2017-18 Curriculum Guide

High School Graduation Requirements

Students are required to take foundational classes in core subject areas in the beginning of their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, or seminars. Credits are granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, and other world languages, physical education) or to initiate group projects. The emergent and interdisciplinary nature of the many seminars and projects allows students and teachers the flexibility to create unique learning plans with guidance from teachers.

To earn an Arcadia Charter School diploma, students must successfully complete the following requirements:

23.0 Credits are required

Quarter-long courses are worth 0.25 credit; yearlong courses are worth 1.0 credit.

Language Arts	4.0 Credits	(2 Credits in Writing, 2 Credits in Literature)
Social Studies	3.5 Credits	(1.0 Credit in US History, 0.75 Credit in World History, 0.25 Geography, 0.5 Credit in Economics, 1.0 Credit in US Government & Civics)
Math	3.0 Credits	(1.0 Credit in Algebra 2 is required)
Science	3.0 Credits	(1.0 Credit in Physical Science, 1.0 Credit in Biology)
Art	2.25 Credits	(2.0 Credits in Art, 0.25 Credit in Arts Analysis)
Projects	2.50 Credits	(1.00 Senior Project, .50 Junior Project, 1.00 Additional Project Credit)
Electives	7.25 Credits	

Senior Project

In order to graduate from Arcadia, each senior must complete a challenging, interdisciplinary year-long Senior Project. Students choose the topics, complete ten to fifteen pages of writing, and present to the Arcadia community during Senior Presentation Nights in the spring. Students who are enrolled in full-time PSEO are exempt from this requirement as they participate in college full-time and are not on campus to fulfill the senior project tasks.

Junior Project

In order to graduate from Arcadia, each junior will complete a portfolio that looks at life choices and responsibilities after high school. Through this semester long guided project, students research and reflect on; career interests, college opportunities, lifestyle choices, and personal finances. The goal of the project is to begin the process of preparing students for their life beyond high school.

High School Literature Courses

Introduction to Literature **Required 9th Grade**

Term 1 & 2:
Students will be exposed to a variety of genres (poetry, short stories, novels, non-fiction, and drama) and literature from different times and places. Students will also be exposed to literary terms and concepts (theme, setting, characterization, and plot) for a deeper understanding and appreciation of literature. One semester in length. (***0.5 credits***)

High School Literature **Elective 10th - 12th Grade**

Terms 1-4:
This class will focus on a different literary work each quarter (***0.25 credits per quarter***). Novels and plays vary from year to year and include, but are not limited to American Literature, British Literature, and Contemporary Literature. For example:

Term 1: To Kill a Mockingbird
Term 2: Lord of the Flies
Term 3: A Midsummer Night's Dream
Term 4: The Crucible

Book Groups **Elective 9th - 12th Grade**

Terms 1-4:
High School students not enrolled in the High School Literature elective class are required to complete a book project each quarter, proposed to and approved by the Language Arts Specialist. Book Groups of 4-6 students may also be formed after approval.
(***0.25 credits per quarter***)

High School Writing Courses

Research Writing **Required 10th Grade**

Terms 1 & 2:
The goal of this class is to learn the skills needed for writing longer research papers. These skills include developing effective thesis statements, choosing and evaluating resources, note-taking and paraphrasing, citation principles and practices, organizing strategies, thorough revising and editing, peer editing, and formatting. Assignments will include three 5 – 7 page essays that coincide with the skills taught, short exercises, and grammar work. This class is a semester long class. (***0.5 credits***)

College Prep Writing: Application & SAT/ACT Essay Writing **Elective**

Term 1:
The goals of this class are to get a jump start on writing that college application essay, to develop strategies for the writing portion of the SAT and ACT, and to practice writing these essays. By providing samples of college application questions and test questions, students will compose their own personal statements and have authentic practice with the college entrance exams. (***0.25 credits***)

Writing Seminar: Advanced Composition **Elective**

Terms 3 & 4:
During this seminar, students will continue to write non-fiction, expository essays in order to expand their writing abilities. In the smaller seminar setting, students will explore strategies for writing longer and more in-depth pieces with the help of in-class discussions and feedback from classmates. Three to four essays or other short writing exercises will be written per term. This class can be taken one or both terms. (***0.25 Credits each term)***

Basic Composition **Required 9th Grade**

Term 3 & 4:
Students will be taught the basic principles of writing essays and compositions. This class will cover the following topics: outlines, effective thesis statements and topic sentences, effective introductions and conclusions, supporting details, writing coherence, and organizational strategies. The grammar portion of the class includes review of the parts of speech and sentence building strategies. Assignments will include 3 non-fiction essays (2 - 5 pages long) and regular grammar practice. This is a semester long class. (***0.5 credits***)

Creative Writing: Writer's Workshop **Elective**

Terms 1 & 4:
During this once a week extended period class,, students will concentrate on the creative process for writing. We'll discuss and practice various ways to jumpstart the creative process and then use these strategies in creating a variety of written projects. We will also explore a range of fiction and nonfiction genres both as models and for inspiration. Students will be required to complete weekly journal prompts and 3 - 4 longer creative projects. ***(0.15 credits for the class or 0.25 credits for the cla plus outside assignments)***

Speech & Communication **Elective**

Term 2:
During this journalism class, students will study the basic principles of print and online journalism. The will learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students will conduct interviews, research, write, and design their own publications. ***(0.15 credits for the class or 0.25 credits for the cla plus outside assignments)***

Journalism **Elective**

Term 3:
During this journalism class, students will study the basic principles of print and online journalism. The will learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students will conduct interviews, research, write, and design their own publications. ***(0.15 credits for the class or 0.25 credits for the cla plus outside assignments)***

High School Mathematics Courses

Geometry **Required 9th Grade**

Geometry is all about questioning size, angle measurement, relationships of shapes and properties of space. Students will gain perspective on basic computations to topics such as the following: Area, Perimeter, Surface Area, Proofs, Circumference and Volume of two and three-dimensional figures. Students will be required to complete skill practice and projects according to our schedule. ***(0.25 Credits per term)***

Intermediate Algebra **Optional Grades 10+**

This course will be a bridge between Algebra I and Algebra II. It will start with Linear functions included in Algebra I and then move to the Quadratic functions associated in Algebra II. The goal of this class is to prepare students for Algebra II. Class size will be limited to 20 students with first priority given to teacher recommendations. ***(0.25 Credits per term)***

Algebra II (Advanced Algebra) **Required Grades 10+**

Algebra II will focus on interpreting equations and inequalities involving multiple variables as well as the use of equations and inequalities to represent real-world mathematical problems. This course will also discuss tables, verbal descriptions, symbols and graphs. Students will be required to complete skill practice and projects according to our schedule. ***(0.25 Credits per term)***

Pre-Calculus **Optional Grades 10+**

Pre-Calculus is a review of advanced Algebra II topics with a strong emphasis on Trigonometry. This course addresses the use of algebraic properties to evaluate expressions, graphical representations of functions explaining the results in relation to original context, data analysis, probabilities, and the study of triangles. Students will be required to complete skill practice and projects according to our schedule. ***(0.25 Credits per term)***

AP Calculus **Optional Grades 10+**

New this year we have the option for students to take AP Calculus at Arcadia. A review of functions (polynomial, circular, exponential/ logarithmic) and topics related to them (domain, range, period, composition, and limits) will begin the year, followed by the study of calculus. Topics to be studied will include differential calculus: definition of the derivative, rules for computing derivatives, (1) polynomial, trigonometric, inverse trigonometric exponential, logarithmic functions, (2) composite functions, (3) implicitly defined functions; applications of the derivative, and integral calculus: antiderivatives, applications of antiderivatives, techniques of integration, definite integrals, and applications of integrals. Students will be prepared to take the A/B Advanced Placement exam in May.

(0.25 Credits per term)

High School Science Courses

Physical Science **Required 9th Grade**

This class provides an introduction to the fields of chemistry and physics. Topics covered in Terms 1 and 2 (Chemistry) include a review of the scientific method, matter, atoms, the periodic table, and chemical reactions. Topics covered in Terms 3 and 4 (Physics) include motion, forces, energy, work, heat & temperature, waves, sound, and light. ***(0.25 Credits per term)***

Biology **Required 10th Grade**

Term 1: Classification and the Human Organism

This class will focus on everything starting from the tiniest cell to the largest systems. You will work with simulated blood, and be exposed to real human images and systems. We will also look at how we organize and classify organisms.

Term 2: Diseases and Nutrition

We will be answering 2 large questions this quarter: ***What is the science behind being "healthy"?*** and ***How does our body interact with our environment?*** This quarter includes a long term project where students will identify and address areas of concern in their personal nutrition.

Term 3: Introduction to Genetics

We will explore the world of genetics and focus on DNA, genetics, mutations, and the how natural selection changes the frequencies of genes over time.

Term 4: Animal Behavior and Ecology

In this class we will review natural selection and introduce: sexual selection, environmental effects, animal behavior, and how they relate to each other. There will also be a brief introduction to nutrient cycles and biomes.

(0.25 Credits per term)

Chemistry **Elective**

Chemistry is the study of the composition and behavior of matter. This course explores the structure and arrangement of atoms to provide an understanding of matter and the changes that matter undergoes. Topics covered in Terms 1 and 2 include: scientific method and measurement, atomic structure, periodic table, nuclear chemistry, bonding, chemical naming & formulas. Topics covered in Terms 3 and 4 include: chemical quantities, chemical reactions, stoichiometry, behavior of gases, solutions, acids, bases and salts.

(0.25 Credits per term)

Human Anatomy **Elective**

Terms 1 and 2: This will be an overview of human anatomy and will include depth readings and lectures on the human body and its systems. There will be weekly quizzes on lecture and lab material. The lab will focus on the learning and understanding the

names of the systems components and will include a cat dissection. It will include cumulative final and lab exams. The class size is limited to 12 students.

(0.25 Credits per term)

Scientific Ethics and Debate **Elective**

Term 3: Welcome to the intriguing world of questions, opinions, arguments, and debate. We will work to define ethics, human rights, and their role in science. This class is meant to stretch a student's boundaries and cause them to think in ways they will initially resist. It will include a midterm and final debate.

(0.25 Credits per term)

Microbiology **Elective**

Term 4: This class will be an introduction to a college level Microbiology class. Labs will be microscope heavy. You will get an overview on prokaryotes, protozoans, and algae. The class will culminate in a final group student led presentation.

(0.25 Credits per term)

Greenhouse Management **Elective**

Term 3 and 4: The goal of this teacher facilitated course is to allow students to experience seedling growth and greenhouse management. There are plenty of opportunities for students to mold this course to meet their own needs. Students can work in groups or independently. There are opportunities to also revive our composting program.

(0.10-0.25 credit can be earned a quarter depending on the level of participation)

Physics **Not Offered This Year**

In this class we learn about nature's basic rules. Physics is sometimes called the central science because the fundamental ideas of physics underlie all basic and applied sciences. Through activities, demonstrations, experiments, and projects we will investigate motion, Newton's Laws, work & energy, momentum, fluid mechanics, heat & temperature, waves (sound & light), and electric forces. This course also includes math. Relationships and connections in nature are understood and applied through equations.

(0.25 Credits per term)

Advanced Genetics **Not Offered This Year**

This class is to help students understand the complex world of DNA and genetics. The topics include transcription and translation, gamete formation, epigenetics, and statistical analysis of inheritance.

(0.25 Credits per term)

Advanced Ecology **Not Offered This Year**

This course will cover material including: availability of resources, habitat types, population (processes, movement, and patterns), competition, pollution and sustainability. This course will conclude in a final project and essay.

(0.25 Credits per term)

Biochemistry **Not Offered This Year**

This class will begin to explore the reason why chemistry is the foundation of biology. It will be an introduction because we will cover only a few important processes such as osmosis and diffusion, biomolecules, transport, glycolysis and the citric acid cycle. We will also review some basic skills necessary to understand chemistry. This class includes a final research paper and a cumulative final exam.

(0.30 Credits per term)

High School Social Studies Courses

US History **Required 9th Grade**

The United States History course approaches a comprehensive examination of US History from a variety of perspectives and sources, includding the ***Choices for the 21st Century Education Program (Choices)***, Zinn & Stefoff's ***A Young People's History of the United State*** primary source analysis from the Stanford History Education Group, and more. Major topics that students will learn about include:

- American Independence and the Constitution
- Westward Expansion, Slavery in the United States, and Native American Genocide
- Civil War and Reconstruction

- Progressive Era, Immigration, and Jim Crow America
- World Wars and Great Depression
- The Cold War and Civil Right Movements
- Currents events including the War on Terror, modern Social Justice movements, etc

Year Long Course, 3 classes per week (1 US History Credit)

World History **Required 10th Grade**

The World History course is based upon the curriculum of ***World History for Us All (WHFUA),*** which is a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA.

WHFUA progresses chronologically through nine Big Eras. The Big Eras are:

- Big Era 1 - Humans in the Universe (13 Billion - 200,000 Years ago)
- Big Era 2 - Human Beings almost Everywhere (200,000-10,000 Years Ago)
- Big Era 3 - Farming and the Emergence of Complex Societies (10,000 - 1000 BCE)
- Big Era 4 - Expanding Networks of Exchange and Encounter (1200 BCE - 500 CE)
- Big Era 5 - Patterns of Interregional Unity (300 - 1500 CE)
- Big Era 6 - The Great Global Convergence (1400-1800 CE)
- Big Era 7 - Industrialization and its consequences (1750-1914 CE)
- Big Era 8 - A Half Century of Crisis (1900-1950 CE)
- Big Era 9 - Paradoxes of Global Acceleration (1945 – Present)

Year long course, 3 classes per week (1 World History credit)

US Government: How to Elect a President **Not Offered this Year**

This 2016 US Government course is focused on the upcoming presidential election. Students will learn about the steps in the presidential election process, basics of the political spectrum, political parties and their differing opinions on key political issues, and the electoral college. Students will also follow along with the 2016 presidential election in the news and debates and learn about candidates at the national and local level.

One term course, 2 classes per week, offered first quarter (.25 US History Credits)

Personal Finance: Economics Seminar **Elective**

Students will learn about various aspects of personal finance as it applies to real life money management. Using the Hands On Banking program from Wells Fargo, students will learn the basics of managing how banking and money work, managing credit and debit cards, opening and managing a bank account, creating and managing a budget plan, and how to access their money using ATMs, checks, and more.

6 session course over 3 weeks, offered third or fourth quarter (.15 Economics Credits)

US History: Exploring US History through Film **Not Offered this Year**

Students will explore major events, movements, and cultural trends in US History through film in this elective course. Students will watch a selection of US History-related movies in class and then participate in online discussion forums and write reflection papers about each film. The films that students will watch is TBD, but think ***Selma***, ***Saving Private Ryan***, ***Lincoln***, ***Milk***, movies like that. The plan is to watch 5 to 7 different films to analyze. Students will need a permission slip from their parents to attend this course, as some of the featured movies for this course may be rated R.

One term course, 2 classes per week, offered fourth quarter (.25 US History Credits)

US History: Civil Rights Movements **1st Quarter Elective**

Students will examine social movements undertaken by various minority groups throughout American history. The class will especially analyze the causes, major events and people, and effects of the:

- African American Civil Rights Movement
- Women's Rights Movement
- Gay Rights Movement
- Native American Rights Movement

One quarter course, 2 classes per week (.25 US History Credits)

US Government: Immigration Test Survey **Elective**

In 2016, the Minnesota government mandated that students starting with this year's incoming Freshman class pass a civics test as part of their high school education. The test is based on the INS Naturalization Test that immigrants must pass in order to become US Citizens. In this course, students will examine the topics found on the ISN Naturalization Test and learn what it means to be a citizen and how the government works. At the end of the course, students will take a test with 50 of the 100 questions on the Naturalization Test.

One quarter course, 2 classes per week, offered later this year (.25 US Government Cred

US History/Government: Famous Supreme Court Decisions **Elective**

Throughout US History, major decisions by the Supreme Court have had profound effects on American society. From ***Marbury vs Madison*** to ***Plessy vs Ferguson*** to ***Obergefell vs Hodges***, this class will examine key cases that have changed US History.

One term course, 2 classes per week, offered later this year (.25 US History or Gov Credi

High School Arts Courses

Introduction to Art **Required 9th Grade**

Term 1: This course is required for 9th grade students and students without high school art experience. Open to all high school students with an interest in improving drawing skills. Intro to art is designed to give a foundation in the creation and production of two dimensional art works, art history, aesthetics, and the language of the artist. Students will learn about the elements of art and principles of design. They will create artwork based on direct observation and learn skills to render images with accuracy and realism. Students will present and reflect upon their work.

(0.25 Credits)

2D Art **Elective**

Term 2: Open to all high school students. In this course students will learn various ways of constructing sculptural art forms. We will use media including: wire, fabric, paper, wood, foam, and clay. Students will create work that stands on its own, hangs from the ceiling, is worn on the body and mounted on a wall. Students will participate in the critique process as well as reflect upon and revise their own work.

Students will be encouraged to provide input on the art forms they hope to explore and will have the opportunity to work with guest artists.

(0.25 Credits)

3D Art **Elective**

Term 3: Open to all high school students. In this class students will learn basic color theory and some additional skills and methods of creating two-dimensional artworks. We will create acrylic and watercolor paintings, mixed media artworks and monoprints. Students will work to develop concepts. Students will reflect and revise their own work.

Students will be encouraged to provide input on the art forms they hope to explore and will have the opportunity to work with guest artists.

(0.25 Credits)

Digital and Investigative Art **Elective**

Term 4: Open to all high school students. In this class, students will explore art creation through digital processes; from Open Processing coding to stop motion videos and photography. Students will participate in the critique process as well as reflect upon and revise their own work.

Students will be encouraged to provide input on the art forms they hope to explore and will have the opportunity to work with guest artists.

(0.25 Credits)

African Drumming **Elective**

Term 1: Students will learn, aurally, two and three part drum songs from Ghana, West Africa.

Class meets Tuesdays and Thursdays, 7th period.
(0.25 credits)

Shakespeare Performed: Romeo and Juliet **Elective**

Term 1: Students will explore one of Shakespeare's most well-known and accessible plays by reading, watching film and staging scenes from the play. The class culminates in a trip to the Guthrie to see their production of "Romeo and Juliet.".

Class meets Tuesdays and Thursdays, 3rd period.

(0.25 Credits)

Thanks-Give Task Force **Elective**

Term 1 and 2: This class is responsible for all areas involved the creation and execution of our annual fundraiser. This class is the production team for the show.

Class meets Tuesdays and Thursdays, 4th period.

(0.25 Credits)

Realism and Racism on Stage and Screen **Elective**

Term 3: This class will focus on both film and stage productions that deal with or address issues of race. The class will also study how realism is utilized as an acting technique in these productions. Particular focus will be given to the film, "Guess Who's Coming to Dinner." The class culminates in a trip to the Guthrie to see their stage production of "Guess Who's Coming to Dinner."

Class meets Tuesdays and Thursdays, 3rd and 4th periods.

(0.25 Credits)

Monologues for the Actor **Elective**

Term 4: Students will choose, analyze, memorize, rehearse and perform dramatic and/or comedic monologues.

Meets Tuesdays and Thursdays, 3rd and 4th periods.

(0.1 Credit per monologue)

Dance Sampler **Elective**

Semesters 1 and 2: In this class we will dive into a variety of dance styles and techniques. Styles may include: ballet, ballroom, musical theater, modern/improvisation, African or other world dances.

Class meets Tuesdays and Thursdays at 1:00- 6th hour.

(0.25 Credits)

Dance on Film **Elective**

Term 3: In this multi-age class we will explore a variety dance clips from well-known movie musicals. Students will analyze and discuss the way dance is used in film and will also learn some dances from the repertoire of movie musicals.

(0.25 Credits)

High School Elective Courses

World Language
Elective

Arcadia offers a number of languages through the Transparent Language program. Each language level corresponds to the language levels taught as regular high school courses and will be followed by a culture/history/political project to enhance understanding of the global and cultural aspects of the language learned. A full credit will be applied for each language level.

Spanish Elective

For students wanting to learn Spanish who are beyond the levels of the online learning program or who prefer classroom learning, language groups will be formed and instruction will be based on literature, film, conversation, food and culture, and produced language in spoken and written forms.

Health Elective

Students will be offered at least two health elective per academic year (two different quarter long courses). Student interests are taken into account. Guest speakers and community experts are frequently utilized. Every other year - CPR certification is offered. Examples of courses offered are Chemical Health Continuum, Human Sexuality/Health Behavioral Choices, Mental Health & Mindfulness. Course offerings will be announced at the beginning of each quarter.

Physical Education
Elective

Physical Education 2017-18 will be offered in collaboration with the Northfield Area Family YMCA. Arcadia and the YMCA have worked together to develop the physical education programming for this coming school year. In our agreement the YMCA will provide instructors, plus space during quarters 2 & 3. Below is information regarding quarters 1 & 2. In December we will announce programming for the remainder of the school year. Arcadia will provide licensed teachers and support staff for our students as they participate in YMCA lead programming.

Date(s)	**Task/Program**	**Middle School or High School**	**Arcadia or YMCA**
September 19 - 6:30pm	Parent Info night for YIG	Grade 8 and up	Arcadia
1st Quarter - Sept. 7th thru Nov. 2 (1st high school class Sept. 7 and 1st middle school class Sept. 11) No class Oct. 12th (field trip) No class Oct. 19th	Zumba, Yoga (activities that can happen on-site at Arcadia)	Middle School - Mon/Wed High School - Tues/Thurs 1:45 to 2:30 each day	Arcadia
2nd Quarter - Nov. 7 thru Jan. 12 No classes Nov 20 - 24 No classes Dec 21 - 29	Fitness Circuit	High School - Tues/Thurs 1:45 to 2:30	YMCA
2nd Quarter - Nov. 7 thru Jan. 12 No classes Nov 20 - 24 No classes Dec 21 - 29 No class Jan 1	Fitness Circuit	Middle School - Mon/Wed 1:45 to 2:30	YMCA
3rd Quarter - Jan. 16 thru Mar 13 No classes Feb. 15 and Feb. 19 No class Feb. 20 (field trip) No class Feb. 22 (field trip)	PE & Nutrition	Middle School - Mon/Wed High School - Tues/Thurs	Mon/Tues at Arcadia Wed/Thurs at YMCA
4th Quarter - Mar 15 thru May 17 No Classes Mar 26-30 No Class April 2	TBA in December		
May Term - May 21 thru June 6 No class May 28 No class June 7 (presentations)	TBA in December		

An overview of the Arcadia Middle School Program

ADVISORY STRUCTURE

Arcadia's middle school is structured to serve approximately 18 students in each grade with total of 54 students. Each advisory serves approximately 27 students in a multi-age setting of grades 6-8. Two advisors lead an advisory; overseeing the social curriculum and project process.

MIDDLE SCHOOL CURRICULUM OVERVIEW

This document is a summary of the Arcadia middle school curriculum. It is an overview, meant to give parents, staff, and other interested parties an explanation of what is "taught" during middle school time in advisories. Other, more specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Much of what is learned or taught during time in advisories is a response to what comes up in conversations or interactions with students. In other words, in keeping with an emerging environment, we use shifting dynamics, important conversations, and promising ideas as opportunities to teach many things. But Arcadia also has a purposeful agenda for students, and a specific role for middle school advisors.

As staff at a small school, the advisors all wear many hats. Each of us is a content area teacher and has been charged with guiding all students in the school towards success in that subject matter. But a middle school advisor's primary charge is to teach and track his or her middle school students. This means, that while we are often pulled in many directions, we are primarily responsible for the students in our middle school advisories.

COMMUNICATION

One primary charge for an advisor is to communicate information to our middle school parents. This happens more formally through 3 separate conferences during the school year: the before school goal-setting conference; the 2nd quarter conference; and the mid to late year conference. During this time, staff cover questions about how to make sure students are succeeding socially, within their core classes, and with projects. For more specific questions about student growth within core classes, we encourage contact with the core class teachers.

We send parents a minimum of one update each quarter (so a minimum of 4 a year). This happens at the beginning of the quarter and reminds parents of the quarter's theme and tells them what the

guided project deadlines are. We also send various emails to all parents regarding field trips or other events. How we communicate with individual parents over individual student questions depends upon the parent, the staff, and the nature of the question. Staff respond quickly to email, but sometimes phone call messages are best. We discourage check-ins before and after school, as we typically are busy trying to start or close-up our days. We might sometimes arrange for special meetings instead.

We also capture the students' progress on narratives that we attach at the bottom of each quarterly report. These reports give students a score for their core classes. Advisors' observations might note trends in scores, as well as our observations of how to challenge and keep them moving ahead in their projects. We try to highlight both successes and areas for improvement.

At the end of each quarter, students write a reflection paper. They brainstorm what could be included in the paper and are reminded about what components should be included in a paper. Students are required to have at least one peer "edit" their reflection papers. This gives them writing practice, an opportunity to reflect on their work and a chance to think about what they might do to improve and enhance their learning. And it gives parents more information about how and what their children are doing.

SOCIAL CURRICULUM

The social curriculum at Arcadia is at the core of what we do: we are a small, community school, and how we interact with and respond to each other will determine the success of our community. In light of this, we have adopted Developmental Designs. This is a social curriculum designed to teach social skills and good citizenship, and to promote academic success.

We devote the first 2-4 weeks of school each year to setting the tone and expectations for our social expectations. We engage students in purposeful community building games and activities and orient them to the middle school handbook and other rules or expectations and routines. Each year we create a social contract with our individual advisories, which is then brought to the larger school—by advisory representatives—to be assimilated into one, school-wide social contract. We return to this social contract often during the year to remember what we as an advisory and a school have determined is the way we want to operate together and treat each other. We refer to this social contract when we need to navigate concerns or conflicts; it establishes language and clear guidelines for behavior.

A large component of Developmental Designs is the "advisory circle." We set the stage for the morning circle by using a morning board to ask questions that make students think and come up with answers or comments that typically reflect on something or look forward to something important to talk about. We begin each morning circle with a greeting, done to acknowledge each and every person as we start the day. During the rest of the circle, we read announcements, hear about concerns or celebrations, and discuss important issues or ideas. Sometimes we will incorporate games or activities into circles. Afternoon circles are times to come together at the end of the day to check on homework assignments, hand things out, and give last minutes reminders. We continue these circles all year round.

One important tool that we use to acknowledge each other is our end of year ritual. We take several hours on the last day of each school year where we engage students in a careful and thoughtful activity designed to show appreciation for each person. Afterwards, we have a ceremony to honor the 8th graders and recognize their individual gifts to our advisory and our school.

PROJECT PROCESS

Students have both core classes and electives (which are classes that they can opt to take or not take). But a good part of their academic learning comes through projects. Students do one guided project each quarter, encouraged by the theme for that quarter. Each quarter's theme is typically taken from the book that the middle school Language Arts classes are reading for the quarter. The themes and the books are on a three-year rotation; this means that the students who come in the first quarter of 6th grade finish with the rotation the 4th quarter of their 8th grade year. The books read in middle school Language Arts are subject to change based on teacher discretion and other opportunities that often present themselves during the year.

These themes are used to inspire and give direction to students, who conceive of then devise and develop a project, based upon an idea that they have found from the theme. Examples of some books and themes are: the book ***Walk Two Moons*** gives way to the theme "Explorations;" the books ***Airborne and The Little Prince*** (both books are read in one quarter) promote the theme "Flight;" the book ***The Diary of Anne Frank***, lends itself to the theme of race. Examples of projects done during the quarter of "Flight" include Amelia Earhardt; Sputnik; military helicopters; the birds of the Amazon Rain Forest; the history of space exploration.

Sometimes students have a desire to do a project that doesn't fit into a particular quarter's theme. Teachers generally will agree to this, as what is most important is not the exploration of the theme but learning and fine-tuning the project process. The themes are meant as merely aids to guide the first step in this project process, which is **Finding a Topic.** Teachers engage students in brainstorming sessions, using webs, t-charts, and other tools to help students generate ideas for these guided projects. Much discussion focuses on the appropriateness of a topic: is it too narrow? Is it too broad? Are there enough resources available to find plentiful information? Do they already know enough about their subject? One tool for helping students see the appropriateness of a topic is the know/wonder chart; this chart asks students to record what they already know as well as questions they have about the topic. It enables them to see if they have enough open-ended, broad, questions to explore within the subject.

The next step in the project process is **Finding Resources.** This overlaps with teaching skills for how to navigate a computer search, as well as how to use an online library and the school library. During this time teachers introduce students to the idea that some sources are better than others; they teach what a reputable source is and how to tell a good source from a source that isn't so worthy.

Students are asked to find several good sources before they are sure that their project itself is worthy of attention. Once they have done this, they fill out the project proposal sheet; on one side of this sheet is a list of some potential resources, on the other is the know/wonder chart—a graphic organizer designed to help them decide what they already know and what they might need to discover to do their project. Once they are ready, students meet with their advisors and "propose" their project. This proposal process is also used as a teaching tool; students typically come away with new questions to ask.

Once students have proposed their project, they are given instruction in how to **Take Notes.** Teachers put time into helping students see what is useful and particularly interesting information and what is not as important to their topic. They're shown how to highlight and they are encouraged to print anything they find from the computer to take notes on these documents. Initially, students are shown and required to take notes a particular way; but after they have demonstrated proficiency with their preferred method, they are free to take notes the way they choose. This note-taking is typically the longest portion of time students devote to their topic, and we have frequent check-ins with them to make sure they're headed in the right direction.

After students have gathered adequate notes, they are shown how to **Organize Their Information.** This is often when students begin to see the benefit of having a good note-taking system, as this will usually make ordering and organizing their information more easy. Students are given example outlines and shown how to group similar information, creating topic headings and sub-headings. They make their own outlines, and they use these outlines either as preparation for a paper they will write, or as a way to order their information to present to their peers and demonstrate what they've learned.

Each quarter students will **Demonstrate Their Learning** to their peers and their teachers. And each quarter they will do this differently: the first quarter, students write a paper and make a poster board; the second quarter, students create a powerpoint or a prezi (a web-based, graphic presentation tool); the third quarter, students will make/create/or do something; and the fourth quarter, students may demonstrate their learning in any way that they choose. Each quarter, advisors teach students these methods of demonstrating, complete with expectations and standards. And although these methods of demonstrating what they've learned change, what is consistent each quarter is that students stand in front of their advisory and tell what they have learned, much as they would if they were giving a speech. This is what Arcadia calls finalizations, or presentations. Both teachers and students fill out a "rubric" for the presenters; this is how they get feedback on their projects, and it is also how teachers are able to observe and comment on the culmination of the student's work.

Deadlines for the completion of each stage of this project process (finding a topic; finding resources; taking notes; organizing notes; demonstrating learning) are established by teachers and followed by everyone at the same time. This helps to teach a rhythm to the process, and gives them a sense of time management.

These projects are all largely research based, and we feel it's important to teach the skills that accompany each stage of this research. But we also acknowledge that not all projects involve reading and research, and we often encourage individual, additional projects for students (particularly for our kinesthetic learners) who are interested in exploring a project that isn't necessarily "research" driven. In addition, each year, we incorporate a collaborative service project into one of our quarters. Students are also encouraged to participate in History Day, a nationally sponsored history project competition.

In addition to a whole group, mixed grade level project work time, middle schoolers participate in a grade-level project work time. 6th graders and other new students are given more direct instruction in the project process, organization, and executive function. 7th graders have had experience with the project process, but are working on developing independence and competence within our guidelines. In order to be prepared for high school, and to be given an added challenge, 8th graders do an honors, or 8th grade, project. This process typically begins the 3rd quarter, when 8th graders are introduced to the concept and oriented to the expectations and guidelines.

Advisors are cognizant about what particular ages, and what particular students need by way of challenge or support for their project process. With some students, we concentrate on the rudimentary project skills. For others (and ideally, for all of them when they're ready), we push critical thinking. This is often done during the project proposal, but it happens throughout note checking and even finalization. This is when we ask students to form opinions, come to their own conclusions, put their learning in some sort of context, or create original ideas.

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, middle school students also take classes, some required and some elected. The required classes (dubbed "core classes") are content area classes: Language Arts, Social Studies, Science, Math. These classes meet 3-4 days a week and last for the whole school year. We also offer elective classes; these classes are options for students, but we strongly encourage students to sign up for at least one elective. In the past we have offered such elective experiences as dance, theater, creative writing, Spanish, technology lab, drumming, and the Arcadia green house. Art, Physical Education, and Choir have been—at different times—either required classes or electives.

Transcripts with core class scores are mailed home at the end of each quarter. These transcripts also include the short advisor narratives, commenting on trends in core class scores and observations on growth and areas of work. Finalization rubrics for each quarter's guided project and students' reflection papers, are mailed home at the same time. These documents, combined, give parents an accurate assessment of how (and what) their child is doing during their middle school years. In addition to these quarterly mailings, all parents are encouraged to come to presentation nights, the evenings when student projects are on display.

Another important part of how Arcadia students learn are the frequent field trips that we take. These trips might be to supplement core classes (such as The Science Museum), or meant to

enrich their social learning (such as Feed Our Starving Children). Often our field trips are arts based; we frequently find ourselves at such places as The Guthrie, the Children's Theater, or The Heart of the Beast. We believe in this "out of school" experiential learning, and our students typically participate in a half dozen field trips or more each year. We use these out of school excursions to complement our other purposeful combination of more traditional classes, social curriculum, and projects.

Arcadia's middle school curriculum is very successful in helping students succeed both academically and socially. Our morning and afternoon circle, student contract, purposeful project process, and offering of classes and field trips work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

State mandated assessments:

- MCA Math, Reading (grades 6 - 8)
- MCA Science (grade 8)

Additional Assessment:

- NWEA Math MAP Test
- NWEA MAP Reading Test

End of Term Grading:

- Core Classes are assessed by the teacher and a grade on a 0-4 scale provided on the transcript at the end of each quarter.
- Projects are assessed using a rubric that measures the individual student's knowledge and skills gained from the project and the project-process.
- Transcripts are mailed home to families at the end of each quarter.
- Students complete a Reflection Paper at the end of each quarter.

Student Surveys:

- Hope Study, a school-wide survey administered Fall/Spring that measures student engagement, autonomy, academic press and sense of belonging in our program.
- Online Surveys to give feedback to advisors and core class teachers

Community Events:

- Thanksgive! Arcadia's student centered Fall Fundraiser is an evening of arts and entertainment to benefit Arcadia.
- Presentation Nights- scheduled at the conclusion of each quarter, Presentation Nights showcase our arts program and student project work.
- Arts for Martin- An Arcadia/Community collaboration to celebrate the life and accomplishments of Dr. Martin Luther King Jr.
- Picnics- Community picnics are an opportunity for families to get to know each other. Picnics are scheduled at the beginning and end of each school year.
- Arts Nights- Arcadia is blessed to have many opportunities to host visiting artists and artists in residence. Keep an eye on announcements and the school calendar to take advantage of some of these unique experiences.

Volunteer Opportunities: Arcadia encourages and welcomes parent involvement. We recognize that the knowledge and experience our community holds is a vast resource to our school and students. Ways to volunteer include:

- Participating in building workdays
- Serving on the school board or a board sub-committee (Education Committee, Facility, Finance, Marketing).
- Volunteering at school to tutor students or help with projects

Middle School Language Arts Courses

Language Arts **Required 6th, 7th, 8th Grades**

Term 1: The Giver
Term 2: A Christmas Carol
Term 3: I am Malala/Enrique's Journey
Term 4: TBD

Creative Writing: Writer's Workshop **Elective**

Term 2
During this seminar, students will concentrate on the creative process for writing. We'll discuss and practice various ways to jumpstart the creative process and then use these strategies in creating a variety of written projects. We will also explore a range of fiction and nonfiction genres both as models and for inspiration. Students will be required to complete weekly journal prompts and 3 - 4 longer creative projects. (***0.25 Credits each term)***

Middle School Mathematics Courses

6th Grade Math **Required 6th Grade**

Term 1: Number Sense, Computation, and Operation

During the term students will order and compare integers including fractions, decimals and percents. Students will use rounding and estimation to solve real-world problems. Students will also demonstrate skills to compute fluently; they will demonstrate understanding of arithmetic operations and factorization; and they will be able to use calculators and other technologies to solve problems.

Term 2: Patterns, Functions, and Algebra

During the term, students will demonstrate understanding of the rectangular coordinate system. Students will also apply arithmetic operations in the correct order to simplify and evaluate numeric expressions in real-world and mathematical problems.

Term 3: Data Analysis, Statistics, and Probability

During the term, students will learn to represent data and use various measures associated with data to draw conclusions. Student will will also calculate and express probabilities numerically, and apply probability concepts to solve real-world and mathematical problems.

Term 4: Spatial Sense, Geometry, and Measurement

During the term, students will identify a variety of simple geometric figures by name and calculate various quantities associated with them. Students will also demonstrate understanding of time and units of measurement and be able to apply these in solving real-world and mathematical problems.

Pre-Algebra **Required 7th Grade**

Term 1: Pre-Algebra: Preparing for Algebra - Equations and Inequalities

Description: We will prepare ourselves to be Pre-Algebra Mathematicians, building our skills by solving equations and inequalities using integers, exponents, fractions, and decimals. Our goal is to gain a firm understanding of algebraic concepts and the order of operations so we can build on these ideas later in the year.

Term 2: Pre-Algebra: Fractions, Decimals and Percents

Description: We will look at the relationships between fractions, decimals, and percents. We will use proportions and equations to find rates, similarity, and percents. We will learn practical skills like calculating a tip, finding sale prices and unit rates, as well as calculating simple and compound interest.

Term 3: Pre-Algebra: Geometry and Measurement

Description: We will start the quarter looking at plane geometry: points, lines, angles, and polygons, as well as looking at patterns in geometry. We will calculate perimeter and area, as well as use the Pythagorean Theorem. Then we will move on the three-dimensional geometry, looking at prisms, cylinders, pyramids, and cones. We will learn to find the volume and surface area of these polyhedra and the real-world applications of these calculations.

Term 4: Pre-Algebra: Data Exploration and Probability

Description: We will take a look at experimental and theoretical probability, designing experiments using a variety of sampling methods and populations. We will organize our gathered data using frequency tables and stem-and-leaf plots, as well as finding the variability in our data by calculating mean, median, mode, and finding the outliers to analyze in box-and-whisker plots. We will also display our data using bar graphs and line graphs, as well as analyze misleading graphs and statistics.

Algebra **Required 8th Grade**

Term 1: Algebra: Data Exploration and Probability

Description: We will take a look at experimental and theoretical probability, designing experiments using a variety of sampling methods and populations. We will organize our gathered data using frequency tables and stem-and-leaf plots, as well as finding the variability in our data by calculating mean, median, mode, and finding the outliers to analyze in box-and-whisker plots. We will also display our data using bar graphs and line graphs, as well as analyze misleading graphs and statistics.

Term 2 & 3: Algebra: Equations and Inequalities

Description: We will be building our skills by solving equations and inequalities using integers, exponents, fractions, and decimals. Our goal is to gain a firm understanding of algebraic concepts and the order of operations so we can build on these ideas later in the year.

Term 4: Algebra: Geometry and Measurement

Description: We will start the quarter looking at plane geometry: points, lines, angles, and polygons, as well as looking at patterns in geometry. We will calculate perimeter and area, as well as use the Pythagorean Theorem. Then we will move on the three-dimensional geometry, looking at prisms, cylinders, pyramids, and cones. We will learn to find the volume and surface area of these polyhedra and the real-world applications of these calculations.

Middle School Science Courses

Physical Science **Required 6th Grade**

Physical science in sixth grade explores the concepts of matter, energy, forces and motion. Students will be designing and conducting scientific investigations and constructing scientific explanations based on evidence. Students will make measurements using metric units and will organize their data using graphs. Topics of study include: the nature of science, the particle model of matter, basic atomic structure, forms and sources of energy, energy transfer and transformations, the conservation of matter and energy, force, and motion.

Life Science **Required 7th Grade**

Term 1: Scientific Method and Classification

This class begins with a review of the scientific method, then we discuss how we classify organisms, and we will connect that with what we discover in our worm and frog dissections.

Term 2: Understanding Ourselves

We will begin to explore the human organism, starting small by looking at cells and moving broader as we discuss the systems of the human body and how we interact with our environment.

Term 3: Genetics and Evolution

This is an introduction to DNA and how we inherit traits from our parents. Students will also understand how changes in genetics can lead to change over time, and we discuss natural selection.

Term 4: Energy and Ecology

This quarter the focus will be on how nutrients and energy move through ecosystems, and how humans impact those processes.

Earth Science **Required 8th Grade**

Term 1: Our focus will be understanding the practice of science and inquiry. We will practice skeptical review of information, and understanding ethical issues in science. We will also review basic chemistry principles including: physical and chemical properties, metals and nonmetals, conservation of mass, and acids and bases.

Term 2: We will transition into understanding our planet this quarter and focus on tectonic plates, layers of the earth, volcanoes, classifying and the properties of rocks and minerals, and the rock cycle.

Term 3: This quarter students will be learning about the causes of seasons and climate including weather fronts and the composition of the atmosphere. We will also take the opportunity to review the water cycle.

Term 4: We will wrap up the year learning about the solar system including: the sun, planets, moons, gravity and orbits, Earth's motions. We will also focus on preserving our natural resources.

Middle School Social Studies Courses

Minnesota Studies **Required 6th Grade**

In Minnesota Studies students will learn about state history and government and Minnesota's role within the larger context of the country. Minnesota Studies is framed by the lead discipline of History. Core concepts from the disciplines of Economics, Geography, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand history content without considering the relevant economic, political and geographic factors.

United States Studies **Required 7th Grade**

In United States Studies students will learn about the country's history and government from 1800 to contemporary times. United States Studies is framed by the lead discipline of History. Core concepts from the disciplines of Economics, Geography, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand history content without considering the relevant economic, political and geographic factors.

Global Studies **Required 8th Grade**

In Global Studies students will apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history. Global Studies is framed by the lead discipline of Geography. Students will learn about human culture around the world through the lens of the Five Themes of Geography. Core concepts from the disciplines of History, Economics, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand geography content without considering the relevant economic, political and historic factors.

Middle School Art Courses

6th Grade Art **Required**

Art 6 "Color"
Students will practice color mixing and learn basic color theory. We will look at how artists use color to create visual effects and apply our knowledge to the creation of optical illusions, creative color wheels and tree paintings based upon the work of artist Wolf Kahn.

Art 6 "Personal Patterns"
Students will use different forms of pattern to create personal narratives. We will study the artwork of Native Australians and create our own narratives based on the form they invented. Students will design their own symbols to create a self-portrait based on the use of positive and negative space. We will explore narrative in 3D through the creation of large papier mache letters.

7th Grade Art **Required**

Art 7- "Values"
Students will explore methods of art creation from a global perspective. We will look at artwork from a variety of cultures and the values that inspired it. Students will create masks, sugar skulls and koi prints.

Art 7- "Realism and Perspective"
Students will practice the skills necessary to draw with realism. Students will learn to draw shapes in 3 dimensional space and practice the application of those skills when they create their own sculptural town. We will practice taking and using observation to create realistic drawings in real time.

8th Grade Art **Required**

Art 8- "U.S"
During this quarter, students will explore systems of personal and cultural identity in the United States. They will create their own currency, textile art based on the work of Robert Rauschenberg and Jasper Johns, and horse mobiles inspired by the art of Plains Indian artists. We will explore how artists use and re-interpret existing systems to create new ideas.

Art 8- "Figure"
Students will explore the many ways artists represent the human figure. We will explore proportion, create portrait and figure drawings, and make sculptures based upon our drawings. We will look at artwork by old masters and modern artists. Students will explore ways to represent figures with realism and expression.

Middle School Health Courses

6th & 7th Grade Health **Required**

Scheduled Terms 1 & 3

Unit 1: ***How would miscommunication impact daily activities and personal choices?***
Unit 2: ***Why it is important to understand how social choices/interactions, physical aware***
and emotional/mental impact you as an individual?
Unit 3: ***How do you choose a goal, make it meaningful and progress to achieving a goal?***
Unit 4: ***How can goal setting create a safe environment for yourself, friends and your fam***
Unit 5: What does it mean to be emotionally and mentally healthy?
Unit 6: ***Why it is important to understand how social choices/interactions, physical aware***
and emotional/mental impact you as an individual?

8th Grade Health **Required**

Scheduled Terms 2 & 4

Unit 1: ***How do I best communicate my needs, my knowledge, my opinions and my goals?***
Unit 2: ***How do learning styles impact my daily learning and the learning of those around***
Unit 3: ***Can self-discovery impact my success at home, during school and within the community?***
Unit 4: ***In what ways do my social interactions, physical health and relationships impact r emotional and mental health?***
Unit 5: What are some physical, mental, social and emotional changes that I can expect as grow through adolescence into adulthood?

Investigation & Exploration (I & E)

6th, 7th, 8th **Required**

This progressive educational experience has an emergent curriculum that is student-driven.

Middle School Elective Courses

NaNoWriMo: National Novel Writing Month **Elective**

An annual, internet-based, creative writing project that takes place during the month of November, NaNoWriMo encourages students to spend focused time writing novels on any theme and within any genre of fiction. Students who sign up will set their own word goals within the recommended guidelines for their grades. Each student will be given an account with the Young Writer's Program where he can keep track of his personal process. Weekly check-ins are required, and, if there is enough interest, "Write Ins" will be planned.

Creative Writing: The Writing Circle **Elective**

This class will explore a variety of genres of fiction or creative non-fiction writing, including poetry, drama, short stories, blogs, etc. The format for the class will include writing prompts, discussion, shared writing, and collaborative writing.

Theater **Elective**

African Drumming **Elective**

Term 4: African Drumming
Students will learn, aurally, two and three part drum songs from Ghana, West Africa.

(0.25 credits)

Dance on Film **Elective**

Term 3: In this multi-age class we will explore a variety dance clips from well-known movie musicals. Students will analyze and discuss the way dance is used in film and will also learn some dances from the repertoire of movie musicals.

Physical Education
Elective

Physical Education 2017-18 will be offered in collaboration with the Northfield Area Family YMCA. Arcadia and the YMCA have worked together to develop the physical education programming for this coming school year. In our agreement the YMCA will provide instructors, plus space during quarters 2 & 3. Below is information regarding quarters 1 & 2. In December we will announce programming for the remainder of the school year. Arcadia will provide licensed teachers and support staff for our students as they participate in YMCA lead programming.

Date(s)	**Task/Program**	**Middle School or High School**	**Arcadia or YMCA**
September 19 - 6:30pm	Parent Info night for YIG	Grade 8 and up	Arcadia
1st Quarter - Sept. 7th thru Nov. 2 (1st high school class Sept. 7 and 1st middle school class Sept. 11) No class Oct. 12th (field trip) No class Oct. 19th	Zumba, Yoga (activities that can happen on-site at Arcadia)	Middle School - Mon/Wed High School - Tues/Thurs 1:45 to 2:30 each day	Arcadia
2nd Quarter - Nov. 7 thru Jan. 12 No classes Nov 20 - 24 No classes Dec 21 - 29	Fitness Circuit	High School - Tues/Thurs 1:45 to 2:30	YMCA
2nd Quarter - Nov. 7 thru Jan. 12 No classes Nov 20 - 24 No classes Dec 21 - 29 No class Jan 1	Fitness Circuit	Middle School - Mon/Wed 1:45 to 2:30	YMCA
3rd Quarter - Jan. 16 thru Mar 13 No classes Feb. 15 and Feb. 19 No class Feb. 20 (field trip) No class Feb. 22 (field trip)	PE & Nutrition	Middle School - Mon/Wed High School - Tues/Thurs	Mon/Tues at Arcadia Wed/Thurs at YMCA
4th Quarter - Mar 15 thru May 17 No Classes Mar 26-30	TBA in December		

No Class April 2			
May Term - May 21 thru June 6 No class May 28 No class June 7 (presentations)	TBA in December		

Thematic Schedule for the Project Process & Core Areas

2014-15 School Year (Year 3)

Term 1: Systems
Term 2: The 1800's (Victorian Era)
Term 3: Change
Term 4: Free Choice - 6th & 7th, 8th Grade Honors Project

2015-16 School Year (Year 1)

Term 1: Journeys
Term 2: Personal Discovery
Term 3: Race
Term 4: Humans & Water

2016-17 School Year (Year 2)

Term 1: The Middle Ages & Renaissance
Term 2: Exploration
Term 3: The Future
Term 4: Service