algebra 2 and teacher recommendation*

IB Math SL is a rigorous, two-year course of study. The first year encompasses pre-calculus, probability, and statistics, establishing a foundation for the second year. IB Math SL year one extends concepts of intermediate Algebra. Topics include vectors, matrices, probability, statistics, functions (quadratic, rational, exponential, logarithmic, etc) and their graphs, sequences and series, complex numbers, and trigonometry. IB Math SL year two is an introduction to the study of differential and integral calculus with emphasis on application and extends concepts of vectors, probability, statistics, exponential, and logarithmic functions. All topics will be explored with and without the aid of technology. A three and one half-hour external IB examination is given at the end of the second year.

### **AP Calculus, AB/BC**

Credit: 1

*Prerequisite: Department Approval & completion of IB SL Math 2*

This course prepares students to take the Calculus AB or BC exam in May through an intense study of functions, graphs, limits, derivatives, applications of derivatives, integration, and applications of anti-differentiation. BC students will study techniques of integration, volume by cylindrical shells, improper integrals, sequences, series of constants, power series and Taylor polynomials, plane curves and parametric equations, polar coordinates and graphs, cylindrical and spherical coordinates, arc length and surface area, conic sections, vectors, lines, and planes in 2 and 3 dimensions. Students will learn techniques that will help them to solve typical AP calculus problems with and without the aid of technology.

### **SEMESTER OFFERINGS**

#### **Math Applications**

Credit: 0.5

*Prerequisite: Algebra 1*

This course is a study of “real-life” math. Students learn about setting goals and making personal decisions, budgeting and making the most of their money, making investments and exploring investment opportunities, debt and credit, keeping their money safe and secure, banking basics and insurance basics. Students will learn about common misconceptions in personal finance and also be made aware of financial scams and schemes.

#### **Statistics**

*Credit: 0.5*

This course provides students with the opportunity to explore select topics of Statistics through extensive hands-on work with data. Students will study methods of collecting, displaying and analyzing data; experimental design; and inference. Through the use of calculators and computers students will discover for themselves how to use mathematical models and simulations for decision making in the real world. This course will not prepare students for the AP Statistics exam.

## **Discrete Mathematics**

Credit: 0.5

This course stresses the connections between contemporary mathematics and modern society, accommodating new ideas in mathematics and their applications to our daily lives. Topics include election theory, fair division, matrix operations and applications, graphs/sub-graphs/trees, counting and probability and recursion

## **SCIENCES**

The Science Department is committed to a rigorous college preparatory curriculum. Each of our classes is designed to provide students with a hands-on introduction to various concentrations of science. From Earth Science in 6th grade through Higher Level IB Biology, AP Physics and Advanced Environmental Science in 12th grade, students are prepared for their next year of study and ultimate success at the college level.

Students are given an opportunity to design experiments that answer questions that they generate about the curricular content. Technology is seamlessly integrated into all aspects of the curriculum. Computer technology and advanced probes allow for measurement of a wide range of variables. Students study molecular biology using microscopy and genetics equipment that allows for protein and DNA electrophoresis as well as cloning of isolated fragments. Data collection and analysis is largely conducted with advanced computer technology.

Our fortunate location adjacent to diverse natural environments benefits our program through applied ecology in middle and high school classes. Through our streams research, we foster a strong collaborative relationship with colleges and universities including U.V.M., St. Michael's College and Middlebury College. This allows students to pursue independent research and collaborate with other highly motivated students.

## **MIDDLE SCHOOL**

### **Earth Science**

This course introduces geology, meteorology, and astronomy. Class work, lab exercises, and field trips present the underlying structures and systems found in our universe. Each topic provides an opportunity to highlight how humans adapt to or are impacted by these structures and systems. Text: *Earth Science* (Prentice Hall, 2002).

### **The Environment**

This course introduces students to the chemical and physical aspects of the natural world through a variety of local, regional, and global examples. Students investigate natural systems and phenomena within the contexts of cycles, energy flow, and observable evidence of universal laws. Students design and carry out laboratory and field research projects to apply their understanding of fundamental ecological principles.

### **Human Health and Biology**

This course uses student inquiry to introduce the anatomy and physiology of the human body and to explore the role that the environment plays on human health. Students learn about various cause-and-effect relationships that determine how different body systems function. Additionally, students gather an appreciation of some of the many feedback mechanisms employed by the body to maintain homeostasis. Other topics include the scientific method, cell structure and function, the body's major organ systems, sexual behavior, substance abuse, genetics, and disease.

## UPPER SCHOOL

### Conceptual Physics

Credit: 1

Students in Conceptual Physics gain an understanding of the basic laws of the universe through inquiry-based laboratory investigations and activities. The major themes covered in this course include: 1) motion, 2) vectors, 3) forces, 4) momentum, 5) energy, 6) electromagnetism, and 7) matter. The use of current technology is fundamental to this course. For example, students use video analysis of self-generated experiments, digital probes, and computers to understand the behavior of everything from the smallest particles to the largest galaxies.

### Advanced Chemistry

Credit: 1

*Prerequisite: teacher recommendation*

This course introduces students to the fundamental concepts in chemistry in order to prepare them for higher-level Biology and Environmental Science courses. Chemistry is a lab-based course which emphasizes the: 1) structure and behavior of atoms, 2) composition and properties of compounds, 3) reactions between substances and their accompanying energy changes, and 4) laws which unite these phenomena into a comprehensive system. Numerous connections between chemistry and everyday life are made throughout this course.

### Environmental Chemistry

Credit: 1.0

This course introduces the student to the fundamentals of chemistry within the context of real life applications. Chemistry is a lab-based course which emphasizes the: 1) structure and behavior of atoms, 2) composition and properties of compounds, 3) reactions between substances and their accompanying energy changes, and 4) laws which unite these phenomena into a comprehensive system.

### Biology

Credit: 1

This course is an inquiry-based course where students investigate life's diversity and its underlying unity. Major topics include: evolution, inheritance, cellular life, organismal structure and function, and ecology. Projects prepare students for a world facing global environmental challenges and the consequences and opportunities of genetic technology.

### IB Biology SL and HL

Credit: 2

*Prerequisites: Physics, Chemistry, Instructor Permission*

Standard level and Higher level International Baccalaureate Biology is a two-year course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. The Group 4 interdisciplinary project helps students realize that one discipline is not isolated from another and that scientists can work together to discover solutions to a common problem. A strong emphasis on laboratory work is evidenced by the completion of structured and student-designed labs. Instruction is student-centered with cooperative learning as well as teacher directed, thus offering the student a college-level biology experience. Students will sit for the higher level International Baccalaureate Biology exam in the spring of their senior year. The HL course includes additional material and additional laboratory hours.

## **Environmental Science**

Credit: 1

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Different themes and topics are addressed each semester therefore a student may take this for the full year.

## **Independent Study in Science**

Semester course – May be taken either/both semesters

*Seniors only and permission of the Department/Academic Dean*

Students who have exhausted the course offerings in a particular discipline may arrange for advanced study, either individually or in small groups.

## **SOCIAL STUDIES/HISTORY**

The Social Studies Department believes the study of history and the social studies disciplines enrich those who pursue it by developing a greater understanding of self and others. We employ a humanities-based approach that seeks to nurture responsible and informed national and international citizens who think critically, communicate articulately, and respect one another's differences. Faculty model and motivate students to cultivate effective writing, research and thoughtful inquiry skills that connect diverse bodies of knowledge. They also utilize technology extensively in everyday teaching. The Department actively encourages following student interests within the context of their subject matter. Members also promote student input into how to reach curricular goals. The Social Studies Department is committed to developing life-long learners and thoughtful, active citizens.

## **MIDDLE SCHOOL**

### **Humanities; Exploring the Local to the Global**

This is part one of a two year humanities course. Year one will explore Vermont and the continents of North America, Europe and Central/South America. Students will examine ideas about self and community identity, adaptation and exploration of new environments and situations, cultural identity, and the human and environment interactions that occur. The course will also explore literature about these continents. This will include delving into different styles of literature including short stories, poems, plays, oral traditions, memoirs, and non fiction. The focus will be on the ways in which different cultures communicate their stories. As a humanities course, it will combine the elements of social studies and language arts to create an integrated curriculum with an emphasis on teaching the writing process. The combined elements of these two disciplines will create a rich and deep learning experience. Part two of this course will be posted soon.

### **World History**

World History examines the birth of civilization, the rise of empires, and the early stages of nation building, considering the essential question "What makes a civilization?". The course broadly identifies the people, the accomplishments, and the major events of human history through the exploration of focused content as well as historical simulations. Rather than stressing the consumption of countless historical details, students become comfortable with the themes of history while analyzing issues and situations relevant to each of the historical eras of the ancient world. Students also develop proficiency in writing and presenting information and ideas clearly.



## **UPPER SCHOOL**

### **US History I**

Credit: 1

A course designed for freshmen, US History I traces the origins and development of U.S. political, economic, and social systems. The course is presented in chronological and thematic approach. The ninth graders examine the emergence of the United States as a unique entity from its native and colonial roots through the Progressive Era.

### **Survey of US History**

Credit: 1

United States History I is a one year survey taught to sophomores. Students explore the origins and development of U.S. political, economic, and social systems. The course is presented in a chronological/thematic approach. Students examine the emergence of the United States as a unique entity, from its native and colonial roots through the Cold War Era.

### **20<sup>th</sup> Century History**

Credit: 1

20<sup>th</sup> Century History is a one year comprehensive survey course and uses a chronological/thematic approach. The course begins with the urbanization of America during the late 1880's. The focus is then on domestic and foreign topics in the first half of the 1900's including the world wars and the era of boom and bust. The course concludes with a look at the decades of the Cold War. Students take an in-depth look at how these decades shaped attitudes in contemporary America in the arenas of politics, economics, multicultural relations, and international events.

### **Advanced U.S. History**

Credit: 1.0

This course is a one-year comprehensive survey of American History. It uses a chronological and thematic approach. It begins with a brief overview of 1400-1900, picking up with the Urbanization of America during the late 1880s. It then focuses on domestic and foreign topics in the first half of the 1900s, including the world wars and the era of boom and bust. The course concludes with an examination of the Cold War decades. Students take an in-depth look at how those decades shaped attitudes in contemporary America in the areas of politics, economics, multicultural relations, and international events.

### **IB HL History of the Americas**

Credit: 1

Note: This course is part of a 2-year sequence with IB HL World History.

This course prepares students for the IB external and internal examinations. Students may opt to take the AP US History exam as well. The course primarily parallels 20<sup>th</sup> Century US History and includes intensive study of primary documents, advanced essay writing, and examination of the process of historical construction. It also examines the history of several of our North and South American neighbors at various points allowing for comparisons and a wider perspective than our own.

## IB HL 20<sup>th</sup> Century World History

Credit: 1

2-year sequence with IB HL History of the Americas

This course prepares students for the IB external and internal examinations. It is the continuation of IB HL HOA, examining a selection of world history events using the study of US history as a contextual tool. Year two focuses on the study of three topics: The Cold War, the Arab-Israeli Crisis, and the Formation of Single-Party states. Students will also complete a major Research Project of their choosing, with instructor approval.

### SEMESTER OFFERINGS

#### Contemporary Global Studies

The purpose of this course is to foster an understanding of daily events and to show how these events affect us as individuals and as members of larger, global community. International, national, state, and local items will be examined and discussed with the intent of interpreting the significance of these events. The students will also place current events within a historical perspective and suggest future implications of these events.

Resources used will include: newspapers, magazines, the internet, and national television media as major news source.

#### Independent Study in History

May be taken either/both semesters

*Prerequisite: Permission of the Department*

Advanced students may arrange with a member of the Department individual semester projects in areas of special interest. The Academic Dean must approve all independent study projects.

### WORLD LANGUAGES

The World Language Department recognizes the importance of intercultural communication in the 21<sup>st</sup> century and aims to foster an open-minded and reflective attitude towards foreign languages and cultures. The LTS language program strives to prepare its students in the four essential skills (listening, speaking, reading and writing) in French, Spanish and Mandarin.

Respect for cultural diversity is highly valued at Long Trail School and to this end, a crucial part of the World Language Department's mission is to expose its students to the traditions, food, music, and other cultural expressions of the foreign language they study. Our goal is to foster students' appreciation for and understanding of other ways of life, while at the same time, to teach them the skills they need to achieve communicative proficiency in the target language. Native speakers and transfer students will be placed depending on their proficiency.

Students are placed in world language courses based on their proficiency. Introductory courses are offered in both Middle School and Upper School.

**Please note that the following refer to the French and Spanish courses. All classes listed are 1 credit.**

#### Novice Classes

Novice 1

Novice 2

Students in these classes will achieve a novice high level in reading, writing, speaking and listening proficiency (based on the American Council on the Teaching of Foreign Languages standard) in either one or two years. Students will be assessed on active participation as well as

their daily preparation for class. As absolute beginners students will learn basic vocabulary and memorized words and phrases for everyday conversation as they simultaneously explore the cultures of the languages they are studying. Second year or accelerated students will further develop their vocabulary and master their control of basic language structures in order to:

- Talk about themselves, their family, where they live, their likes and dislikes and other daily topics.
- Combine learned structures and vocabulary to write simple sentences on these daily topics.
- Learn about cultural differences and culturally appropriate behavior.

## **Intermediate Classes**

Intermediate 1

Intermediate 2

Intermediate 3

Ab Initio 1\*

Ab Initio 2\*

\*Ab Initio courses are accelerated IB courses developed for students who may not have reached intermediate proficiency before entering their junior year.

Prerequisite: Students must obtain a final grade of at least a 78% on their final exam in the Novice 2 year in order to move on to Intermediate Level.

Students in these classes will achieve an intermediate high level in reading, writing speaking and listening proficiency (based on the ACTFL standard) in one to three years. Students will be assessed on active participation as well as their daily preparation for class. First year students will learn vocabulary and structures for addressing social and travel situations. Second year students will continue to expand their range of expression in these areas. Third year students will be able to:

- Converse on a wide variety of common topics in the major time frames (present, past and future).
- Write simple descriptions and narrations of paragraph length on everyday events and situations in present, past and future.

These classes are conducted primarily in the target language.

## **Advanced Classes**

Advanced 1

Advanced 2

SL 1 & 2\*

HL 1 & 2\*

\* The SL and HL courses are part of the IB curriculum for juniors and seniors. A student may enter an advanced level student prior to their junior year, but they cannot receive IB credit until their junior year.

Prerequisite: Students must obtain a final grade of at least a 78% on their final exam in the Intermediate 3 year in order to move on to Advanced Level.

Students in this 2-year program will achieve an advanced low/mid level (for SL) or advanced mid/high level (for HL) in reading, writing speaking and listening proficiency (based on ACTFL proficiency standards). Students will be assessed on active participation as well as their daily preparation for class. These are accelerated courses in which students continue to build their proficiency and confidence in the target language while using authentic, unabridged materials, such as newspaper articles, opinion pieces, works of fiction and feature films. Discussions and writings are developed around the Core Topics and Options offered in the IB curriculum, and will include activities, such as exploring current events and cultural trends and preparing skits and presentations.

At the culmination of their second year SL students will be able to:

- Converse clearly and fluidly on a variety of familiar topics with accuracy and precision.
- Compose multiple paragraph texts that clearly and concisely communicate the intended message.

At the culmination of their second year HL students will be able to:

- Contribute actively to live conversations, providing structured arguments and construct hypotheses to support their opinions.
- Write extensively about topics that are familiar to them as well as show some ability to deal with abstract, global or interpersonal themes.
- Show good control of all of the major time frames in their speaking and writing.

At the Advanced Level, instruction is provided almost exclusively in the target language.

## **Mandarin**

### **Novice Mandarin 1/ Novice Mandarin 2**

Students in these classes will achieve a novice high level in reading, writing, speaking and listening proficiency (based on the American Council on the Teaching of Foreign Languages standard) in either one or two years. Students will be assessed on active participation as well as their daily preparation for class. As absolute beginners students will learn basic vocabulary and memorized words and phrases for everyday conversation as they simultaneously explore the cultures of the language they are studying. Second year or accelerated students will further develop vocabulary and master their control of basic language structures in order to:

- Talk about themselves, their family, where they live, their likes and dislikes and other daily topics.
- Combine learned structures and vocabulary to write simple sentences on these daily topics.
- Learn about cultural differences and culturally appropriate behavior.

## **TECHNOLOGY/COMPUTER SCIENCE**

Technology Department encourages students to use computer applications that are helpful in learning, managing information, and solving problems in all subject areas. Our goal is to help students develop a sense of control over computers while preparing them to work in diverse teams and to be technologically literate as they explore issues, challenges, and new directions. The curriculum provides courses in applications for further study, as well as higher-level courses for students with the interest and talent to pursue specific areas in the field of computer science.

## MIDDLE SCHOOL

Students become familiar with the following: keyboarding, word processing and spreadsheets, desktop publishing, webpage design, and Internet research. Media Literacy is introduced in the seventh grade. The course encourages students to access, analyze, and create media through authentic learning. Higher level research prepares students for an upper school experience, yet connects to the topics and interests of middle school. Students will develop skills of inquiry and self-expression while building an understanding of the role that media plays in society.

## UPPER SCHOOL

### Computer Components and Repair

Credit: 0.5

*A+ certification optional—fees apply*

The course teaches real-life troubleshooting and develops an independent, technologically literate student. Students study the different components and architectures of computers, different processors, memory, video cards, CPUs, and storage drives. Hands-on work includes reformatting hard drives, installing and updating drivers, and installing applications.

## FURTHER OFFERINGS

Elective Offerings meet 2x/week and offer students an opportunity to explore an area of passion, or an area outside of the 'usual' course offering. Electives are offered on a quarter, semester, as well as a year-long basis. The courses are provided as a pass-fail option, with a pass earning diploma credit.

### IB – Theory of Knowledge

Credit: 0.5/year

2 year course

*Prerequisite: for IB Diploma Students*

Theory of Knowledge is an interdisciplinary, critical thinking course focusing on the nature of knowledge and understanding through the different lenses by which humans come to know and understand their world. It answers the questions. “*What can be known?*” and “*How can I know it?*” It seeks to make the informed into the seeker, and the knowing into the wise. It is a full-year course that meets two periods each week and carries a half credit. The course examines the nature of knowledge. Each individual in the class, as a distinct seeker of knowledge, will be placed at the center of this enterprise. We shall consider the following ways or means of knowing: sense perception (the body); reason (the mind); imagination and emotion (the heart); technology (the hand); language (the tongue); and faith (the spirit). Over time, the class considers various disciplines of knowledge, such as Science, Mathematics, Human Sciences, History, the Arts, and Ethics. We examine the differences in scope and method between these types of knowledge, how we gain knowledge in and from these disciplines, what the connections are between them, what the limitation of each might be, and how they might offer knowledge and understanding in particular and illuminating ways.

This class adopts the power of the interrogative as its method, because the assumptions and knowledge of the members of the class are the starting point. The course aims to train an interrogative and independent habit of mind that will direct a knowledgeable habit of heart.

## On-line IB Courses

Credit: 2

**Note: Additional fees apply.**

*Prerequisite: IB Coordinator Approval*

Students are eligible to participate in online IB courses in subjects that are not offered on-site.

These courses are delivered by **Pamoja Education**, and their offerings include:

Business and Management SL

Economics: SL and HL

Information Technology in a Global Society: SL and HL

Philosophy SL

Film SL

Each online course is taught over two years and is equivalent to on-site IB courses. Students do not need to be enrolled in the Diploma Programme to participate, but must be highly motivated. A fee of \$1,000 is applicable to these courses.

## Human Development I

This class meets once a week and is designed to introduce students to life at Long Trail School from both an academic and social perspective. The beginning of the year is an orientation to the physical layout of the school building and to the personnel of the school, the teachers and faculty and their responsibilities. The course teaches the students a selection of academic organizational skills that we have found helpful for student success. The instructor administers a learning style survey to help the students discover the way they learn best. MSP I also seeks to aid students in identifying interpersonal relationships and intrapersonal understanding. Through activities and discussion the instructor guides students by teaching coping mechanisms and relationship strategies. The final component is to provide a physical outlet for students who require organized play. Educational studies support the fact that students who are provided with opportunities to exercise during the school day score better on academic assessments. MSP I provides occasional activities designed to break-up the academic day with a little play. Through the program the goal is for students to learn about themselves, their peers, and the school community.

This class focuses on the development of healthy communication, group governance, group dynamics, and self reflection. Using the framework of LTS' core values, the goals are to teach tools for self-awareness, self-care (health) and self-discovery; to connect children with nature; to build a sense of place both through exploration and reading; to support honest relations with others which contribute to a vibrant society; and to integrate the core values of LTS: integrity, kindness of spirit, openness, social responsibility, and stewardship. The course achieves these goals through action and challenge, self-reflection with journals and discussion, and group governance. We spend ample time outside in the LTS environment and beyond – one class per week is inside; one is outside.

## Human Development II

Drawing from the myths and coming-of-age stories of cultures around the world, we focus on what it means to be a rising adult in a complex and confusing culture. The essential questions are: Who am I? Who am I in this culture? How do I pass through the various challenges presented to me by school, by friends, by roles, rules and expectations? How do I figure my place in the world? The course is an integrative one in many ways, combining action outdoors with meaningful and engaged discussion, and involving guest teachers to share their passion. Highly popular sessions are on the adolescent brain and psychology, technical literacy and the appropriate tools for contemporary life in this society, and the Hero's Journey.

### **Theories of Knowledge (non-IB)**

This course is highly recommended for all upper school students who are not enrolled in the IB diploma programme. The course explores what knowledge is, how we acquire it and how we use knowledge in understanding the world.

### **Pilot Training**

This course provides an introduction to airplane systems, aerodynamic principles, communication and flight information, pilot meteorology and interpreting weather data, and navigation. Students will be prepared to take the FAA Knowledge Test to become a private pilot. All materials used are FAA publications that are available on-line, as well as some video presentations. Interested students may also concurrently take flight training at the Rutland or Bennington airports (rates upon request).

### **Technical Theater**

This course introduces students to technical terminology, set design and construction, and theatre lighting, with emphasis on how all of the technical aspects complement and support the actors and the director's vision. Student projects include designing sets and building models with which to demonstrate their lighting designs for selected scenes and school productions. Students will also be expected to help in set construction and all technical aspects of the school's drama productions.

### **On-Line American Sign Language**

Credit: 0.5

#### ***Additional fee applies***

Under the supervision of an on-site instructor, students study American Sign Language through an online course. Four levels are offered, teaching students commonly used signs and proper sentence structure. In addition to the alphabet, vocabulary, and dialogue, the course teaches about the culture of the Deaf community.

### **Varsity A Cappella**

Credit: 0.25/semester

This is an auditioned, small ensemble focusing on vocal jazz and modern a capella arrangements. In-class time is very limited; emphasis is on singers who demonstrate excellent intonation, quick aural acquisition, music literacy and rhythmic understanding.