

SHELTON SCHOOL



CURRICULUM OVERVIEW CHART **Grades 9 – 12** **UPPER SCHOOL**

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VERSION: 2014 – 2015 SCHOOL YEAR

June Shelton School
Curriculum Overview Chart
NINTH GRADE

2014 - 2015

ENGLISH I – NINTH	READING I – NINTH	MATH – NINTH	SOCIAL STUDIES – NINTH
<p>GRAMMAR/MECHANICS/ SENTENCE STRUCTURE</p> <p>Capitalization/Punctuation Parts of speech review Sentence structure and usage</p> <p>COMPOSITION/WRITING SKILLS</p> <p>Writing terminology Organization of ideas Paragraph development, revision, proofing, editing, and evaluation Single and multi paragraph essays Journal writing Narrative writing Persuasive writing Research Summarizing Ethics in composition Literary response and analysis</p> <p>LITERATURE</p> <p>Focus: Literary elements, comprehension, analysis Short story Novel Poetry Non-fiction - biographical Drama Mythology</p> <p>VOCABULARY DEVELOPMENT</p> <p>SAT vocabulary Content based vocabulary</p>	<p>SHELTON ADOLESCENT READING APPROACH (SARA) I</p> <p>Decoding (reading) Encoding (spelling) Fluency/Accuracy Symbol-sound associations Syllable division patterns Spelling/reading situations Suffixes/prefixes Dictionary/spell check skills Sight words/Frequently misspelled words Rapid Word Recognition Choral Reading Echo Reading Repeated Reading</p> <p>Comprehension Vocabulary Development Morpheme Development</p> <p>*SARA CONTINUED BASED ON NEED</p> <p style="text-align: center;">OR</p> <p>READING COMPREHENSION I</p> <p>“Active reading” (PQCSE) Cornell notes as applicable to reading in the content areas as well as fiction and non-fiction selections Critical thinking Skills (Main idea, inferences, tone, etc.) Summaries of readings Vocabulary Development Fluency Development Paraphrasing Summarizing Scaffolding Notes Margin Notes Morpheme Development Rapid Word Recognition</p> <p>** READING COMPREHENSION CONTINUED BASED ON NEED</p>	<p>ALGEBRA I</p> <p>Properties & Concepts of numbers Variables and Expressions Integers Equations - linear Problem Solving Using Equations Inequalities Solving Equations by Factoring Radicals/Rationals/Polynomials Graphing Inequalities Powers, Roots & Quadratic Equations Simplifying Rational Expressions Solving Rational Equations Graphing on Coordinate Plane Graphing Linear Equations Graphing Quadratics Graphing Systems of Equations Real Numbers Simplifying Square Roots Functions Problem solving</p> <p style="text-align: center;">OR</p> <p>GEOMETRY</p> <p>Coordinate Plane Points, Lines, & Planes Inductive Reasoning & Conjecturing Two Column Proofs Triangles Right Triangles Parallelogram Similar Polygons Trigonometry Circles Polygons & Polyhedra Surface Area Prisms & Cylinders, Cones & Pyramids Volume Prisms and Cylinders, Cones & Pyramids Problem Solving Transformations</p>	<p>WORLD GEOGRAPHY</p> <p>FOCUS:</p> <p>Study of the interrelationship of world cultures, politics, and economics with the Five Themes of geography (location, human-environment interaction, movement, place, and region).</p> <p>TOPICS:</p> <p>Geography terms Regions of the world Cultural Emphasis North and South America Europe Africa Asia Australia Antarctica Current Events</p> <p>SKILLS:</p> <p>Reading and study skills Morphemes Map and Graph skills Critical thinking Essay writing Research writing Current Event Activities</p>

Library skills are integrated throughout the curriculum. Research, problem solving, and study skills are taught across the curriculum.

This chart outlines The Shelton Upper School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School
Curriculum Overview Chart
NINTH GRADE

2014 - 2015

SCIENCE – NINTH	ETHICS I – NINTH	LIBRARY – NINTH **
<p>BIOLOGY</p> <p>Scientific Method</p> <p>Scientific Measurements</p> <p>Biological Processes</p> <p>Biochemistry</p> <p>Cell Structure</p> <p>Cell function</p> <p>Mitosis</p> <p>Meiosis</p> <p>Genetics</p> <p>Biotechnology</p> <p>Evolution, Classification, Structure, Function, and Reproduction in: Microorganisms Viruses Bacteria Protists Fungi Plants Animals</p> <p>DNA & RNA</p>	<p>Understand & differentiate between moral temptations & ethical dilemmas</p> <p>Four tests for determining right versus wrong</p> <p>Four Paradigms of ethical dilemmas</p> <p>Nine-step process for making ethical decisions</p> <p>Create a social issues research iMovie project</p> <p>Roots of Violence unit</p> <p>Philosophies of individuals and organizations who have worked for peace/Nobel Peace Prize winners</p> <p>Three resolution theories: ends-based thinking, rules-based thinking, and care-based thinking</p> <p>Anger management</p> <p>Aristotle’s Golden Mean</p> <p>Assertiveness/ Aggression/Passivity</p> <p>Respect – showing and receiving it</p> <p>Emotional Literacy</p> <p>Bullying/Cyber-bullying</p> <p>Choices and Attitude</p> <p>Bystander Responsibility</p>	<p>Task definition Restate the problem Identify prior knowledge</p> <p>Information Seeking Strategies Identify keywords Use Boolean operators: AND, OR, NOT, NEAR & wildcards</p> <p>Location & Access Apply “advanced search” strategies to selected databases</p> <p>Use of Information Record notes, extracting information in a choice of user-friendly formats Use <i>NoodleTools</i> MLA program for formatting bibliographic citations</p> <p>Analysis & Synthesis Basic fundamentals of identifying authenticity of resource</p> <p>Evaluation Identify areas for future improvement</p> <p>Independent Learning Seek information related to personal interests and well being Organizes and presents basic information related to topics of personal interest Appreciates literature & other creative expressions of information</p> <p>** Library skills are integrated throughout the curriculum.</p>

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This chart outlines The Shelton Upper School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School
Curriculum Overview Chart
TENTH GRADE

2014 - 2015

ENGLISH II – TENTH	READING II – TENTH	MATH – TENTH	SOCIAL STUDIES – TENTH
<p>GRAMMAR / MECHANICS Punctuation/Capitalization Parts of Speech</p> <p>COMPOSITION/WRITING SKILLS Mechanics Sentence Structure Paragraph development, revision, evaluation Organization of Ideas Research paper with citations and parenthetical documentation Essay writing Ethics in composition</p> <p>ANNOTATION Cornell note-taking Summary structure Character analysis Plot summaries</p> <p>LITERATURE World Literature Short Stories Poetry Non-fiction essay Drama Novel Literary Analysis</p> <p>VOCABULARY DEVELOPMENT SAT vocabulary Content based vocabulary</p>	<p>SHELTON ADOLESCENT READING APPROACH (SARA) II</p> <p>Decoding (reading) Encoding (spelling) Fluency/Accuracy Symbol-sound associations Syllable division patterns Spelling/reading situations Suffixes/prefixes Dictionary/spell check skills Sight words/Frequently misspelled words Rapid Word Recognition Choral Reading Echo Reading Repeated Reading</p> <p>Comprehension Vocabulary Development Morpheme Development Idioms SARA Steps 6-10, depending on group.</p> <p><i>*SARA CONTINUED BASED ON NEED</i></p> <p style="text-align: center;">OR</p> <p>READING COMPREHENSION II</p> <p>“Active reading” (PQCSE) Cornell notes as applicable to reading in the content areas as well as fiction and non-fiction selections Critical thinking Skills (Main idea, inferences, tone, etc.) Summaries of readings Vocabulary Development Fluency Development Summarizing Scaffolding Notes Margin Notes Morpheme Development Rapid Word Recognition</p> <p>** READING COMPREHENSION CONTINUED BASED ON NEED</p>	<p>GEOMETRY Coordinate Plane Points, Lines, & Planes Inductive Reasoning & Conjecturing Two Column Proofs Triangles Right Triangles Parallelogram Similar Polygons Trigonometry Circles Polygons & Polyhedra Surface Area Prisms & Cylinders, Cones & Pyramids Volume Prisms and Cylinders, Cones & Pyramids Problem Solving Transformations</p> <p style="text-align: center;">OR</p> <p>ALGEBRA II Review of Equations Relations and Functions Systems of Equations Inequalities Logarithms Graphing Equations Inequalities Systems Problem Solving Introduction to Matrices Monomial Operations Radical Operations Imaginary Numbers Quadratic Equations Conics Polynomials & Equations Irrational Numbers</p>	<p>WORLD HISTORY</p> <p>FOCUS: Comparison of world cultures from prehistory to the Enlightenment</p> <p>TOPICS 1st Semester:</p> <p>Early Man/Archaeology Early Civilizations Mesopotamia Egypt Indus China Origins of Religion/Philosophy Judaism Hinduism Buddhism Animism Legalism Confucianism Daoism Israel Assyria Persia China</p> <p>SKILLS: 1st and 2nd Semester:</p> <p>Reading and study skills Morphemes Map and Graph Skills Critical thinking skills Essay writing Research writing Current Event Activities</p> <p>TOPICS 2nd Semester: Persian Empire Greek Empire Roman Empire/Christianity Byzantine Empire Islam Renaissance & Reformation Exploration & Imperialism Enlightenment</p>

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June Shelton School
Curriculum Overview Chart
TENTH GRADE

2014 - 2015

SCIENCE – TENTH	SCIENCE – TENTH	SOCIOLOGY- TENTH	LIBRARY – TENTH **
<p>INTEGRATED PHYSICS AND CHEMISTRY (IPC) Manipulating laboratory equipment and supplies Observing and Operating experiments Exploring physical and Chemical Properties of matter Testing physical science hypothesis Measuring chemical and physical qualities of properties Observing and identifying factors that govern a reaction Ordering and sequencing data using classification skills Interpret similarities and differences in chemical interactions and forces affecting motion Observing the existence and uses of chemicals and energy in industries and home Explore the fundamental principals and processes in Chemistry and Physics</p> <p style="text-align: center;"><u>OR</u></p> <p>CHEMISTRY Scientific Method Scientific Measurement Characteristics of Matter Phases of Matter Spectral Analysis Mixtures Physical Change Chemical Change Atomic Theory Valence Chrystal Structure Periodic Table Ionization Chemical Bonding Compounds Chemical Formulas Naming Compounds Chemical Reactions & Equations Chemical Reactions & Equations</p>	<p style="text-align: center;"><u>OR</u></p> <p>CHEMISTRY (Honors)* Scientific Method Scientific Measurement Characteristics of Matter Phases of Matter Mixtures Gas Laws Physical Change Chemical Change Dimensional Analysis Atomic Theory Atomic Structure Valence Elements Crystal Structure Periodic Table Chemical Principles Chemical Laws Ionization Chemical Bonding Compounds Electrolytes Chemical Formulas Naming Compounds Chemical Reactions Chemical Equations Thermochemistry pH Relationships Stoichiometry * Placement based on teacher recommendation</p>	<p>Introduction: Social Awareness Stereotypes, Bias, Prejudice, Discrimination Methods of Research The Milgram Experiment: Obedience and Conformity Cultural Unit: Norms, Values, Ethnocentrism Group Behavior Collective Behaviors Social Institutions Socialization: Nature vs. Nurture Stratification Poverty in the US Terrorism Deviance and Crime Social Change and collective Behavior Media in Society</p>	<p>Task definition Restate objectives Describe expected outcome or products Information Seeking Strategies Identify broad terms, narrow terms, & synonyms Location & Access Apply “advanced search” strategies to remote online catalog & periodicals & educational databases Apply advanced search strategies to recommended periodical databases Use of Information Record notes, evaluating information for relevance & authoritativeness Use <i>NoodleTools</i> MLA program for formatting bibliographic citations</p> <p>Analysis & Synthesis Recognize sources of information during class discussions.</p> <p>Evaluation Edit and revise research throughout the process Discard irrelevant information</p> <p>Independent Learning Goes beyond one’s own knowledge to seek information on aspects of interest (i.e. career pursuits, community, recreational pursuits) Designs & develops information products & solutions related to personal interests Chooses fiction & other kinds of literature for required and recreational reading</p> <p>Independent Reading Book Clubs Curriculum Based, student-choice reading</p> <p>** Library skills are integrated throughout the curriculum.</p>

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June Shelton School
Curriculum Overview Chart
ELEVENTH GRADE

2014 - 2015

ENGLISH III – ELEVENTH	READING III – ELEVENTH	MATH – ELEVENTH	MATH - ELEVENTH	SOCIAL STUDIES – ELEVENTH
<p>GRAMMAR/MECHANICS Punctuation/Capitalization Sentence pattern variation</p> <p>COMPOSITION/WRITING SKILLS Sentence structure Paragraph development Multiple paragraph essays Thesis development Essay response Rhetoric in essays Research paper Essay writing Preparation for SAT essay Documentation of electronic online sources MLA formatting</p> <p>LITERATURE Focus: American Literature Rhetorical strategies in analysis Short story Poetry Non-fiction essay Drama Novel Editorials Literary Analysis</p> <p>VOCABULARY DEVELOPMENT SAT vocabulary Content based vocabulary</p>	<p>SHELTON ADOLESCENT READING APPROACH (SARA) III</p> <p>Decoding (reading) Encoding (spelling) Fluency/Accuracy Symbol-sound associations Syllable division patterns Spelling/reading situations Suffix/prefix review Dictionary/spell check skills Sight words/SAT words Rapid Word Recognition Choral Reading Echo Reading Repeated Reading</p> <p>Comprehension Vocabulary Development Morpheme Development</p> <p><i>*THERAPY CONTINUED BASED ON NEED.</i></p> <p style="text-align: center;">OR</p> <p>READING COMPREHENSION III</p> <p>“Active reading” PQCSE Cornell notes as applicable to reading fiction and non-fiction selections Critical thinking Skills Summaries of readings Vocabulary development Fluency development Summarizing Scaffolding Notes Margin notes Morpheme development Rapid Word recognition</p> <p>** READING COMPREHENSION CONTINUED BASED ON NEED</p>	<p>MATH MODELS Real Numbers and Operations Review of Algebra and Statistics Review of Geometry and Reasoning Triangles, Quadrilaterals and other Polygons Measurement Linear Systems of Equations Similar Triangles Transformations Probability and Statistics</p> <p style="text-align: center;">OR</p> <p>ALGEBRA II Review of Equations Relations and Functions Systems of Equations Inequalities Logarithms Graphing Equations Inequalities Systems Problem Solving Introduction to Matrices Monomial Operations Radical Operations Imaginary Numbers Quadratic Equations Conics Polynomials & Equations Irrational Numbers</p>	<p style="text-align: center;">OR</p> <p>* PRE-CALCULUS Functions Systems of Equations Parameters of Functions Determining Roots Quadratic Equations Six Trigonometric Functions Solving Triangle Problems Graphing Trigonometric Functions Trigonometric Identities & Equations Vectors Conics Exponents Logarithms Series & Sequences Probability Parametric Equations Limits of Functions Problem Solving</p> <p>*Pre-calculus based on teacher recommendation.</p>	<p>U.S. HISTORY FOCUS: U.S. history from 1865-Present</p> <p>TOPICS 1st Semester Review of Constitution Industrialization Immigration Progressive Movement U.S. Imperialism World War I</p> <p>TOPICS 2nd Semester Post WWI (1919) The Twenties The Depression and New Deal World War II Cold War, Great Society Civil Rights Vietnam End of the Cold War</p> <p>SKILLS Reading and study skills Analyzing data: maps, charts, graphs, political cartoons Critical thinking Essay writing Research writing Current Event Activities</p> <p>HUMANITIES Focus: A study of the arts, culture, science, philosophy, and music in these major periods of history. Topics: Ancient World Middle Ages Renaissance Baroque Romantic Modern to Post-modern</p> <p>Skills: Reading and note-taking Research to build and present knowledge Interpreting historical trends and symbols in the arts Critical thinking Making cross-curricular connections</p>

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June Shelton School
Curriculum Overview Chart
ELEVENTH GRADE

2014 - 2015

SCIENCE -- ELEVENTH	SCIENCE – ELEVENTH	PHILOSOPHY– ELEVENTH	LIBRARY – ELEVENTH **
<p>CHEMISTRY Scientific Method Scientific Measurement Characteristics of Matter Phases of Matter Spectral Analysis Mixtures Physical and Chemical Change Atomic Theory Valence Crystal Structure Periodic Table Ionization Chemical Bonding Compounds Chemical Formulas Naming Compounds Chemical Reactions & Equations OR</p> <p>CHEMISTRY (Honors)* Scientific Method Scientific Measurement Characteristics of Matter Phases of Matter Mixtures Gas Laws Physical/ Chemical Change Dimensional Analysis Atomic Theory Atomic Structure Valence Elements Crystal Structure Periodic Table Chemical Laws and Principles Ionization Chemical Bonding Compounds Electrolytes Chemical Formulas Naming Compounds Chemical Reactions/Equations Thermochemistry pH Relationships Stoichiometry * Placement based on teacher recommendation</p>	<p>EARTH – SPACE SCIENCE Scientific Method Scientific Measurement Astronomy Atmospheric Dynamics Meteorology Climate Oceanic Kinetics Freshwater Kinetics Topography Landmasses / Plate Tectonics Geologic Time Petrology (rock studies) Paleontology Mineralogy</p> <p>OR</p> <p>ANATOMY Cell Structure Cell Function Tissues Integumentary System Skeletal System Muscular System Nervous System Endocrine System Blood and Blood Disorders Cardiovascular System CPR Lymphatic System & Immunity Digestive System Respiratory System Urinary System Reproductive System Human Development Dissection</p> <p>Placement based on teacher recommendation</p>	<p>Basic review of Ethics I concepts Define Philosophy Influence of philosophy on decisions Values Conveyed through Verbal and Nonverbal Communication Social Interaction: Stanford Prison Study Individual versus Community Regulation Philosophies Based on Reason vs. Emotion Political Philosophies Monetary Philosophies Project: Moral Dilemma as Seen Through the Eyes of Others (Examination of a character’s moral dilemma based on selected book) Skills Development: Effective Note-taking And Identifying the Main Idea</p>	<p>Task definition Develop essential questions</p> <p>Information Seeking Strategies Identify potentially useful sources</p> <p>Location & Access Apply “advanced search” strategies to specialized online resources, periodicals & educational databases</p> <p>Use of Information Evaluate information by identifying stereotype, bias, point of view, authority & currency</p> <p>Analysis & Synthesis Choose the BEST source for solving a specific information problem Recognize sources of information when making oral presentations</p> <p>Evaluation Edit and revise research throughout the process Discard irrelevant information</p> <p>Independent Learning Information literate, pursues information related to personal interests. Strives for excellence in information seeking and knowledge generation Appreciates literature & other creative expressions of information</p> <p>Independent Reading Curriculum Based, Student-choice reading Book Clubs</p> <p>** Library skills are integrated throughout the curriculum.</p>

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This chart outlines The Shelton Upper School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School
Curriculum Overview Chart
TWELFTH GRADE

2014 - 2015

ENGLISH IV – TWELFTH	MATH – TWELFTH	SOCIAL STUDIES – TWELFTH	SCIENCE – TWELFTH
<p>GRAMMAR/MECHANICS Punctuation/Capitalization MLA formatting guidelines Proofing and Editing Documentation of valid electronic sources Evaluating quality of digital sources</p> <p>COMPOSITION/WRITING SKILLS Sentence Structure Paragraph development Organization of Ideas Essay response to specific prompt Research paper Essay writing Ethics in composition Evaluation of Writing Techniques Analysis/Comparison of major works by same author Data-based research Use of online citation site for documentation</p> <p>LITERATURE Focus: British Literature Short Story Poetry Non-fiction essay Drama Novel Author Study</p> <p>VOCABULARY DEVELOPMENT SAT Vocabulary Content based Vocabulary</p>	<p>ALGEBRA II Review of Equations Relations and Functions Systems of Equations Inequalities Logarithms Graphing Equations Inequalities Systems Problem Solving Introduction to Matrices Monomial Operations Radical Operations Imaginary Numbers Quadratic Equations Conics Polynomials & Equations Irrational Numbers</p> <p style="text-align: center;">OR</p> <p>– COLLEGE ALGEBRA Linear Functions Probability Sequences & Series Logarithms Variation Graphing Polynomial Functions Problem Solving</p> <p style="text-align: center;">OR</p> <p>* PRE-CALCULUS PRE-CALCULUS Functions Systems of Equations Parameters of Functions Determining Roots Quadratic Equations Six Trigonometric Functions Solving Triangle Problems Graphing Trigonometric Functions Trigonometric Identities & Equations Vectors Conics Exponents Logarithms Series & Sequences Probability Parametric Equations Limits of Functions Problem Solving*Pre-calculus based on teacher recommendation.</p> <p style="text-align: center;">OR</p> <p>**CALCULUS Functions and graphs Limits and Continuity Derivatives Applications of the Derivative Antiderivatives and Definite Integrals Application of Antiderivatives and Definite Integrals Problem Solving **Calculus based on teacher recommendation.</p>	<p>ECONOMICS What is Economics? Economic Systems The Nature of Supply The Nature of Demand Consumer Economics Prices Market Structures Business Organizations Sources of Capital Money & the Banking System The Federal Reserve & Monetary Policy Comparing Economic Systems International Trade Current Event Activities</p> <p>U. S. GOVERNMENT Role of Government Origin of U.S. Government U. S. Constitution Federalism Legislative Branch Executive Branch Judicial Branch Foreign Policy Legal System Rights & Responsibilities of Citizens State & Local Government The Election Process & Political System Current Event Activities</p> <p>POST WORLD WAR 11 (Elective course-Honors level) Major events in American history from end of World War II to present Cold War in U.S Foreign Policy 1960s and Vietnam War</p> <p>HUMANITIES Focus: Study of arts, culture, science, philosophy, music in major periods of history. Topics: Ancient World Middle Ages Renaissance Baroque Romantic Modern to Post-modern Skills: Reading and note-taking Research to build and present knowledge Interpreting historical trends /symbols in the arts Critical thinking Making cross-curricular connections</p>	<p>PHYSICS Introductory laboratory-based course in Physics Introduction to Science Math Skills - Basic Algebra Review - Dimensional Analysis, Conversions - Problem solving technique</p> <p>Scientific Method Lab Skills & Safety Scientific Measurements</p> <p>Motion Speed & Velocity Acceleration Motion & Force, Friction Forces</p> <p>Forces Newton’s 1st Law Newton’s 2nd Law Gravity, Weight, Projectile Motion Newton’s 3rd Law, Momentum</p> <p>Work & Energy Work, Power, Simple Machines Potential & Kinetic Energy</p> <p>Heat & Temperature Temperature Scales, Heat Transfer</p> <p>Waves Types of Waves, Characteristics of Waves Doppler Effect</p> <p>Sound & Light Sound Light, Reflection, Refraction, Color</p> <p>Electricity Electric Charge, Electric Force, Resistance Circuits, Parallel & Series</p> <p>Magnetism Magnets and Magnetic Fields Electric Current, Motors & Generators</p> <p>Nuclear Changes Radioactivity, Nuclear Decay Fission, Fusion</p> <p style="text-align: center;">OR</p>

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June Shelton School
Curriculum Overview Chart
TWELFTH GRADE

2014 - 2015

SCIENCE- TWELFTH	SCIENCE- TWELFTH	LIBRARY – TWELFTH **	READING - TWELFTH	SENIOR ELECTIVES
<p>PHYSICS (Honors)* Advanced Laboratory-Based Honors Physics Introduction to Physics Math Skills -Algebra & Trigonometry Review - Dimensional Analysis, Conversions -Problem Solving Technique Scientific Measurements Motion in One Dimension Displacement & Velocity Acceleration Falling Objects Two Dimensional Motion Vectors Projectile Motion Relative Motion Forces and Laws of Motion Newton’s 1st Law Newton’s 2nd & 3rd Laws Friction Forces Work & Energy Work, Energy, Power Momentum & Collisions Momentum & Impulse Conservation of Momentum Elastic & inelastic Collisions Vibrations and Waves Simple Harmonic Motion Types of Waves, Characteristics of Waves Sound Sound Waves Intensity & Resonance Harmonics Light & Reflection Flat Mirrors Curved Mirrors Color & Polarization Refraction Thin Lenses, Optical Phenomena Electric Forces & Fields Electric Charge Electric Force Electric Fields Electric Energy & Current Electric Potential Current & Resistance Electric Power</p> <p style="text-align: center;">OR</p>	<p>ANATOMY Cell Structure Cell Function Tissues Integumentary System Skeletal System Muscular System Nervous System Endocrine System Blood and Blood Disorders Cardiovascular System CPR Lymphatic System & Immunity Digestive System Respiratory System Urinary System Reproductive System Human Development Dissection</p> <p style="text-align: center;">* Placement based on teacher recommendation</p>	<p>Task Definition Develop essential questions</p> <p>Information Seeking Strategies Select information in a format that reflects one’s personal learning style</p> <p>Location and Access Apply “advanced search” strategies to specialized online resources & educational data bases</p> <p>Use of Information Evaluate information by identifying stereotype bias, point of view, authority and accuracy</p> <p>Analysis & Synthesis Create a presentation which takes advantage of one’s strengths and minimizes one’s personal learning differences Acknowledge the intellectual property of artists, musicians, directors, producers, actors, readers, professors, world leaders, etc. in spoken and written presentations</p> <p>Evaluation Identify one’s own BEST work and add it to a personal portfolio.</p> <p>Independent Learning Explores a range of sources to find information on aspects of personal interest Appreciates literature and other creative expressions of information</p> <p>Independent Reading Curriculum Based, Student-choice reading Book Clubs</p> <p style="text-align: center;">** Library skills are integrated throughout the curriculum.</p>	<p>PSYCHOLOGY Cornell Notes as applicable to the text: Psychological Terms and Definitions Psychological Research Methods Sensation and Perception Consciousness Learning and Memory Intelligence Infancy, Childhood and Adolescence Theories of Personality Psychological Tests Psychological Disorders Methods of Therapy Morphological Applications Rapid Word Recognition Active Reading (PQCSE)</p> <p style="text-align: center;">*Teacher recommendation required</p>	<p>COLLEGE WRITING Character development Conflict writing Dialogue analysis Setting extrapolation Traditional, modern and slam poetry creation Author studies Personal essays Reflective essays Submission for publication Biographical writing Editing for publication Script writing Fable iMovie</p> <hr/> <p>COLLEGE TRANSITION Difference between high school and college: academic and social demands Time management Listening skills Note-taking skills Book notes Test types: study skills for each College terminology Syllabi integration Scheduling time for papers, exams, projects, homework, etc.</p>

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OTHER REQUIRED COURSES & ELECTIVES

HEALTH	SPEECH	PHYSICAL EDUCATION	FOUNDATIONS OF PERSONAL FITNESS
<p>Health Triangle</p> <p>Nutrition</p> <p>Skeletal System</p> <p>Muscular System</p> <p>Circulatory System</p> <p>Digestive System</p> <p>Nervous System</p> <p>Body Composition</p> <p>Weight Management</p> <p>Tobacco, Alcohol, & Drugs</p> <p>Stress management</p> <p>Safety/Injury Prevention</p> <p>Fitness Testing</p>	<p>Communication skills</p> <p>Interactive group communication</p> <p>Parliamentary procedures</p> <p>Applicable skills in interpersonal speaking</p> <p>Researching the content of speeches</p> <p>Organizational skills, methods of effectively delivering ideas</p> <p>Speeches</p> <p>Introducing one's self</p> <p>Introducing an historical figure</p> <p>Informative (how to)</p> <p>Persuasive</p> <p>Entertaining</p>	<p>KINESTHETIC AWARENESS</p> <p>Locomotor skills</p> <p>Non-manipulative skills</p> <p>Manipulative skills</p> <p>Spatial awareness</p> <p>Effort</p> <p>RHYTHMS AND DANCE</p> <p>Rhythmic basic movement</p> <p>Rhythmic routines</p> <p>PHYSICAL FITNESS</p> <p>Cardiovascular fitness</p> <p>Flexibility</p> <p>Strength training</p> <p>Lifetime activities/fitness</p> <p>Assessment</p> <p>TEAM AND INDIVIDUAL SPORTS</p> <p>Striking sports,</p> <p>Traditional sports</p> <p>Non-traditional sports</p> <p>Group games</p> <p>Individual sports</p> <p>LIFETIME ACTIVITIES</p> <p>Physical fitness</p> <p>Traditional sports</p> <p>Non-traditional sports</p> <p>Individual sports</p> <p>INTELLECTUAL/COGNITIVE</p> <p>Awareness</p> <p>Correlation</p> <p>Application</p> <p>Assessment</p> <p>SOCIAL/EMOTIONAL</p> <p>Leadership</p> <p>Teamwork</p> <p>Body awareness</p> <p>ADAPTED PHYSICAL EDUCATION</p> <p>Kinesthetic awareness</p> <p>Physical Fitness</p>	<p>Definition of Personal Fitness</p> <p>Methods of resistance training</p> <p>Designing a personal resistance program</p> <p>Cardiovascular Fitness</p> <p>Body Composition</p> <p>Flexibility</p> <p>Developing muscular strength & endurance</p> <p>Nutrition</p> <p>FITNESS TESTING</p> <p>Health – related</p> <p>Skill – related</p>

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Curriculum Overview Chart

2014 - 2015

COMPUTER APPLICATIONS I	COMPUTER PROGRAMMING	YEARBOOK	CYBER-JOURNALISM
<p>Continue development of Computer Literacy</p> <p>Productivity Software for note-taking and organization</p> <p>Assistive Technologies</p> <p>Advanced Word Processing</p> <p>Spreadsheets and Managing Personal Money</p> <p>Movie Editing</p> <p>Current Trends in Technology</p> <p>Organization of Files</p> <p>Effective Use of Calendars</p>	<p>Basic concepts of object-oriented computer programming</p> <p>Modern object-oriented programming languages.</p> <p>Planning, structure, objects and basic coding</p> <p>Planning program objectives, processes, and outcomes through flow charts.</p> <p>Computer programming from early single-function computers through modern object-oriented and adaptive programming.</p> <p>Utilize object oriented programming concepts to design software.</p> <p>Introduce concept of database storage as it relates to computer programs</p>	<p>Organization and leadership</p> <p>Planning</p> <p>Photography skills</p> <p>Reporting skills</p> <p>Desktop publishing skills</p> <p>Deadlines and time management</p> <p>Packaging and publication</p>	<p>Journalism vocabulary</p> <p>Newspaper layout</p> <p>Journalism ethics and law</p> <p>Interviewing skills</p> <p>Reporting skills</p> <p>How to write the 3 types of articles</p> <p>News</p> <p>Features</p> <p>Editorials</p> <p>Editing/Revising skills</p> <p>Working collaboratively</p>
<p>ADVANCED PHOTO EDITING</p> <p>Review basic concepts of digital images. Introduce advanced photo editing.</p> <p>Review photography techniques using digital cameras.</p> <p>Master universal tools and language used in photo editing and modification.</p> <p>Discuss optimal file formats for various purposes from print to web.</p> <p>Create animation from still photos.</p> <p>Explore variety photo editing software.</p>		<p>CREATIVE DIGITAL MEDIA</p> <p>Combine production training and desktop publishing skills with technology based media. Students will be encouraged to become proficient in photography and computer usage.</p> <p>Media editing.</p> <p>Desktop publishing and page layout using Adobe InDesign & Photoshop.</p> <p>Audio recording, multi-track audio editing, audio effects, and file formats for distribution (using Garageband)</p> <p>Learn basic animation, user interaction, and logical functions using Adobe Flash.</p> <p>Advertising design for print, audio, and video</p>	<p>WEB DESIGN</p> <p>Review basic concepts of HTML and Web Design.</p> <p>Using text-based coding and advanced web design tools including Adobe Dreamweaver and Fireworks.</p> <p>Web design and website management.</p> <p>.Web site planning and organization.</p> <p>Designing layout and composite image of final product.</p> <p>Building web pages using HTML and CSS code.</p> <p>Building a complete website using a webpage editor.</p> <p>Comparing and contrasting, critical review of real-world websites.</p> <p>Hosting websites.</p>

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This chart outlines The Shelton Upper School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

ELECTIVES

WORLD LANGUAGES	WORLD LANGUAGES	WORLD LANGUAGES
<p>*SPANISH I Rosetta Stone Program Develop the ability to read, speak, and comprehend basic Spanish Examine various different Spanish-speaking locations Fundamental Spanish expressions Interviews with Spanish-speaking people Build cultural awareness Selections related to particular chapter themes Oral & written responses to particular language learning exercises Improve listening skills Create artistic projects Fundamental grammar, Present Tense & Syntax Common usage of idioms and expressions Historical Hispanic Awareness *Students must be approved to take a foreign language.</p>	<p>* SPANISH II Rosetta Stone Program Build upon Spanish I foundation to further develop their abilities to read, speak, write, and comprehend Spanish Master grammatical forms and language structures Master sight words, phrases, & sentence patterns Fundamental Spanish expressions Experience interviews with Spanish-speaking people Continue to build cultural awareness through encounters Produce oral & written responses to particular language learning exercises Improve listening skills Create artistic projects Facilitate grammar, verb tenses, and syntax with constant usage Expand common usage of idioms and expressions *Students must be approved to take a foreign language.</p>	<p>* SPANISH III Rosetta Stone Program Extend and expand ability to read, speak, and comprehend Spanish Master vocabulary, idiomatic expressions, and familiar sayings Continue to build cultural awareness through encounters Read selections related to particular themes Produce oral and written responses Topical conversations Practice and improve auditory and listening skills Create artistic projects Expand grammar, verb tenses and syntax *Students must be approved to take a foreign language.</p>

ELECTIVES

WORLD LANGUAGES	WORLD LANGUAGES	WORLD LANGUAGES
<p>* AMERICAN SIGN LANGUAGE I Development of basic receptive and expressive language ability with an emphasis on functional conversation skills.</p> <p>Topics covered (from <i>Signing Naturally IA</i> curriculum) Getting to know you Exchanging personal information Discussing living situations Talking about your family Talking about activities Storytelling</p> <p>Develop understanding of Deaf culture Acceptable social behaviors</p> <p>Develop understanding of deaf/ASL-related issues</p> <p>Utilizing MacBook technology for the assessment of both receptive and expressive language skills</p>	<p>* AMERICAN SIGN LANGUAGE II Continued development of receptive and expressive language skills – emphasis on more complex grammatical structures</p> <p>Topics covered (from <i>Signing Naturally IB</i> curriculum): Giving directions Describing others Making requests Talking about family and occupations Attributing qualities to others Talking about routines</p> <p>Continued understanding of Deaf culture Deaf experience project</p> <p>Continued understanding of deaf/ASL-related issues Causes of hearing loss</p> <p>Special projects Interpretation of children’s story Storytime performance with LS and UE</p> <p>Introduction to interpreting Utilizing MacBook technology for the assessment of both receptive and expressive language skills</p> <p>* Students must be approved to take a foreign language.</p>	<p>* AMERICAN SIGN LANGUAGE III Continued development of receptive and expressive language skills – emphasis on fluency</p> <p>Topics covered (from <i>Signing Naturally II</i> curriculum) Locating things around the house Complaining, making suggestions and requests Exchanging personal information: life events Describing and identifying things Talking about the weekend</p> <p>Continued understanding of Deaf culture</p> <p>Continued understanding of Deaf/ASL-related issues</p> <p>Special projects Song interpretation ASL performance art</p> <p>Continue interpretation exposure</p> <p>Utilizing MacBook technology for the assessment of both receptive and expressive language skills</p> <p>*Students must be approved to take a foreign language.</p>

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ELECTIVES

VISUAL ART – ELECTIVE – UPPER SCHOOL	VISUAL ART – ELECTIVE – UPPER SCHOOL	STUDIO ART – ELECTIVE – UPPER SCHOOL
<p>*Art I (Introduction to Visual Arts)</p> <p>ORIENTATION Introduction to Upper School Lab Safety Rules Care, Use, & Location of Materials</p> <p>ELEMENTS OF DESIGN Shape Line Form Texture Value Color Space</p> <p>PRINCIPLES OF DESIGN Balance Emphasis Movement Rhythm Pattern Contrast Unity</p> <p>SKETCHBOOK Used for terminology, techniques, experimentation</p> <p>PERFORMANCE WITH VARIOUS MEDIA Initiated by teacher, selected by student Drawing Painting Ceramics Printmaking Collage</p> <p>EVALUATION OF ART Creativity Craftsmanship Attention to Detail Philosophic Intent Project Guidelines</p> <p>FOCUS Vocabulary development Self-expression Skill development Creative confidence Perception of visual relationships Aesthetic awareness Art history Art appreciation</p> <p>2 Semesters of Fine Arts are required for graduation.</p>	<p>*Art II (Intermediate Visual Arts)</p> <p>ORIENTATION Introduction to Upper School Lab Safety Rules Care, Use, & Location of Materials</p> <p>ELEMENTS AND PRINCIPLES OF DESIGN Expanded in practice</p> <p>PHILOSOPHIES OF ART Imitationalism Functionalism Formalism Expressionism</p> <p>PORTRAITS Facial proportion Drawing techniques</p> <p>SKETCHBOOK Used for terminology, techniques, experimentation</p> <p>PERFORMANCE WITH VARIOUS MEDIA Initiated by students as a class, selected by student Same as Art I, plus Fibers Pottery Papier-mache Carving</p> <p>CAREERS IN ART LIVES/WORKS OF SIGNIFICANT ARTISTS Artist Research Project/Presentation</p> <p>EVALUATION OF ART Creativity Craftsmanship Attention to Detail Philosophic Intent Project Guidelines</p> <p>FOCUS Vocabulary development Self-expression Skill development Creative confidence Perception of visual relationships Aesthetic awareness Art history & appreciation Greater emphasis on production</p> <p><i>* Pre-requisite is Introduction to Visual Arts</i></p> <p>2 Semesters of Fine Arts are required for graduation.</p>	<p>*Art III (Advanced) – Studio Art</p> <p>ORIENTATION Introduction to Upper School Lab Safety Rules Care, Use, & Location of Materials</p> <p>ELEMENTS AND PRINCIPLES OF DESIGN Expanded in practice</p> <p>PHILOSOPHIES OF ART Expanded in practice</p> <p>SKETCHBOOK Used for terminology, techniques, experimentation Drawing weekly assignments to improve composition & drawing skills</p> <p>PERFORMANCE WITH VARIOUS MEDIA Initiated by students as a class, selected by student Same as Art II, plus Fibers Pottery Papier-mache Carving Digital Photography Library project (literacy based painting)</p> <p>CAREERS IN ART LIVES/WORKS OF SIGNIFICANT ARTISTS EVALUATION OF ART Creativity Craftsmanship Attention to Detail Philosophic Intent Project Guidelines</p> <p>FOCUS Vocabulary development Self-expression Skill development Creative confidence Perception of visual relationships Aesthetic awareness Art history Art appreciation Greater emphasis on production and philosophic intent</p> <p>Students may complete additional Studio Art courses as independent <i>* Pre-requisite is Intermediate Art</i></p> <p>2 Semesters of Fine Arts are required for graduation.</p>

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June Shelton School
Curriculum Overview Chart
ELECTIVES

2014 - 2015

THEATRE ARTS	THEATRE ARTS	THEATRE ARTS	THEATRE ARTS/FILM
<p>*THEATRE ARTS I—General Survey</p> <p>Elements that create Theatre Playwright Director Stage Manager Production Staff Actor History and styles of theatre Performance Basics: Improvisation Mime Stage Combat Monologue</p> <p>THEATRE ARTS IV-SENIOR PROJECT IN THEATRE ARTS</p> <p>Independent Study Concepts from Theatre Arts I and II Create a detailed proposal for class study, including purpose, objective, results, and personal schedule to accomplish results Schedule progress Progress Review Weekly Midterm Presentation Class forums Contemporary Issues Final semester project Project or participation in Sr. Directed One Act Play</p> <p>**Students must be approved to take Theatre Arts III.</p> <p>*2 Semesters of Fine Arts are required for graduation.</p>	<p>THEATRE ARTS II--P—Introduction to Acting Principles of Acting</p> <ul style="list-style-type: none"> Vocal Techniques Awareness of Body/Movement Script Analysis Character Development <p>Overview of Acting Styles and Techniques Perform Monologues and Short Scenes</p> <p>THEATRE ARTS II-T—Introduction to Technical Theatre Students learn</p> <ul style="list-style-type: none"> to further their understanding of the related concepts from Theatre Arts I. a review of the hierarchy of design, construction, stage management, and business management. an overview of business in theater. the responsibilities of stage management. advanced work in the production elements of lighting, set, sound, costumes, make-up, properties, and special effects. proper safety and use of tools and equipment in the shop. to complete a design project in a selected area of expertise 	<p>*THEATRE ARTS III--P – Advanced Acting</p> <p>Related concepts from Theatre Arts I Hierarchy of acting, writing, and directing Historical overview of theatre Preparation of actor, writer, and director Styles of actor, writer, and director Write reviews of live performances Performances: Monologues (Classic and Contemporary) Duet scenes</p> <p>Text Analysis Text/Subtext Directorial Concept Vocal physiology/Diction Body control</p> <p>THEATRE ARTS III-T – Advanced Technical Theatre</p> <p>Related concepts from Theatre Arts I Design, construction, stage management, and business management Responsibilities of stage management Production elements of lighting, set, sound, costumes, make-up, properties, special effects, and computer assistance Proper safety and use of tools and equipment in the shops Design project in selected area of expertise</p> <p>Design lab Construction lab</p> <p>*2 Semesters of Fine Arts are required for graduation.</p>	<p>*FILM I & II—Introduction and Advanced Film</p> <p>Historical Perspective of Film Image Making (Social Responsibility) 27 Exposures Visual Storytelling Camera Set-up (building a camera) Lighting/Sound (Gaffing/Audio/Grip) “Crew Out” experience Terminology Storyboarding/logging Pre-Production/Production/Post-Production Expectations for production In-camera Editing Edit on P.C. “Vegas” Collaborative Project Two individual projects Project on Theme & Edit</p> <p>FILM III—Senior Independent Study</p> <p>Propose, design, and develop film project Develop and manage project schedule Refine project drafts Present and submit final project</p> <p>*2 Semesters of Fine Arts are required for graduation.</p>

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Curriculum Overview Chart

2014 - 2015

ELECTIVES

MUSIC – Eighth – Twelfth - Band	MUSIC – Choir - Upper
<p>GENERAL SKILLS Ensemble Entrance, Exit & Seating Instrument Assembly, Care, & Maintenance Instrument Identification & History</p> <p>TECHNIQUE & PERFORMANCE Selection of wind instrument or percussion instrument Playing Positions Tone Production & Development Performance of the 12 Chromatic Notes Melodic Study-“Let’s Go Band” Melodic Study-“Mountain Hoe Down” Melodic Study-“Zip Drive” Melodic Study on Additional Melodies Introduction-Major/Minor/Chromatic Scales</p> <p>MUSIC THEORY, NOTATION & TERMS Staff Construction Key & Time Signature; Tempo Rhythmic Studies; Pitch Studies Idiomatic Phrases</p> <p>SOCIAL DEVELOPMENT Team Building & Cooperation Building Self-esteem Emphasizing Success Through Practice Appreciation for Music Music Performance</p> <p>MOTOR DEVELOPMENT Posture; Hand – Eye Coordination</p>	<p>Vocal techniques</p> <ul style="list-style-type: none"> • Posture and Breathing • Warm Up • Intonation and Diction <p>Music Notation Reading music/sight-singing</p> <ul style="list-style-type: none"> • Apply music notation to reading and singing music • Aural recognition of intervals • Vocal reproduction of intervals <p>Ensemble singing</p> <ul style="list-style-type: none"> • Unison • Harmony • Balance and listening • Lead vs. Backup singing • Teamwork <p>Music literature and Appreciation</p> <ul style="list-style-type: none"> • Music history • Music literature: Early western to modern styles <p>Performance</p> <ul style="list-style-type: none"> • Memorization • Managing performance anxiety • Creative expression

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