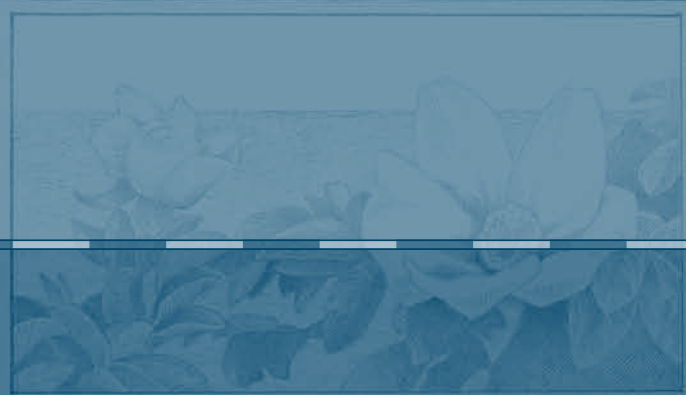


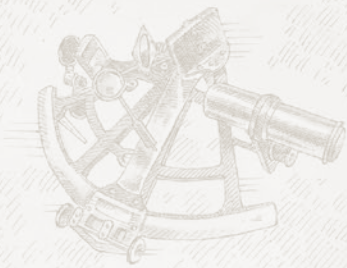
ROCKY HILL SCHOOL  
CURRICULUM & GENERAL  
INFORMATION GUIDE  
2011-2012





## *our* MISSION

The mission of Rocky Hill School is to educate the whole child—mind, body, and spirit. As a school community, we encourage our students to become good citizens and lifelong learners, guiding them as they strive for knowledge and self-awareness.



## CORE VALUES *statement*

At Rocky Hill School, we consider responsible citizenship, dedicated scholarship, and good sportsmanship essential to strong character. Community members are expected to act with integrity, to treat others with respect and kindness, and to demonstrate a commitment to learning and personal growth.

## *school* MOTTO

Know Thyself



## DEAR PARENTS *and* STUDENTS,



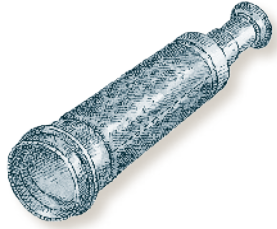
Rocky Hill School is privileged to offer a 21st-century curriculum that integrates core academic subjects with cognitive and social skills—"a thinking curriculum" that prepares students to question and investigate, to interpret and to evaluate. Understanding and insight gained from collaborative and independent inquiry strengthen students' ability to respond to the complex, real-world problems that they will face as adults. The curriculum at Rocky Hill School is designed to support the Rocky Hill Model—the School's learning and instructional paradigm: from the personal, experiential, and nurturing learning environment in the Lower School, to the adolescent, skills-centered program in the Middle School, and the Harkness-based discussion and laptop technology in the Upper School. Based on Harkness™ and the Harkness Table™ first introduced by Edward S. Harkness at Phillips Exeter Academy in 1931, the pedagogical philosophy of discussion-based, student centered learning and teaching is applied in each classroom, where an oval table, seating 12–14 students and the teacher, replaces the traditional desks and rows, and the standard lecturing format. Students come to class, prepared to listen, to discuss, and most importantly, to question. As they interact, they learn to respect other's opinions, to accept new ideas and to be willing to discard old ones, while consuming and producing new knowledge, and being enriched throughout the journey. Furthermore, the School's waterfront location, technological resources, and vibrant community are key elements within a curriculum that fosters leadership, responsibility, stewardship, respect, creativity, and innovation. Our carefully coordinated curriculum serves to provide each student with diversity, challenge, and focus in a dynamic and engaged educational environment.

This guide is intended to serve as a resource. Students are required to complete a series of courses which fulfill general requirements in our rigorous college preparatory program. In the Upper School, students are encouraged to pursue honors level courses as well as Advanced Placement courses. Students may also select from a variety of electives, which allows for personal enrichment and growth. Discovery and learning thus become a lifelong pursuit. As an academic community, Rocky Hill students strive to achieve equality and harmony: they build dialogue, they build relationships, and they build their identities, fulfilling the motto, *Know Thyself*. Through the curriculum, students constantly reaffirm their self-knowledge in their commitment to each other, to their natural environment, and to their global neighbors.

Sincerely,

A handwritten signature in blue ink, appearing to read "Snyman". The signature is fluid and cursive, with a large initial "S".

Belinda L. Snyman  
*Dean of Academic Life*



## THE ROCKY HILL MODEL IN THE LOWER SCHOOL:

Although The Rocky Hill Model is formally introduced to students in the Middle School, in many respects, it is the pedagogical foundation on which the entire Lower School is built. Teachers working in the Lower School design and develop educational experiences that allow children to explore, experiment, and study individual interests in depth. The Lower School views itself as a community of learners where students and teachers alike are constantly asking questions, sharing ideas and solutions, and evolving. This philosophy enables the Lower School to be an organic and flexible program that can be modified and manipulated in order to meet the needs of a wide range of learners and provide richer, more authentic educational experiences for children. The newly implemented *Responsive Classroom* and *Project Read: Written Expression Programs* are just two examples of this in practice.

In Lower School the concept of the Harkness table is replaced by “circle times” on the floor as well as small desk groups. As is the case in the Middle and Upper Schools, this group-work builds confidence, instills respect, and forges independent thinking. An inquiry and discussion-based environment encourages and supports risk-taking, promotes independent and collaborative problem-solving, and champions individuality and intellectual growth. These groups focus not only on academic subjects, but also address the socio-emotional growth of our young students. Students experiment with language and develop their receptive and expressive language skills through their work with their teachers and peers. Group learning also provides students with time to develop empathy skills, which will help them to grow into compassionate, kind human beings. Learners also discover how to formulate questions that require investigation and experimentation while simultaneously developing critical thinking skills. These groups also serve to teach young students personal responsibility and allow them the opportunity to begin to see the connection between personal responsibility and its impact on their classmates, as well as the larger community.

Technology is beginning to play a more

## *the* LOWER SCHOOL

### MISSION

The Lower School is a division of Rocky Hill School which offers students in Preschool through Grade Five an opportunity to learn in a positive, nurturing, and safe environment. Our goal is to educate the mind, body, and spirit of young children and to excite them about the process of learning. The aim of our activity-based curriculum is to:

- Develop confident, independent learners through a strong, traditional academic program
- Build character and develop responsible community members
- Offer students a broad exposure to the visual and performing arts
- Encourage children to be physically fit and to help them learn how to maintain healthy lifestyles
- Promote children’s ability to be creative problem solvers

Our students participate in small classes, receive individual attention, and have the unique opportunity to use the School’s woodlands and waterfront as an extended classroom. We feel that a strong partnership between home and school is essential to the development of purposeful and successful students. We have also recently introduced “*The Responsive Classroom*, an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, Kindergarten through eighth grade. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day” ([www.originsonline.org/rc\\_index.php](http://www.originsonline.org/rc_index.php)). The Lower School Morning Assembly is a time when the entire Lower School comes together as a community. We use this assembly as a vehicle to discuss and promote our students’ sense of respect and responsibility towards themselves and the community, to foster awareness of important current events, and to practice public speaking skills throughout the grades. The Rocky Hill School Community Values Statement serves as the cornerstone of teaching about our high standards of citizenship, scholarship, and sportsmanship. Each month through discussion, role playing, and reading, a different value is emphasized. The Lower School, motto—*Treat others as you want to be treated*—is recited often and is used to help students understand the essential qualities of compassion and respect.

important part in the implementation of the Model in the Lower School. In keeping with the belief that schools are moving away from “schooling” towards ongoing learning, the Lower School utilizes software programs that serve to enhance learning, support growth, and cement important core skills. Web-based applications such as *Lexia Reading* and *Symphony Math* have been used with great success and afford teachers and students, direct real-time data that can be used to further differentiate instruction and provide authentic opportunities to practice and master the skills necessary to become life long readers and students of mathematics. Students also use technology to conduct in-depth research on topics of high interest and to demonstrate what they have learned. Additionally, virtual field trips and 2.0 tools such as *Book Drum* have provided children and teachers alike the opportunity to engage with one another as well as an audience beyond the walls of the Lower School.

With the advance in durable, user-friendly tablet computers, technology and digital learning continue to evolve in ways that support the Rocky Hill Model at the Lower School. Tablets make it possible for Lower School students to have “circle times” that include technology. Currently a pilot program, incorporating the use of iPad tablets, extends the curriculum and enhances student experiences.

## LANGUAGE ARTS

Rocky Hill School provides an environment in which students will develop into lifelong readers and writers. Our language arts program in the Lower School is designed to instruct literacy across the disciplines and to integrate the instruction of language skills throughout all subjects. Teachers in grades Kindergarten and One use the *Imagine It!* reading series to deliver direct instruction of early reading skills. “Theme-based leveled readers tailor every lesson to each student’s ability, and benchmark reading assessments authored by recognized experts Doug and Lynn Fuchs help students achieve success on high-stakes tests that measure critical skills such as fluency, vocabulary, and comprehension.” In conjunction with *Handwriting Without Tears* and

teachers trained in the *Orton Gillingham* phonology remediation program, the needs of a wide range of learners is achievable. Also implemented has been the *Project Read: Written Expression Program*. This program offers a multisensory approach to the instruction of structure of language. Parts of speech, sentence and paragraph structure are introduced and taught for mastery through a “VAKT” approach (visual, kinesthetic, auditory and tactile strategies). This method of teaching writing helps to address the many diverse learners present in our literacy classrooms. Students receive a strong basis in phonics as well as a thorough exposure to children’s literature and nonfiction. Each day, children hear their teachers read aloud from quality literature. They are also allowed time each day for silent recreational reading to practice their acquired skills. The students enhance their reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension through their guided use of the web-enabled program, *Lexia Reading*. Students in grades Kindergarten through fifth grade have access to *Lexia Learning* software both at school and at home. This “breakthrough in reading education provides a research-proven method for students to acquire the essential reading skills needed to succeed in school and in life.” It also provides students and teachers “an accurate, detailed picture of reading performance for districts, schools, and students...all gained in real time, without having to administer tests” ([www.lexialearning.com/index.html](http://www.lexialearning.com/index.html)).

Writing instruction follows the process approach. Students write everyday across the disciplines. Students use journals to collect ideas and observations, learn to write simple reports, and practice weekly dictation. A structured spelling program begins in Grade One, and handwriting following the *Handwriting Without Tears* program is taught beginning in Kindergarten. Included in the third, fourth and fifth grades is a spelling program based on the research of Dr. Richard Gentry Ph.D. *Spelling Connections*, published by Zaner Bloser, provides students with an explicit, integrated, and differentiated approach to the instruction of spelling. Using this program, “students will retain, internalize, and transfer valuable spelling knowledge for improved results in all

areas of literacy—in the classroom and beyond” ([www.zaner-bloser.com/Spelling-Connections.html](http://www.zaner-bloser.com/Spelling-Connections.html)).

Lastly, Grade Five will continue the vocabulary program that began in Grade Four during the 2010–11 school year. The EPS published *Vocabulary From Classical Roots* program that features “thematic organization; literary, historical and geographical references; dictionary style definitions; each lesson has two roots and 8–15 words; exercises include synonyms, antonyms, analogies, and sentence completion; ‘Nota Bene’ sections explore word histories and etymologies; expository and creative writing integrated in every lesson, and teachers’ guides provide lesson-by-lesson support.” ([eps.schoolspecialty.com/products/details.cfm?seriesonly=2252M](http://eps.schoolspecialty.com/products/details.cfm?seriesonly=2252M)) Research has proven that the better a child’s vocabulary, the stronger their reading comprehension skills.

Language arts instruction is tailored to the needs of the individual and stimulates growth according to the readiness of each student. As a result, students actively participate in reading and writing processes with a strong sense of success and accomplishment.

## MATHEMATICS

The Lower School presents mathematics through meaningful problem-solving activities. Relationships between mathematics and other curricular areas are stressed. Discussing, representing, reading, and writing mathematics are vital tools in the development of mathematical reasoning skills. Mathematics instruction in the Lower School includes numeration and counting, fact operation and relations, problem-solving and mental arithmetic, data collection and analysis, rules, time, money, geometry, patterns, and fact memorization. Math lessons emphasize hands-on exploration of materials such as attribute blocks, calculators, measurement tools, geoboards, and Cuisenaire rods to increase mathematical awareness. Math fact memorization is taught through the Otter Creek Institute program, *Mastering Math Facts*, which provides daily practice of math facts and allows students to work at their own pace. Math Challenges, a series of mathematical problem-solving exercises,

are offered to all Kindergarten through Grade Five students each week as a means of extending their mathematical experiences. Students are offered the opportunity to participate in Family Math Night, where parents, students, and teachers interact with the world of mathematics. There are also advanced studies in mathematics for those students who qualify, and all students have the opportunity to participate in math enrichment within their classrooms.

For the Prekindergarten, Kindergarten, first, and second grades we have implemented programs that are developmentally appropriate while also designed to meet the needs of a diverse population of learners. In Kindergarten and first grade *Big Math for Little Kids* has been implemented. This program is a "Comprehensive mathematics curriculum developed for PreK and Kindergarten children. At each level, the curriculum offers a structured sequence of activities designed to promote challenging mathematical learning and related verbal expression in six major content strands: number, shape, measurement, operations on six numbers, patterns and logic, and space" (Ginsburg et al., 2003). For each of these strands, *Big Math for Little Kids* also offers storybooks that illustrate key math concepts and provide the associated mathematical language (Barbrina Ertle and Herbert P. Ginsburg, Teachers College, Columbia University; Ashley E. Lewis, EDC Center for Children and Technology).

Students in Kindergarten through Grade Three develop a solid, conceptual foundation in mathematical reasoning through their guided use of *Symphony Math*, a web-enabled program that allows students to progress at their own speed, to develop an understanding of fundamentals, and to become proficient in problem-solving. *Symphony* is capable of providing both math enrichment as well as remediation to a wide range of learners in grades Kindergarten through Five. This program also integrates language skills and math concepts into one cohesive and fun interface that allows teachers to reinforce important math concepts taught in class. An additional program, called *Math in Focus*, has been added to the math curriculum. According to nationally known curriculum specialist, Cathy Duffy, "*Math in Focus* is especially strong in developing conceptual

understanding. It differs from the original *Singapore* series in that it is also aligned with the NCTM (National Council of Teachers of Mathematics) standards...the math standards that prevail in the U.S. However, unlike most programs aligned with the NCTM standards, it does not try to teach every concept every year. Instead, it focuses on fewer topics but teaches them thoroughly so they need not be retaught continually." (cathyduffyreviews.com/math/math-in-focus.htm). This approach affords students the time needed to explore important mathematics concepts in a deeper, richer way. Research on the relatively new program has yielded positive results in schools across the country.

## SCIENCE

The Lower School science program develops students' inherent curiosity about the natural and physical world. Students participate in a range of guided and open-ended activities. Our curriculum is designed to be interdisciplinary. Students explore scientific topics as they incorporate reading, research, math, and geography. The program is theme-based and includes investigations in the areas of life science, earth science, and physical science. Our School's unique setting affords students the opportunity to explore natural habitats on our 88-acre campus as well as in the laboratory. Classes investigate the shoreline, the fresh and salt water ponds, the meadow, and a woodland environment without leaving the confines of our School property. Classrooms are encouraged to adopt classroom pets, maintain campus bird feeders, and take care of our School aquarium. The fourth- and fifth-grade students participate in a two-day, campus-based environmental experience which includes workshops, an overnight stay, and a canoe trip on the Greene River.

## THE GARDEN CLASSROOM

The Garden Classroom provides hands-on experiential learning opportunities focused in science, environmental studies, health and nutrition, and community service among others. Students will test soil, learn firsthand how to garden, study healthy choices for

themselves and our environment, and extend the fruits of their labor to the broader community. Not only will students partner with a local food bank to provide fresh produce to families in need, but our summer camp program will offer scholarships for inner city youth to attend camps that utilize the Garden Classroom. This valuable experience will expose children to the many benefits of gardening and reinforce the importance of preserving our natural environment.

## TECHNOLOGY

Technology in the Lower School is a dynamic and evolving discipline. Rather than teaching computer skills in isolation, the Lower School considers technology a tool that facilitates and enhances the core curriculum as directed by the classroom teacher. While Kindergarten through Grade Two students have regular exposure to technology, emphasis in technology applications is focused upon in Grades Three, Four and Five. Students meet in the Lower School Mac Lab with the technology director and classroom teacher at least once per week, and further work is ongoing in the classrooms and in the field using laptops, digital cameras, and desktop computers. As referenced under the *Rocky Hill Model in the Lower School*, a pilot program, incorporating the use of iPad tablets, extends the curriculum and enhances student experiences. Teaching and learning is further enhanced by the use of a SMART Board™, interactive white-board that is available to teachers and students in all grades. The Lower School website supports students, faculty, and parents and serves as a vehicle for information for prospective visitors. We believe that technology enhances lifelong learning, and that it is our responsibility to equip students with technology information and problem-solving skills they will need to succeed in their continuing education and the workplace. With the use of technology comes the added responsibility to use it wisely. Teachers have undergone extensive training to prepare themselves to employ technology as an effective tool in educating our students, not only in the mechanics of using the equipment but also in the ethical, cultural, and societal issues related to the use of this technology. Listed here are skills that we expect our students to obtain throughout their years in the Lower School.

1. Basic operations and concepts:
  - ✦ Students demonstrate a sound understanding of the nature and operation of technology systems
  - ✦ Students learn to type and become proficient in related keyboarding skills
  - ✦ Students are proficient in the use of technology
2. Social, ethical, and human issues:
  - ✦ Students understand the ethical, cultural, and societal issues related to technology
  - ✦ Students practice responsible use of technology systems, information, and software
  - ✦ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity
3. Technology productivity tools:
  - ✦ Students use technology tools to enhance learning, increase productivity, and promote creativity
  - ✦ Students use the tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works
4. Technology communication tools:
  - ✦ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences
5. Technology research tools:
  - ✦ Students use technology to locate, evaluate, and collect information from a variety of sources
  - ✦ Students use technology to process data and report results
  - ✦ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks
6. Technology problem-solving and decision-making tools:
  - ✦ Students use technology resources for solving problems and making informed decisions
  - ✦ Students employ technology in the development of strategies for solving problems in the real world

## SOCIAL STUDIES

The social studies curriculum at Rocky Hill School develops our students' sense of themselves, their community, and their place in the world. More importantly, emphasis is placed on the development of values, citizenship, and the ability to make moral judgments. Our goal is to broaden our students' perspectives, opinions, and attitudes regarding the world and its people and to help them become aware of the problems and themes that we encounter as citizens of our School, state, nation, and the world at large. History concepts, geography skills, multicultural awareness, and current events concepts are included in each year's program. An interdisciplinary unit approach is used in Grades Kindergarten through Five, with topics being tied closely to reading, writing, technology, and the arts. A social studies textbook is introduced in Grade Four.

There are many ways in which students demonstrate their understanding of social studies concepts, including research, projects, debates, and classroom presentations. Technology applications are combined with traditional research and are an important means of broadening our students' exposure to social studies concepts. Field trips are an integral component of the Lower School curriculum.

## FOREIGN LANGUAGE

Spanish instruction begins in Kindergarten and is taught in all grades through hands-on approach to learning a language. In class, the student is familiarized with the sounds and concepts of a foreign language and learns basic communication skills. Games, songs, stories, cooking, dance, and plays are vehicles regularly used in the Lower School classroom to enhance the understanding of the geography, history, and the culture of Hispanic countries.

## ART

For a child, art is primarily a means of self-expression. It is the language of a child's thought. Art lessons are structured to help students develop flexibility in their thinking and in their imagination. Art lessons also develop in students the awareness of their environment when they are asked to observe in detail. When art students are asked to perform certain skills, they develop motor coordination, which in turn helps their physical growth. When students create sculptures or mobiles, they develop their awareness of space. The main objective of art in the Lower School, which is interdisciplinary in nature, is to develop the freedom to explore and experiment with materials and with subject matter. *The Great Impressions Program* for Grades Three through Five is designed to develop students' appreciation of the fine arts through interdisciplinary field trips to renowned museums such as the Boston Museum of Fine Arts, the Griswold Museum, and the Isabella Stewart Gardner Museum. Each spring, student artwork from the entire school is showcased during our annual Arts Week.

## MUSIC

Music is an integral part of the Lower School curriculum. The philosophy of music education is based on the belief that musically-educated students are developing their aesthetic potential to the fullest while increasing their ability to derive satisfaction from music of all cultures. This is accomplished through fostering an increased awareness of the commonalities and differences which exist between musical styles and genres. Singing, listening to recorded music, dancing, and the playing of musical instruments are part of the Lower School music program. Instrumental instruction begins in Grade Five. In addition, students in Grades Kindergarten through Two join the Lower School choral group, The Raindrops and Grades Three through Five join the Lower School choral group, The Narragansett Puddles, both of which meet weekly and perform at various events on and off campus

throughout the school year. Each year, students in the choral and instrumental programs perform in a Winter Concert and an all-school Arts Week show. Grades Four and Five participate in a spring musical. Field trips to concerts and the opera enrich our students' understanding of musical concepts and music appreciation.

## PHYSICAL EDUCATION

Rocky Hill School's physical education program is an essential part of the total educational experience. Physical education allows each student the opportunity to grow in the affective, cognitive, and psychomotor areas of development. The program is built around the National Association for Sport and Physical Education (NASPE) Guidelines, with an occasional sidebar which builds upon particular students' interests. Focus is placed on the teaching of skills, the acquisition of knowledge, a positive attitude towards self and others, and the benefits of physical fitness for life. This program emphasizes good sportsmanship at all times, while allowing each student to progress at his or her own pace. The basis for all lessons is to encourage each student to achieve his or her personal best and to find joy in being physically active. Preschool through Grade Five meet two times per week; Preschool and Kindergarten meet for 30 minutes, Grade One through Grade Five for 45 minutes. In addition, Kindergarten students participate in a six-week swimming class for 1½ hours each week. Two daily recesses ensure that our students have a wide exposure to physical activity throughout the day.

In order to meet the curriculum standards, activities include the following:

- ✦ Movement education
- ✦ Free play
- ✦ Physical fitness testing (Kindergarten through Grade Five)
- ✦ Running games
- ✦ Low organization games
- ✦ Gymnastics-related activities
- ✦ Body awareness
- ✦ Locomotor activities—skipping, galloping, sliding, hopping, and jumping
- ✦ Spatial awareness
- ✦ Manipulative activities—ropes, hoops, paddles, balls, scooters, small rackets, bean bags, and scoops
- ✦ Walking Club
- ✦ Jump Rope Club

Lead-up games include building skills towards the following:

- ✦ Basketball
- ✦ Tennis
- ✦ Soccer
- ✦ Football
- ✦ Volleyball
- ✦ Lacrosse
- ✦ Field Hockey (Grade Five girls)

Extracurricular activities may include the following:

- ✦ Karate
- ✦ Dance
- ✦ Soccer
- ✦ Yoga
- ✦ Basketball

In June, Field Day occurs for all Lower School students (Preschool through Grade Five). The day consists of individual and team events, and ribbons are presented to all. Traditional activities include hippity-hop race, high jump, 400m run, and tug-of-war, all of which provide fun and enjoyment for each student as a culminating event for the year. Each fall, the Lower School Blue/White Fall Soccer classic gives fourth and fifth-grade students the opportunity to participate in 4 on 4 soccer scrimmages in tournament play.

## RECESS/SOCIAL INTERACTION

Kindergarten through Grade Five students participate in a daily teacher-led social time for 20 minutes each morning and a 20-minute recess before lunch. Preschool students enjoy a longer daily recess period. Students go outdoors on most days.

## COMMUNITY SERVICE

Community service is an integral component of the Lower School program. Emanating from our Lower School motto, *Treat others as you want to be treated*, serving the community and reaching out to others in need takes on many different forms. Within our School, students undertake a number of responsibilities that help our School operate effectively. They include: schoolyard and waterfront cleanups, managing the Lower School recycling program, reading to their younger Lower School buddies, leading Morning Assembly, and maintaining the cafeteria each day.

Community service initiatives directly affecting the greater community are also undertaken on a regular basis, usually through the classroom projects. We feel that it is important that our students begin to understand at an early age that they have the ability and responsibility, supported by our School's statement of community values, to help others in need. Here is a sampling of recent community service projects undertaken by the Lower School:

- ✦ Thanksgiving Food Bank of Rhode Island Food Drive
- ✦ Crossroads R.I. Adopt-a-Family Holiday Collection
- ✦ Wrap-a-Friend Coat Drive
- ✦ Band-Aid collection for Hasbro Children's Hospital
- ✦ Friendship Bags: toiletries and children's book collections for CrossRoads R.I.
- ✦ Pet food drive for North Kingstown Animal Shelter
- ✦ Holiday Mitten Tree
- ✦ Jump Rope for Heart—American Heart Association
- ✦ Walk-a-thon for Haiti
- ✦ Cranes for Japan

## ACADEMIC CENTER FOR ENRICHMENT (ACE)

The Academic Center for Enrichment goal is to provide a supportive environment which helps students reach their learning potential.

Our program provides conceptual support and study skills which are suited to the individual student's learning style. ACE also provides classes that meet one to three times a week, depending upon each student's individual need. During the classes, study and organizational skills are applied to the student's course work. Monitoring of student progress is accomplished through regular communication with the faculty and between the faculty, student, and family. The expectation is that students will engage in applying the skills to their course work while in ACE, and then continue to do so once they exit the program.

The Tutorial Program strengthens basic skills such as reading, writing, grammar, comprehension, spelling, and reasoning. The goal of these sessions is for the student to advance to grade-level proficiency in the skills in which he or she may be deficient.

## WORLD CULTURES WEEK

In the late winter, one week is devoted to studying a central theme. At this time, our traditional Lower School schedule is altered as teachers from all grades and disciplines collaborate to bring an interdisciplinary focus to topics such as structures, ocean motion, and countries such as Mexico and South Africa. At times, this collaboration involves the Middle School. History, geography, music, the arts, religion, cooking, famous citizens, games, and literature are some of the units studied.

## LOWER SCHOOL TRADITIONS AND SPECIAL EVENTS

- Halloween Parade
- Family Math Night
- Grades Four and Five Musical
- EnviroEd (Grades Four and Five)
- Grandfriends' Day
- Field Day
- Kite Day
- Thanksgiving Food Drive
- Arts Week
- Boys' Outing
- Girls' Spring Dance

## LOWER SCHOOL LIBRARY

The Lower School library program is designed to foster a lifelong love of reading and to help students find and use information resources effectively. Students visit the Lower School library on a weekly basis for literature-enriched experiences that focus on the joy of reading and for the selection and use of books for research and pleasure. In the library, students listen to stories and participate in storytelling, bookmaking, art projects, and age-appropriate crafts and dramatizations in connection with the literature, social studies or science curriculum. The library program fosters an appreciation of traditional and current literature, as students are exposed to the best fiction and nonfiction books including the Rhode Island Children's Award Nominations, Caldecott Medal and Newbery Medal books, as well as in-depth author and illustrator studies. As a part of the library program, students participate in Reading Buddies and the Poem of the Week. The library promotes "special" weeks such as Children's Book Week, National Library Week and Rocky Hill's Arts Week. The library welcomes guest authors, illustrators, and storytellers. Recent visitors have included Brian Lies and Barbara O'Connor.

In the library program, students learn skills that help them understand the organization of libraries. They discover how to use the online catalog, and how to conduct research and evaluate research resources utilizing reference

materials such as encyclopedias, atlases, and dictionaries. The program builds skills incrementally over the years, giving students the ability to use and enjoy library resources independently. While the ability to use the library independently is encouraged, support from the librarian is always available.

## EXTENDED DAY AND AFTERSCHOOL CLUBS (3:15-5:30 PM)

The Lower School Extended Day program is available to Rocky Hill School students in Preschool through Grade Five. The intent of the program is to provide an enriching and relaxing environment for children who need to remain at school after normal school hours. We understand that students come to this program after a long and challenging school day. They need a place to unwind, relax, and enjoy a healthy snack. The program is designed to provide students with opportunities to participate in a number of fun and enriching activities that encourage exploration in the creative arts and physical fitness. Unstructured indoor and outdoor play time is provided each day. Time is also set aside for children who need to begin homework assignments. Craft activities, chess, and cooking are some of the activities which engage our students each week. It is our intent to provide an environment that closely simulates an afternoon at home. In addition to the regular extended day program, Lower School students have the opportunity to participate in a variety of afterschool clubs such as Chess, Karate, Soccer, Basketball, Suzuki violin and Acoustic guitar lessons, and Chinese Culture and Conversation. The Extended Day program is located in the Preschool building.

# *the Lower* School COURSE OF STUDY

## PRESCHOOL (8:00–11:30 AM)

The Preschool program at Rocky Hill School serves the emotional, social, cognitive, creative, and physical needs of three-, four-, and five-year-old children. Our nurturing and safe environment encourages discovery and learning through open-ended, integrated activities designed to foster a sense of wonder and excitement about the world in which children live. While offering challenging and developmentally appropriate learning activities, students gain a sense of independence, self-reliance, and self-confidence.

The Preschool program also provides children with the opportunity to learn and work cooperatively in a small community of children and adults. Prior to Kindergarten, each student is screened to determine developmental readiness. We know that children reach developmental milestones at different ages; therefore, our Preschool program encompasses two to three years. All Preschool students are required to be toilet-trained by the start of school in September.

In the Preschool, students explore the following topics:

### LANGUAGE ARTS:

- ✦ Speaking clearly
- ✦ Identifying opposites
- ✦ Posing and answering questions
- ✦ Practicing left to right progression
- ✦ Vocabulary
- ✦ Development of self-expression
- ✦ Identifying uppercase letters
- ✦ Language and musical games and rhymes
- ✦ Leading class in songs and poems
- ✦ Identifying beginning sounds
- ✦ Following 2–3 step directions
- ✦ Recognizing some sight words
- ✦ Caring for school materials
- ✦ Identifying name, address, phone number, and birthday

### LITERATURE:

- ✦ Appreciating books and gaining information from them
- ✦ Listening to, making predictions about, and retelling stories
- ✦ Identifying beginning, middle, and end
- ✦ Weekly library visits and introduction to library skills
- ✦ Books
- ✦ Stories
- ✦ Author studies
- ✦ Nursery rhymes
- ✦ Chants
- ✦ Finger plays
- ✦ Curriculum enhancements through literature

### MATHEMATICS:

- ✦ Recognizing numbers 1–10
- ✦ Recognize, name, and sort shapes
- ✦ Sequencing
- ✦ Ordinal concepts
- ✦ Relative time
- ✦ Counting objects 1–20
- ✦ Recognizing and creating patterns
- ✦ Rote counting 1–20+
- ✦ Writing numbers
- ✦ Charts and graphs
- ✦ Simple measurements
- ✦ Part/whole/half
- ✦ Estimation
- ✦ Sorting and classifying by color and shape
- ✦ Problem-solving
- ✦ 1 to 1 correspondence

### SOCIAL STUDIES:

- ✦ Community helpers and school helpers
- ✦ Learning through maps
- ✦ Self
- ✦ Family
- ✦ Countries around the world
- ✦ The farm
- ✦ Friendship
- ✦ Holiday traditions and celebrations
- ✦ Taking care of the earth
- ✦ Native Americans
- ✦ Transportation

### SCIENCE:

- ✦ Marine animals
- ✦ Seasons
- ✦ Bears/hibernation
- ✦ Pets
- ✦ Weather
- ✦ Recycling
- ✦ Planting and harvesting

- ✦ Dinosaurs
- ✦ Bugs and insects
- ✦ Body parts
- ✦ Kitchen science/cooking
- ✦ Life cycles of monarch butterfly
- ✦ Nutrition
- ✦ Sink/float
- ✦ Outer space
- ✦ Understanding the effects of behavior
- ✦ Care of the body
- ✦ Making healthy choices
- ✦ Learning about exercise
- ✦ Good nutrition
- ✦ Senses
- ✦ Accident prevention
- ✦ Dental health

### VISUAL AND PERFORMING ARTS:

- ✦ Author/illustrator/composer studies
- ✦ Puppetry and imaginative play
- ✦ The circus
- ✦ Classroom presentations and plays
- ✦ Great artists
- ✦ Painting
- ✦ Finger painting
- ✦ Murals
- ✦ Singing and chants
- ✦ Arts and crafts
- ✦ Movement

### MUSIC:

- ✦ Songs
- ✦ Finger plays
- ✦ Books to sing
- ✦ Listening examples
- ✦ Creative movement
- ✦ Dramatizing songs and poems
- ✦ Simple body percussion patterns
- ✦ Circle games

### PHYSICAL EDUCATION:

- ✦ Development of gross motor skills through daily playground activity
- ✦ Skipping
- ✦ Hopping
- ✦ Climbing
- ✦ Jumping
- ✦ Running
- ✦ Musical movement
- ✦ Cooperative games
- ✦ Space awareness
- ✦ Simple ball skills

## SOCIAL AND EMOTIONAL GROWTH:

- ✦ Gaining an understanding of self through the development of communication skills
- ✦ Exploring family relationships, friendships, communities
- ✦ Increasing independence, self-direction, and self-help skills
- ✦ Exploring feelings
- ✦ Developing an understanding of self as part of a group by practicing cooperation, communicating with others, learning to share, practicing listening skills, learning to develop happy, trusting relationships with adults and peers

## KINDERGARTEN

School is an exciting place to be when you are in Kindergarten. It is a year of activity, discovery, and challenge. The Rocky Hill School Kindergarten program provides a child-centered, developmentally appropriate, educational experience that fosters academic and social growth in a positive and nurturing way. Kindergarten year is a transition between the less structured Preschool years and a more formal educational setting where children learn how to learn. Our daily schedules reflect an understanding of the importance for young children to move, create, experiment, and learn in small groups, and they encourage more independence as the year progresses. Exploring the content areas of language arts, mathematics, science, social studies, Spanish, creative arts, and physical education, our curriculum both celebrates and respects a range of abilities, learning styles, and diverse interests. The emphasis is on exploration and process, questioning and discovery. Children will experience both variety and balance of teaching strategies—including inquiry and scaffolding, project work, and direct instruction methods.

The academic program is interdisciplinary in nature with each component complementing the entire curriculum. The language arts program includes *Imagine It!*, a systematic and multisensory approach to literacy which includes phonics, letter formation,

vocabulary, and reading comprehension. The writing process helps students understand how to weave words into wonderful stories. The exploration of math including counting, measurement, geometry, problem-solving, and number concepts occurs daily through extensive use of manipulative tools. Our students learn science by being young scientists. Through social studies, the students explore the concepts of self, friendship, and place in the larger community. Students are also exposed to a variety of cultures around the world with a goal of developing respect and appreciation for the differences of people throughout the world. An ongoing emphasis throughout Kindergarten is the theme of friendship—understanding the importance of having a friend and the meaning of being a friend. Spanish instruction is introduced at this level.

The early childhood years are the most vital in the educative process. The Rocky Hill Kindergarten program fosters a love for learning which promotes and supports a lifetime of academic and social success. Our dedicated faculty appreciates a child's uniqueness and strives to help him or her build confidence and realize his or her fullest potential in a nurturing atmosphere.

In Kindergarten, students explore the following topics:

### LANGUAGE ARTS:

- ✦ Letter identification
- ✦ Phonics
- ✦ Sight word recognition
- ✦ Vocabulary
- ✦ Reading
- ✦ Comprehension
- ✦ Literature
- ✦ Introduction to writing process
- ✦ Manuscript handwriting
- ✦ Speaking
- ✦ Listening
- ✦ Study skills
- ✦ Library skills

### LITERATURE:

- ✦ Fiction
- ✦ Fairy tales
- ✦ Poetry
- ✦ Rhymes
- ✦ Concept books
- ✦ Cumulative tales
- ✦ Books without words
- ✦ Alphabet books
- ✦ Number books
- ✦ Nonfiction

### MATHEMATICS:

- ✦ Matching
- ✦ Creating sets
- ✦ Counting and writing to 100+
- ✦ Ordinal numbers
- ✦ Estimation
- ✦ Measurement
- ✦ Addition and subtraction
- ✦ Print and read numerals 1–20
- ✦ Prepositional words
- ✦ Skip counting
- ✦ Recognizing and creating patterns
- ✦ 1 to 1 correspondence
- ✦ Calculator use
- ✦ Graphs
- ✦ Fractions
- ✦ Patterns
- ✦ Recognize, name, and sort shapes
- ✦ Sequencing
- ✦ Problem-solving

### SOCIAL STUDIES:

#### ABOUT AND AROUND ME

- ✦ Understanding their uniqueness as individuals
- ✦ Investigating their place in the classroom, the school, and the world
- ✦ Understanding how to stay healthy, physically fit, and safe
- ✦ Learning how to be a good friend
- ✦ Examining different occupations
- ✦ Celebrating major holidays and celebrations
- ✦ Investigating the different ways people move from place to place
- ✦ Exploring maps and globes
- ✦ Citizenship education
- ✦ Understanding the importance and responsibility of following rules
- ✦ Learning to function successfully within a group
- ✦ Respecting the rights of others
- ✦ Exploring national symbols and significant places of national interest

#### SCIENCE:

- ✦ Health issues
- ✦ Seasons
- ✦ Water
- ✦ Arctic animals
- ✦ Shadows and light
- ✦ Seashore
- ✦ Magnetism

#### SPANISH:

- ✦ Conversation
- ✦ Culture
- ✦ Geography
- ✦ Games
- ✦ Songs
- ✦ Dramatization

#### TECHNOLOGY:

- ✦ Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers
- ✦ Use a variety of media and technology resources for directed and independent learning activities
- ✦ Communicate about technology using developmentally appropriate and accurate terminology
- ✦ Use developmentally appropriate multimedia resources (interactive books, educational software, and multimedia encyclopedias) to support learning
- ✦ Work cooperatively and collaboratively with peers, family members, and others when using technology
- ✦ Demonstrate positive social and ethical behavior when using technology
- ✦ Practice responsible use of technology systems and software
- ✦ Create developmentally appropriate multimedia products with support from teachers, family members, or students
- ✦ Use technology resources (puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem-solving, communication and illustration of thoughts, ideas, and stories
- ✦ Gather information and communicate with others using telecommunications, with support from teachers, family members, or students

#### ART:

- ✦ Sculpture
- ✦ Painting
- ✦ Weaving
- ✦ Stitching
- ✦ Printmaking
- ✦ Collage
- ✦ Drawing
- ✦ Papier-mâché
- ✦ Basketry

#### MUSIC:

- ✦ Nursery rhymes
- ✦ Finger plays
- ✦ Composition
- ✦ Rhythm instruments
- ✦ Simple body percussion patterns
- ✦ Listening examples
- ✦ Creative movement
- ✦ Circle games
- ✦ Field trip to Providence Performing Arts Center

#### PHYSICAL EDUCATION:

- ✦ Movement skills
- ✦ Body awareness
- ✦ Spatial skills
- ✦ Kinesthetic awareness
- ✦ Introductory sport skills
- ✦ Games and sport games
- ✦ Swimming  
(6-week sessions for 1½ hours)

## GRADE ONE

First grade at Rocky Hill School is a wonderful time for our students. During this formative year, students develop and apply basic educational skills. Within the first-grade language arts program, students learn to read; expand their vocabulary; write and publish their own stories; experience quality literature in a variety of genres; and strengthen their listening and speaking skills. Our Reader's/Author's Chair is an exciting way for the students to read a book, or an original writing piece, to their classmates. Parents also record stories on our classroom iPods for the children to listen to during the schoolday.

The first-grade math curriculum focuses on counting, sorting, and comparing sets; learning and applying basic addition and subtraction skills; and developing the concept of place value. Students learn and apply these concepts through an appropriate balance of concrete math materials, games, and paper and pencil activities.

In social studies, students explore, compare, and contrast families of the past and present. On Pioneer Day, the students dress in period attire, make butter, complete their schoolwork on slates in our "one room" schoolhouse, as well as enjoy square dancing, playing marbles, and dressing paper dolls. Each student also quilts his or her own nine-patch quilt square pillow. The implementation of developmentally appropriate learning practices in all academic areas allows students to be curious, engaged, and challenged across a wide spectrum. Hands-on learning opportunities are a vital part of our learning process. At our Annual Holiday Pow-Wow, students apply what they have learned about Native Americans and share their own holiday traditions and customs. Families are welcome to join this special celebration!

Students learn responsibility in a variety of ways, including caring for our classroom hedgehog and turtle. To foster personal growth for each child, we create an atmosphere that is conducive to building confidence and enhancing social development.

In Grade One, students explore the following topics:

LANGUAGE ARTS:

- ✦ Reading
- ✦ Phonics
- ✦ Vocabulary
- ✦ Writing process—grammar
- ✦ Structure spelling
- ✦ Literature
- ✦ Manuscript handwriting
- ✦ Speaking
- ✦ Study skills
- ✦ Library skills

LITERATURE:

- ✦ Fiction
- ✦ Nonfiction
- ✦ Fairy tales
- ✦ Poetry
- ✦ Cumulative tales
- ✦ Easy-to-read books
- ✦ Humorous verse
- ✦ Science books
- ✦ Magazines

MATHEMATICS:

- ✦ Skip counting
- ✦ Place value
- ✦ Counting
- ✦ Writing to 200+
- ✦ Money
- ✦ Time
- ✦ Estimation
- ✦ Measurement
- ✦ Graphs
- ✦ Add and subtract to 100
- ✦ Calculator use
- ✦ Fractions
- ✦ Patterns
- ✦ Geometry
- ✦ Problem-solving

SOCIAL STUDIES: *FAMILIES*

- ✦ Study of school and family life
- ✦ Study of their own families—present and past
- ✦ Study of families of different cultures, places, and eras
- ✦ Exploration of simple geography concepts and maps

SCIENCE:

- ✦ Trees
- ✦ Human body
- ✦ Reptiles and amphibians
- ✦ Light
- ✦ Health issues

SPANISH:

- ✦ Conversation
- ✦ Culture
- ✦ Geography
- ✦ Games
- ✦ Songs
- ✦ Dramatization

TECHNOLOGY:

- ✦ Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers
- ✦ Use a variety of media and technology resources for directed and independent learning activities
- ✦ Communicate about technology using developmentally appropriate and accurate terminology
- ✦ Use developmentally appropriate multimedia resources (interactive books, educational software, and multimedia encyclopedias) to support learning
- ✦ Work cooperatively and collaboratively with peers, family members, and others when using technology
- ✦ Demonstrate positive social and ethical behavior when using technology
- ✦ Practice responsible use of technology systems and software
- ✦ Create developmentally appropriate multimedia products with support from teachers, family members, or students
- ✦ Use technology resources (puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem-solving, communication and illustration of thoughts, ideas, and stories
- ✦ Gather information and communicate with others using telecommunications, with support from teachers, family members, or students

ART:

- ✦ Sculpture
- ✦ Painting
- ✦ Weaving
- ✦ Stitching
- ✦ Printmaking
- ✦ Collage
- ✦ Drawing
- ✦ Papier-mâché
- ✦ Basketry
- ✦ Tie-dye
- ✦ Batik
- ✦ Puppet making
- ✦ Mosaics
- ✦ Theater set design
- ✦ *Great Impressions Program*—study of the Great Masters and other important artists throughout history

MUSIC:

- ✦ Song games
- ✦ Rhythm instruments
- ✦ Composition
- ✦ Rhythm reading
- ✦ Complex body percussion patterns
- ✦ Simple hand clapping patterns
- ✦ Song repertoire

PHYSICAL EDUCATION:

- ✦ Movement skills
- ✦ Body awareness
- ✦ Spatial skills
- ✦ Kinesthetic awareness
- ✦ Introductory sport skills
- ✦ Games and sport games
- ✦ Stunts and tumbling
- ✦ Rhythm activities
- ✦ Physical fitness training

## GRADE TWO

Second grade at Rocky Hill is a significant period of growth in the lives of our students, from the acquisition of basic skills to their refinement and application. In the language arts, this means that students spend less time on phonics skills and decoding words, and more time improving fluency and comprehension. Students begin to make the transition from learning to read, to reading to learn. We expose them to a wider and more varied collection of genres and help them to identify the features that are found in each. Students are asked to read from a writer's point of view while gathering information, determining sequence of events, identifying main ideas, and inferring opinion and emotions. As writers, students are asked to engage in the writing process—brainstorming, drafting, revising, editing, and publishing—with increasing independence. Drawing on the models presented in their reading selections, the students practice the writing of a wide variety of genres, including fables, nonfiction prose, fantasy, personal narratives, poetry, plays, and songs. Students are encouraged to refine their unique voices as they strive to use an increasingly varied and precise vocabulary, more complex sentence structures, and meaningful and accurate punctuation.

The second-grade math curriculum extends the study of number and spatial sense to include four-digit numbers and fractions. There is an emphasis on gaining proficiency of basic addition and subtraction skills.

In social studies, students expand their understanding of the communities in which they live, and they explore how the School's core values of good citizenship, scholarship, and sportsmanship are expressed. Beginning with their local school community and moving to our town and state, students gain a greater understanding of mapping and geography, and apply these concepts to hands-on projects after visiting school locations, East Greenwich, and various locations in Rhode Island, including the State House.

Second grade is a period of enrichment and growth for children, and the curriculum at Rocky Hill

strives to present them with increasing opportunities for independent learning and exploration while giving them the skills and tools to do so effectively and with confidence.

In Grade Two, students explore the following topics:

### LANGUAGE ARTS:

- ✦ Reading
- ✦ Vocabulary
- ✦ Phonics
- ✦ Writing process—grammar and structure
- ✦ Spelling
- ✦ Manuscript handwriting
- ✦ Introduction to cursive writing
- ✦ Literature
- ✦ Speaking
- ✦ Listening
- ✦ Study skills
- ✦ Dictionary skills
- ✦ Library skills

### LITERATURE:

- ✦ Fiction
- ✦ Nonfiction
- ✦ Poetry
- ✦ Biography
- ✦ Simple mysteries
- ✦ Fables
- ✦ Magazines
- ✦ Newspapers
- ✦ Caldecott Medal books

### MATHEMATICS:

- ✦ Counting
- ✦ Writing numbers to five digits
- ✦ Place value
- ✦ Estimation
- ✦ Measurement
- ✦ Money
- ✦ Time
- ✦ Graphs
- ✦ Add and subtract numbers to 999
- ✦ Introduction to multiplication
- ✦ Calculator use
- ✦ Fractions
- ✦ Decimals
- ✦ Patterns
- ✦ Geometry
- ✦ Problem-solving

### SOCIAL STUDIES:

#### COMMUNITIES NEAR AND FAR

- ✦ Understanding their place in the world
- ✦ Investigating communities to which they belong—Rocky Hill School community and the state of Rhode Island
- ✦ Exploring world communities
- ✦ Comparing and contrasting the characteristics of various communities
- ✦ Understanding how communities must function to be successful
- ✦ Understanding basic geography concepts
- ✦ Working with maps and globes

### SCIENCE:

- ✦ Mammals
- ✦ Ecology
- ✦ Geology
- ✦ Insects
- ✦ Weather
- ✦ Health issues

### SPANISH:

- ✦ Conversation
- ✦ Culture
- ✦ Geography
- ✦ Games
- ✦ Songs
- ✦ Dramatization

### TECHNOLOGY:

- ✦ Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers
- ✦ Use a variety of media and technology resources for directed and independent learning activities
- ✦ Communicate about technology using developmentally appropriate and accurate terminology
- ✦ Use developmentally appropriate multimedia resources (interactive books, educational software, and multimedia encyclopedias) to support learning
- ✦ Work cooperatively and collaboratively with peers, family members, and others when using technology
- ✦ Demonstrate positive social and ethical behavior when using technology
- ✦ Practice responsible use of technology systems and software
- ✦ Create developmentally appropriate multimedia products with support from teachers, family members, or students

- ♦ Use technology resources (puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem-solving, communication and illustration of thoughts, ideas, and stories
- ♦ Gather information and communicate with others using telecommunications, with support from teachers, family members, or students

#### ART:

- ♦ Sculpture
- ♦ Painting
- ♦ Weaving
- ♦ Stitching
- ♦ Printmaking
- ♦ Drawing
- ♦ Collage
- ♦ Papier-mâché
- ♦ Basketry
- ♦ Tie-dye
- ♦ Batik
- ♦ Puppet making
- ♦ Mosaics
- ♦ Theater set design
- ♦ *Great Impressions Program*—study of the Great Masters and other important artists throughout history

#### MUSIC:

- ♦ Introduction to the instruments of the orchestra
- ♦ Intensive study of the *Carnival of the Animals* and *Pictures at an Exhibition*
- ♦ Introduction to the musical staff
- ♦ Complex hand clapping patterns
- ♦ Simple folk dances
- ♦ Listening examples
- ♦ Field trip to the Rhode Island Philharmonic

#### PHYSICAL EDUCATION:

- ♦ Movement skills
- ♦ Body awareness
- ♦ Spatial skills
- ♦ Kinesthetic awareness
- ♦ Introductory sport skills
- ♦ Games and sport games
- ♦ Stunts and tumbling
- ♦ Rhythm activities
- ♦ Physical fitness training
- ♦ Introduction to tennis

## GRADE THREE

The third grade provides a transition from the dependency of the early childhood years to the more independent life that characterizes the upper grades of the elementary school. Students are expected to assume greater responsibility and be more organized. Basic skills learned are developed and enriched for each individual. The students begin to recognize their strengths and weaknesses, and start to empathize with their fellows.

In the language arts program, the students progress from learning how to read, to reading to learn, and in turn become independent readers. We encourage our students to make good choices in selecting their books, and we introduce a variety of genres to extend and refine the literary experience. They learn how to apply strategies to comprehend and clarify information and ideas. It is important that third-graders make connections between their own experiences and the varied texts they read. Students strive to read with expression at an appropriate pace, to identify sentence structure, word recognition, and punctuation to read fluently.

We ask third-graders to write in clear sentences and to develop their understanding of paragraphs to structure their writing. We help the students to increase their vocabulary word base and to choose words that are appropriate for different purposes and audiences. We help the students to develop a clear, main idea with supporting details from a writing prompt, while using a variety of prewriting strategies. The steps outlined aid students in their understanding of parts of speech, help them to use correct punctuation, and to correctly spell high frequency words. They are expected to edit and proofread with increasing competency.

The third-grade math curriculum extends the study of numbers to six-digit numbers and includes fractions and decimals. There is an emphasis on learning multiplication and division facts as well as conventional measurements.

In social studies, the students trace the origins of the first peoples in America. They study the many different Native American tribes throughout North America. They examine their way of

life, culture, and ultimately understand more about the geography of North America and each tribe's adaptations to the different environments. This is followed by studying the first explorers to visit North America, and the first settlers in Plymouth, Mass. Visits to the Pequot Museum, the *Mayflower*, and Plimoth Plantation enhance the students' experience firsthand to make the history a reality. We study the 50 United States in some depth, with the added opportunity of a more detailed study of an individual state. The social studies curriculum introduces the first stages of a research project and culminates in an oral presentation.

In Grade Three, students explore the following topics:

#### LANGUAGE ARTS:

- ♦ Reading
- ♦ Vocabulary
- ♦ Phonics
- ♦ Literature
- ♦ Writing process—grammar and structure
- ♦ Cursive handwriting
- ♦ Spelling
- ♦ Speaking
- ♦ Listening
- ♦ Study skills—simple research
- ♦ Library skills

#### LITERATURE:

- ♦ Fiction
- ♦ Nonfiction
- ♦ Poetry
- ♦ Biography
- ♦ Mysteries
- ♦ Tall tales
- ♦ Historical fiction
- ♦ Magazines
- ♦ Newspapers
- ♦ Caldecott Medal and Newbery Medal books
- ♦ R.I. Book Award program

MATHEMATICS:

- ✦ Place value to six digits
- ✦ Estimation
- ✦ Measurement
- ✦ Money
- ✦ Time
- ✦ Graphs
- ✦ Fact families
- ✦ Calculator use
- ✦ Add and subtract with regrouping
- ✦ Multiplication
- ✦ Simple division
- ✦ Fractions
- ✦ Decimals
- ✦ Sequencing
- ✦ Problem-solving
- ✦ Pre-algebra
- ✦ Geometry

SOCIAL STUDIES: *WHO WERE THE ORIGINAL AMERICANS?*

- ✦ Trace the origins of the first people in America
- ✦ Locate Native American peoples
- ✦ Study Native Americans, their way of life, culture, and contributions to the development of America
- ✦ Study of the first explorers to discover America
- ✦ Study the geography of the United States

SCIENCE:

- ✦ Plant propagation
- ✦ Birds
- ✦ Simple machines
- ✦ Bees and pollination
- ✦ Health issues

SPANISH:

- ✦ Conversation
- ✦ Culture
- ✦ Geography
- ✦ Games
- ✦ Songs
- ✦ Dramatization

TECHNOLOGY:

- ✦ Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers; keyboarding: 15 wpm/95% accuracy
- ✦ Use a variety of media and technology resources for directed and independent learning activities
- ✦ Communicate about technology using developmentally appropriate and accurate terminology
- ✦ Use developmentally appropriate multimedia resources (interactive books, educational software, and elementary multimedia encyclopedias) to support learning
- ✦ Work cooperatively and collaboratively with peers, family members, and others when using technology
- ✦ Create developmentally appropriate multimedia products with support from teachers, family members, and students
- ✦ Use technology resources (puzzles, logical thinking programs, writing tools, drawing tools, digital cameras) for problem-solving, communication, and illustrations of thoughts, ideas, and stories
- ✦ Demonstrate positive social and ethical behaviors when using technology
- ✦ Practice responsible use of technology systems and software

ART:

- ✦ Sculpture
- ✦ Painting
- ✦ Weaving
- ✦ Stitching
- ✦ Printmaking
- ✦ Collage
- ✦ Drawing
- ✦ Papier-mâché
- ✦ Basketry
- ✦ Tie-dye
- ✦ Batik
- ✦ Puppet making
- ✦ Mosaics
- ✦ Theater set design
- ✦ *Great Impressions Program*—study of the Great Masters and other important artists throughout history

MUSIC:

- ✦ Note reading in the treble clef
- ✦ Beginning study of the soprano recorder culminating in a recital
- ✦ Song repertoire with rhythm and Orff instrumental accompaniment
- ✦ Folk dances
- ✦ Intensive study of *The Nutcracker* and the *Goldberg Variations*
- ✦ Field trip to the Festival Ballet and the Rhode Island Philharmonic
- ✦ Option to join the Lower School choral group, The Narragansett Puddles

PHYSICAL EDUCATION:

- ✦ Movement skills
- ✦ Body awareness
- ✦ Spatial skills
- ✦ Kinesthetic awareness
- ✦ Introductory sport skills
- ✦ Games and sport games
- ✦ Stunts and tumbling
- ✦ Rhythm activities
- ✦ Physical fitness training
- ✦ Tennis

## GRADE FOUR

As fourth-graders, our Lower School students are full-fledged members of the intermediate elementary level. Fourth-graders have all of the foundation skills necessary to become successful lifelong learners. During this important year, students are encouraged to think more critically and to make deeper connections, to stretch themselves both socially and intellectually, and to take a greater personal role in their education. Fourth grade stresses the importance of personal responsibility with an emphasis on increased independence. Students also continue to develop deeper understandings of the importance of our School values of citizenship, scholarship, and sportsmanship.

The fourth-grade curriculum is rich and challenging and affords each and every child the opportunity to grow and experience success. By the fourth grade, students are reading to *learn on many different levels*. They are familiar with a wide variety of literary genres and are beginning to develop the many comprehension skills necessary to become strong, lifelong readers. Fourth grade is a time to further hone these important skills. Throughout the course of the year, fourth-graders read a variety of chapter books. Whole group, small group, paired reading, and individual reading take place during our language arts periods. In addition, students participate in choral reading and readers' theater to help promote greater fluency. Students are also expected to do independent reading both in and out of class and participate in daily classroom read-aloud sessions. Students also write and think across the curriculum. Throughout the year, we ask our students to write in a variety of ways, from "quick-writes" to multi-draft pieces, about a myriad of topics. Students in fourth grade use the *Project Read: Framing Your Thoughts Program* to learn process and to edit different types of writing, and the *Six Traits Writing Program* to learn and practice the elements of strong writing.

Students in fourth grade continue to develop and stretch their mathematical thinking skills. They are asked not only to solve mathematics problems that require

basic computational skills, but also to reflect on their problem-solving strategies utilizing journal writings. Fourth-graders continue to apply mathematical thinking to real-world situations. Highlights of the fourth-grade math program include division, decimals, fractions, percentages, and basic geometry formulas.

Fourth-graders spend their year studying Colonial and Revolutionary America. Joy Hakim's critically acclaimed series, *A History of US*, serves as the foundational text for the study of this significant period of American history. Students engage in research projects throughout the year to demonstrate their knowledge of specific events, people, and places associated with the Colonial and Revolutionary periods. These projects include the creation of a travel brochure as well as a PowerPoint presentation, and written report. The fourth-grade students are also exposed to world geography and current events through the study of various publications.

In Grade Four, students explore the following topics:

### LANGUAGE ARTS:

- + Reading
- + Vocabulary
- + Phonics
- + Literature
- + Writing process—grammar and structure
- + Cursive handwriting
- + Spelling
- + Speaking
- + Listening
- + Study skills
- + Library skills

### LITERATURE:

- + Fiction
- + Nonfiction
- + Famous poems
- + Autobiography and biography
- + Mysteries
- + Folklore
- + Myths
- + Legends
- + Historical fiction
- + Newbery Medal books
- + R.I. Book Award program

### MATHEMATICS:

- + Place value to millions
- + Estimation
- + Measurement
- + Money
- + Time
- + Graph construction
- + Division
- + Calculator use
- + Two-digit multiplication and division
- + Fractions
- + Problem-solving
- + Decimals
- + Pre-algebra
- + Geometry

### SOCIAL STUDIES: WHY LEAVE? WHY FIGHT? WHY ORGANIZE?

- + Study of the history of the United States from 1700 until 1887, concentrating on the founding of the country, Revolutionary War, Declaration of Independence, and events leading up to the Civil War
- + Study of important national figures, historical events, conflicts, documents, and speeches
- + Understanding of the foundation of American government and ideals
- + Use historical fiction, primary and secondary sources, field trips, simulations, class debates, and projects to create a stimulating and memorable learning environment
- + Throughout this study, students will continue to receive instruction in map and globe skills, reading and interpreting information from a variety of sources, and basic research and report skills

### SCIENCE:

- + Astronomy and flight
- + Water chemistry
- + Salt marsh
- + Oceans
- + Health issues

### SPANISH:

- + Conversation
- + Culture
- + Geography
- + Games
- + Songs
- + Dramatization
- + Reading
- + Writing
- + Dictation

#### TECHNOLOGY:

- ✦ Use input devices (mouse, keyboard) and output devices (including adaptive devices when necessary) to successfully operate computers efficiently and effectively; keyboarding: 20 wpm/95% accuracy
- ✦ Discuss common uses of technology in daily life and the advantages and disadvantages these provide
- ✦ Discuss basic issues related to responsible use of technology and information, and describe personal consequences of inappropriate use
- ✦ Use general purpose productivity tools and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum
- ✦ Communicate about technology using developmentally appropriate and accurate terminology
- ✦ Use technology tools (multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom
- ✦ Demonstrate positive social and ethical behaviors when using technology
- ✦ Practice responsible use of technology systems and software

#### ART:

- ✦ Sculpture
- ✦ Painting
- ✦ Weaving
- ✦ Stitching
- ✦ Printmaking
- ✦ Collage
- ✦ Drawing
- ✦ Papier-mâché
- ✦ Basketry
- ✦ Batik
- ✦ Puppet making
- ✦ Mosaics
- ✦ Theater set design
- ✦ *Great Impressions Program*—study of the Great Masters and other important artists throughout history

#### MUSIC:

- ✦ Exploration of music history that coincides with the social studies curriculum
- ✦ Option to join the Lower School choral group, The Narragansett Puddles

#### PHYSICAL EDUCATION:

- ✦ Movement skills
- ✦ Body awareness
- ✦ Spatial skills
- ✦ Kinesthetic awareness
- ✦ Introductory sport skills
- ✦ Games and sport games
- ✦ Stunts and tumbling
- ✦ Rhythm activities
- ✦ Physical fitness training
- ✦ Tennis

## GRADE FIVE

The Rocky Hill School fifth-grade year serves as the culmination of the elementary school experience and as a transition for students into the Middle School. The self-contained homeroom structure is maintained; however students gain increased independence as they declare personal academic and social goals, which they develop and revisit in order to evaluate their progress during the school year. Teachers strive to inspire each child's natural desire to learn and to cultivate a positive attitude toward school. With an atmosphere of mutual respect, children attain a personal sense of responsibility and a genuine concern for their fellow students. Teachers offer guidance, but also provide students the opportunities to resolve problems independently.

Students learn to research topics and frequently are asked to present their work in the form of a five-paragraph essay, as a PowerPoint presentation, or in an oral address. Students become acquainted with their individual strengths and preferences, as they read varied genres of books, compose both narrative and journal writing pieces, study and write poetry, and continue the study of American history.

In addition, skills taught in mathematics become more complex with the primary focus on fractions, decimals, percentages, integers, and advanced geometric understanding.

Frequent academic and social discussions enable each child to express his or her ideas, opinions, and promote

shared respect among students as well as between students and adults. Students develop increased self-confidence, not only for their own advantage, but also to support the learning process. Each student's uniqueness is acknowledged, celebrated, and nurtured.

As fifth-graders face more demanding challenges, students applaud their peers for taking academic risks of all kinds. With opportunities to perform on stage in a musical and/or in a play at Thanksgiving time and at the end of the school year, students are given the opportunity to demonstrate individual strengths in several ways outside of the classroom. In May, students spend the night in tents on the Rocky Hill campus, in between two full days of activities involving environmental educational explorations. This experience afford students the opportunities to finish Lower School with a sense of shared accomplishment. Teachers of the fifth grade strive to prepare students to enter Middle School, equipped with the academic, social, and emotional tools necessary to take the next step in their education and personal growth.

In Grade Five, students explore the following topics:

#### LANGUAGE ARTS:

- ✦ Reading
- ✦ Vocabulary
- ✦ Spelling
- ✦ Writing process—grammar and structure
- ✦ Cursive handwriting
- ✦ Speaking
- ✦ Listening
- ✦ Study skills
- ✦ Research skills
- ✦ Library skills

#### LITERATURE:

- ✦ Fiction
- ✦ Nonfiction
- ✦ Ballads
- ✦ Autobiography and biography
- ✦ Mysteries
- ✦ Folklore
- ✦ Historical fiction
- ✦ Science
- ✦ Fiction
- ✦ Newbery Medal books
- ✦ R.I. Book Medal program

#### MATHEMATICS:

- ✦ Place value to billions
- ✦ Whole number operations and properties
- ✦ Fractions
- ✦ Decimal operations
- ✦ Percentages
- ✦ Estimation
- ✦ Measurement
- ✦ Constructing graphs
- ✦ Calculator use
- ✦ Multidigit multiplication
- ✦ Division
- ✦ Problem-solving
- ✦ Prime numbers
- ✦ Pre-algebra
- ✦ Geometry

#### SOCIAL STUDIES:

##### *THE ROAD TO FREEDOM*

- ✦ Concepts relating to civics, economics, and geography will continue to be studied within the context of American history
- ✦ The political, economic, and social challenges that faced the nation after the Civil War, and how these factors affected world progress
- ✦ Through the study of important national figures, historical events, conflicts, documents, and speeches, students will gain an understanding of the foundation of American government and ideals
- ✦ Use of historical fiction, primary and secondary sources, field trips, simulations, class debates, and projects to create a stimulating and memorable learning environment
- ✦ Throughout this study, students will continue to receive instruction in map and globe skills, reading and interpreting information from a variety of sources, and basic research and report skills

#### SCIENCE:

- ✦ Plant and animal cells
- ✦ Skeletal system
- ✦ Circulatory system
- ✦ Electricity
- ✦ Magnetism
- ✦ Animal habitats
- ✦ Health issues and personal hygiene

#### SPANISH:

- ✦ Conversation
- ✦ Culture
- ✦ Geography
- ✦ Games
- ✦ Songs
- ✦ Dramatization
- ✦ Reading
- ✦ Writing
- ✦ Dictation

#### TECHNOLOGY:

- ✦ Use input devices (mouse, keyboard) and output devices (including adaptive devices when necessary) to successfully operate computers efficiently and effectively; keyboarding; 25 wpm/95% accuracy
- ✦ Use general purpose productivity tools and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum
- ✦ Communicate about technology using developmentally appropriate and accurate terminology
- ✦ Use technology tools (multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom
- ✦ Use technology to access remote information in support of direct and independent learning
- ✦ Use technology resources (calculators, microscopes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities
- ✦ Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems
- ✦ Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources
- ✦ Demonstrate positive social and ethical behaviors when using technology
- ✦ Practice responsible use of technology systems and software

#### ART:

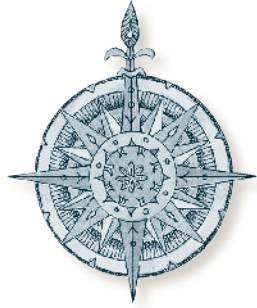
- ✦ Sculpture
- ✦ Painting
- ✦ Weaving
- ✦ Stitching
- ✦ Printmaking
- ✦ Collage
- ✦ Drawing
- ✦ Papier-mâché
- ✦ Basketry
- ✦ Tie-dye
- ✦ Batik
- ✦ Puppet making
- ✦ Mosaics
- ✦ Theater set design
- ✦ *Great Impressions Program*—Study of the Great Masters and other important artists throughout history

#### MUSIC:

- ✦ Exploration of music history that coincides with the social studies curriculum
- ✦ Instrumental instruction is offered to all students
- ✦ Option to join the Lower School choral group, The Narragansett Puddles

#### PHYSICAL EDUCATION:

- ✦ Movement skills
- ✦ Body awareness
- ✦ Spatial skills
- ✦ Kinesthetic awareness
- ✦ Introductory sport skills
- ✦ Games and sport games
- ✦ Stunts and tumbling
- ✦ Rhythm activities
- ✦ Physical fitness training
- ✦ Tennis
- ✦ Square and folk dancing
- ✦ Introduction to lacrosse



## THE ROCKY HILL MODEL IN THE MIDDLE SCHOOL:

*Harkness-based Discussion and Digital Learning*

## *the* MIDDLE SCHOOL

### MISSION

The Rocky Hill Middle School embraces the uniqueness and diversity inherent in early adolescent students. Through rigorous academic courses, a commitment to the arts, competitive athletics, and an active and dynamic adviser program, our mission is to guide the development of the whole child. The small size of our classes enables us to individualize instruction to better help students grow and mature to their potential, preparing them for a successful Upper School and college experience.

The Middle School has recently incorporated the principles of *Developmental Designs*, a program that continues the practices of the *Responsive Classroom*, introduced in the Lower School. "To meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents, the *Developmental Designs* (DD) approach offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning. The DD approach is based on our research-grounded belief that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students; students must come to know and appreciate each other; clear parameters for acceptable behavior must be drawn and consistently maintained; and learning must be engaging, exploratory, relevant, and varied." ([www.originsonline.org/dd\\_index.php](http://www.originsonline.org/dd_index.php))

### CORE VALUES:

*Respect, Integrity, Kindness, and Responsibility*

In our quest to help students recognize and internalize the qualities of good citizenship, these four core values are a prominent aspect of our Middle School and are emphasized in our advisory program. The way in which students treat one another makes a significant difference in the experience a child will have in School. Students can be open and accepting of those who aren't close friends. They may also be dismissive and

hurtful at this age. By embracing the core values and weaving them into our Middle School program, our hope is that our students will be more cognizant of their interactions with their peers and more likely to do what is right, an attribute which will benefit everyone.

Together with the core values, the Middle School education includes a focus on: *Knowledge, Problem-Solving/Critical Thinking, and Communication*. A student who performs successfully in these areas will possess a powerful set of learning skills and communication techniques with which to enter the Upper School.

Formal introduction to and application of the academic model takes place in the Middle School, where the Harkness table builds confidence, instills respect, and forges independent thinking. An inquiry and discussion-based environment encourages and supports risk-taking, promotes independent and collaborative problem-solving, and champions individuality and intellectual growth. The table teaches students personal responsibility and that personal responsibility is coupled with accountability to their peers at the table. At an age when students are focused inward on themselves, listening to one's peers can be a challenge. The Harkness environment helps to break down these walls and develop a collaborative environment that is conducive to maximizing learning. Also, students learn to develop their voices, a skill which carries over into many other aspects of their lives. Standards and benchmarks for the evaluation of Harkness proficiency include evidence of individual and collaborative preparation and participation, the implementation of recognized rules of etiquette, freedom of expression, the identification, examination, and resolution of problems and questions (discipline specific), management and balance of time and content, the creation of intertextual, cross-topic, and interdisciplinary connections, the provision of supporting evidence, and reflection and self-evaluation. Armed with these skills, Rocky Hill School eighth-grade students benefit from an easy transition to their freshman year in the Upper School.

Interactive digital learning, the consumption and production of content, as well as the evaluation of digital media and internet safety (Media Literacy) are key elements of the technology component of the Middle School Model. Moodle™, one of the widely used student course and content management systems, is introduced in the Middle School, allowing students to become proficient

in electronic organizers. In keeping with the belief that schools are moving away from “schooling” towards ongoing learning, the Middle School utilizes software programs that serve to enhance learning, support growth, and cement important core skills. Designing, filming and editing digital video has become an effective tool for students to present their ideas and develop their creativity, while at the same time furthering their understanding of, and facility within the digital environment. SMART Board, an interactive whiteboard, allows teachers and students to engage in energized collaborative and cooperative learning. Specific tools coupled with Web 2.0 resources provide optimal learning for all students, while allowing teachers to cater to the different learning styles of individual students.

The success of the model in the Middle School is realized through an integrated approach to the Middle School curriculum, one that links core academic courses, blends interdisciplinary themes, and teaches responsibility, while encouraging independence, collaboration, and creativity through the innovative and experimental use of new tools and applications. Throughout their Middle School experience, students are being prepared for the tablet laptop environment of the Upper School.

## ADVISER PROGRAM

Considered the backbone of the Middle School, the advisory program establishes an important relationship between a student and a faculty member. Middle School students are divided into small, mixed-grade groups that meet with an adviser at the beginning of the day, as well as for a full advisory period one day a week. The advisory period is used for small group activities that focus on discussing our core values and various social issues, as well as for community-building and spirit-generating activities. This period also provides a time for an adviser to meet with individual advisees to discuss issues relevant to the student’s life, both at school and at home. The adviser serves as the primary contact person at school for Rocky Hill School families.

## ENVIROWEEK

With the Potowomut River estuary, Narragansett Bay, and Monadnock Mountain in New Hampshire serving as classrooms, the Middle School kicks off its school year by venturing outside of the classroom—conducting field surveys, experimenting, collecting and recording data and observations, and learning about each of these environments from many different perspectives. In addition, there are a variety of activities not necessarily tied to an environmental focus, but which take advantage of our time together to develop our community, and to communicate and work together to solve challenges. The focus for the sixth grade encompasses the entire Potowomut watershed and salt marsh, whereas the seventh grade explores the Bay with a focus on the human factors that affect the waterway’s health and well-being. Sixth- and seventh-graders also spend one night camping under the stars on the Rocky Hill campus. The eighth grade spends their first day of Enviroweek involved in an intensive group-building program and then sets their sights on the Mount Monadnock region of southern New Hampshire, where they have an overnight experience and also climb to the summit of the mountain.

## WORLD CULTURES WEEK

Each March, the Middle School immerses itself in the study of a different world culture. For five days, the students and faculty learn about every aspect of the chosen culture, including its history, religion, environment and resources, festivals, art, language, music, food, and customs.

## COMMUNITY SERVICE

Service learning is an important component of the Middle School program, tying directly into our core values. A variety of community service projects are undertaken through our advisory groups, with each group identifying an initiative or organization to focus on throughout the year. Community service projects are also undertaken at the grade level, beginning in seventh grade with the adoption of Sandy Point Beach. Throughout the year, our students visit the beach to maintain the gardens and to clean the beach and parking area. Our eighth-grade class visits the St. Elizabeth’s Community Nursing Home two times each month during the school year, assisting the residents in various activities, and at the same time developing some wonderful relationships.

## ACADEMIC CENTER FOR ENRICHMENT (ACE)

The Academic Center for Enrichment goal is to provide a supportive environment which helps students reach their learning potential.

Our program provides conceptual support and study skills that are suited to individual student’s learning styles. ACE also provides classes that meet one to three times a week, depending upon each student’s individual need. During the classes, study and organizational skills are applied to the student’s course work. Monitoring of student progress is accomplished through regular communication with the faculty and between the faculty, student, and family. The expectation is that students will engage in applying the skills to their course work while in ACE, and then continue to do so once they exit the program.

The Tutorial Program strengthens basic skills such as reading, writing, grammar, comprehension, spelling, and reasoning. The goal of these sessions is for the student to advance to grade-level proficiency in the skills in which he or she may be deficient.

## ATHLETICS

Athletics play an important role in the life of a Middle School student. For many, Middle School is a time when children have their first exposure to being a part of an athletic team. The Middle School athletic program is an interscholastic, developmental program open to any student who wishes to participate in competitive sports. During a season, our teams play one game per week, on average. Proper sportsmanship and teamwork are an integral part of our competitive sports philosophy. Our teams meet Monday through Thursday from 2:30 until 4:00 pm in the fall and spring. In the winter, athletics take place within the school day, beginning at 1:40 pm or 2:15 pm depending on the day, and ending at 3:30 pm. Games take place after school.

*Athletic Offerings for Girls and Boys:*

### FALL

- Soccer Boys' & Girls'
- Girls' Field Hockey
- Coed Recreational Sailing

### WINTER

- Basketball Boys' & Girls'
- Karate
- Dance

### SPRING

- Lacrosse Boys' & Girls'
- Coed Lifetime Fitness
- Coed Tennis

## PHYSICAL EDUCATION

Physical Education is a component of each of the grades' curriculum. Classes meet two times each week. The goal of our physical education program is to expose students to a variety of sports as well as to promote physical fitness, individual skills and endurance, and healthy lifestyles. In the winter, the physical education curriculum also incorporates classroom lessons in health. The sixth-grade students explore the many changes that come with the onset of adolescence. Seventh-grade students learn about the dangers of drugs, alcohol, and substance abuse. In the eighth grade, students study human reproduction.

## MIDDLE SCHOOL TRADITIONS AND SPECIAL EVENTS

- Halloween activities
- Founders' Day
- Veterans Day ceremony
- Thanksgiving Day food collection
- Martin Luther King Jr. Program
- Eighth-Grade Quebec Winter Carnival trip
- Eighth-Grade Expositions
- Seventh-Grade overnight at Nature's Classroom in winter
- Middle and Upper School Musical
- World Cultures Week
- Seasonal Athletic Award ceremonies
- Arts Week celebration
- Multi-School Dances
- Seventh-Grade Eel Grass Restoration Project with Save the Bay
- Eighth-Grade Potluck Dinner
- Middle School end-of-the-year trip
- Moving Up Day

## GRADE SPECIFIC programs

### GRADE SIX—SKILLS PROGRAM

The sixth-grade year is one of important skill building. To support this, the sixth-grade curriculum includes a skills program that addresses four important aspects of student development: Study Skills, Computer Skills, Social Issues, and the Phenomenon of Language.

#### STUDY SKILLS

Recognizing that the sixth-grade year is a major transition for students, the Study Skills program provides specific instruction in the basic skills that are so important to the academic requirements of the Middle School student. These skills include organization, note-taking, time management, and test-taking strategies. This course meets two periods per week.

#### COMPUTER SKILLS

The use of technology comes with the added responsibility to use it wisely. The sixth-grade Computer Skills class helps students learn to employ technology as an effective tool for education. The classes not only teach the mechanics of using the equipment, but also the ethical, cultural, and societal issues related to the use of this technology. Direct instruction takes place once a week and is integrated into all other curriculum areas. Specific topics covered throughout the year include:

- Use of the Moodle™ management system
- Use of the school network for saving work
- Use and creation of spreadsheets and databases
- Use of PowerPoint presentation software
- Safe use of the Internet
- Website evaluation techniques
- Word processing tools and techniques
- Keyboarding

#### SOCIAL ISSUES

The sixth-grade Social Issues course follows the "Don't Laugh at Me" program developed by Peter Yarrow. This course focuses on important adolescent issues revolving around respect, communication, conflict resolution, relationships, and the manner in which we treat one another. This course meets one period per week.

#### PHENOMENON OF LANGUAGE

Phenomenon of Language is a course designed to give students a solid foundation in English grammar through the medium of studying the structure and syntax of a classical language. Students will learn the process of diagramming synthetic sentences in an effort to hone their own composition skills. While the structures and etymologies of Latin will be the primary catalyst of this course, students will also be exposed to elements of other Romance languages, so that they may be better prepared to choose a foreign language course of study when they enter into the seventh grade. Text: *The Phenomenon of Language Tabula Latina*/Pearson Prentice Hall

## GRADE SEVEN— NATURE'S CLASSROOM

Each winter the seventh-grade class spends three days and two nights at Nature's Classroom in Charlton, Mass., with a focus on winter ecology. As a part of their environmental education, the students look at ways in which organisms have adapted to cope with the harsh conditions of a New England winter.

## GRADE EIGHT— EXPOSITIONS

One of the nodal Middle School experiences is the eighth-grade Exposition. During his or her final year in the Middle School, each eighth-grade student delivers a presentation to the entire Middle School community. The students select a topic for their exposition at the start of the school year. They then conduct research, which must include an interview with someone directly related to their topic, write an expository paper, develop their multimedia presentations throughout the fall, and rehearse their expositions in front of the exposition faculty. The students meet two periods per week throughout the fall semester with the exposition faculty. They are instructed in effective research techniques, the proper way to conduct an interview, PowerPoint design and public speaking. Exposition presentations take place in January and February. Previous themes have included Rhode Island, Natural Phenomena and Environmental Issues, Decades, and People Who Have Made a Difference.

## GRADE EIGHT— MEDIA LITERACY

It is important to understand that Media Literacy is not about "protecting" children from unwanted messages. Although some groups urge families to simply turn the TV off, the fact is that the media are ingrained in our culture and cannot be ignored. The media no longer simply influence our culture; they are our culture. Media Literacy, therefore, is about helping students become competent, critical, and literate in all media forms so that they control the interpretation of what they see or hear, rather than letting the interpretation control them. To become media literate is not to memorize facts or statistics about the media, but rather to learn to raise the right questions about what one is watching, listening to, or reading.

## GRADE EIGHT— QUEBEC TRIP

As a culminating event during their final year in the Middle School, the eighth-grade class travels to Quebec to partake in the opening ceremonies of the Winter Carnival. The goal of this trip is to expose the students to a foreign-speaking culture and the rich history of the United States' northern neighbor, as well as to have some fun and further bond as a class. The students and faculty spend three nights in Quebec.

## TYPICAL PROGRESSION *of courses*

### SIXTH GRADE

- ✦ English
- ✦ Ancient History
- ✦ Mathematics or Pre-Algebra
- ✦ Environmental Science
- ✦ Introductory Latin: Part 1 or Introductory Spanish: Part 1
- ✦ Study Skills and Computer Skills
- ✦ Art
- ✦ Physical Education and Health
- ✦ Chorus, Instrumental Band

### SEVENTH GRADE

- ✦ English
- ✦ World Geography
- ✦ Pre-Algebra or Algebra 1
- ✦ Earth Science
- ✦ Introductory Latin: Part 2 or Introductory Spanish: Part 2
- ✦ Art
- ✦ Physical Education and Health
- ✦ Chorus, Instrumental Band

### EIGHTH GRADE

- ✦ English
- ✦ American Government
- ✦ Algebra 1 or Honors Geometry
- ✦ Introductory Physical Science
- ✦ Spanish 1, French 1, or Latin 1
- ✦ Media Literacy
- ✦ Art
- ✦ Physical Education and Health
- ✦ Chorus, Instrumental Band

## *the middle school* COURSE OF STUDY

### THE ARTS

#### ART

The Middle School art curriculum encourages the creative process. The main objective in our semester-long art program is to encourage the development of original thought, creative attitude, and independent thinking. To implement this objective, projects in the Middle School are concerned with 2 and 3 dimensions. Each project, especially in Grades Seven and Eight, will follow with a critique in which students will consider and discuss proportion, rhythm, construction, craftsmanship, and originality. Each Middle School student will have one semester of art each year, with the class meeting three times a week.

## INSTRUMENTAL MUSIC

Middle School instrumental music is an elective course open to all sixth, seventh, and eighth-grade students. Prior experience on a wind instrument in fifth grade is desirable, but not necessary. Students work primarily in a class method book as sixth-grade students, and then as seventh and eighth-grade students they begin to focus more on music for performance, supported by exercises in musicianship stressing tone, intonation, and scale technique development. The Middle School Band performs a Winter and a Spring Concert. The music performed is appropriate to difficulty level, and programming is drawn from serious concert band literature and lighter jazz and pop repertoire. Students are prepared for and encouraged to further their instrumental development in the Upper School Band.

## ADVENTURES IN MUSIC

This music course provides students the opportunity to discover the diversity of music that serves as the score to American culture. Much of the course will be a vocal exploration of a wide variety of musical styles and genres. With the use of various technological tools, such as Garage Band®, the students will also have the opportunity to investigate how music is constructed as they experiment with their own creative compositions. This course will meet two periods per week.

## ENGLISH

### GRADE SIX—ENGLISH

This course is meant to coordinate with and reinforce (at least in part) the sixth-graders' study of ancient Egypt, Greece, and Rome. It is also meant to provide a foundation for the study of storytelling in English 7. The theme of English 6 is the hero; students read about and study heroes both from the ancient civilizations that are the subject of their history course, and from the modern world in novels, poetry, and short stories. Students are then encouraged to identify and appreciate the heroic qualities within themselves and their contemporaries. While reading a variety of adaptations of classic tales and selections from contemporary writers, students are asked to identify plot, analyze

character, recognize theme, and develop their interpretive skills. Students are introduced to the elements of the writing process, with the goal of being able to clearly, logically, and concisely express their ideas. While the basic elements of the analytical essay are presented, the emphasis is on the paragraph (topic sentence, supporting evidence, critical analysis) and the importance of editing and revision. The English Department supports all departments by helping students in the presentation of research projects in the Modern Language Association (MLA) format. Students study vocabulary and grammar, both in the context of their own reading and writing as well as through textbook lessons. They are also required to complete independent reading beyond the works assigned for class.

### GRADE SEVEN—ENGLISH

This course is meant to provide a foundation for the introduction to literary genres in English 8. The theme of English 7 is storytelling; students read and study examples of storytelling in novels, poetry, and short stories, and are encouraged to find and tell their own inner stories. While reading a variety of adaptations of classic tales and selections from contemporary writers, students are asked to identify plot, analyze character and structure, recognize theme, and further develop their interpretive skills. Students review the elements of the writing process, with the goal of being able to clearly, logically and concisely express their ideas. The elements of the analytical essay are stressed, as is the importance of editing and revision. The English Department supports all departments by helping students in the presentation of research projects in the MLA format. Students study vocabulary and grammar, both in the context of their own reading and writing as well as through textbook lessons. They are also required to complete independent reading beyond the works assigned for class.

### GRADE EIGHT—ENGLISH

This course is an introduction to literary genres (short stories, novels, poetry, and drama) and is meant to provide a foundation for the further study of genres in Upper School English 9. While reading a wide range of selections, both

classic and contemporary, from world literature, students are asked to identify plot, analyze character, discuss theme, and further develop their interpretive skills. The structural differences between the different genres and the significance of these differences are stressed. Students are expected to strengthen and improve upon writing skills developed in earlier grades, with the goal of being able to express their ideas clearly, logically, and concisely. The elements of the analytical essay (introduction, body and conclusion, thesis, and support) are stressed as is the importance of editing and revision. Students also practice personal and fiction writing. Students are required to write at least one research paper (using traditional as well as electronic sources) and present the results in the MLA format. Students study vocabulary and grammar both in the context of their own reading and writing as well as through textbook lessons. They are also required to complete independent reading beyond the works assigned for class.

## FOREIGN LANGUAGE

### INTRODUCTORY LATIN: PARTS 1 AND 2

This two-year course (Part 1 in Grade Six and Part 2 in Grade Seven) will introduce the young student to the wonders of Roman culture, history, geography, mythology, and, of course, language—Latin! By developing a foundation for the structure of Latin, students will gain a vastly stronger appreciation for English composition and the influences that Latin had over both the structure of English and the etymologies contained therein. An engaging text, *Ecce Romani*, chronicles the life of a Roman family and will be the primary textual foundation for both Parts 1 and 2 of this course. In addition to this text, many supplementary materials, including pictures, videos, and ancient manuscripts regarding all of the aforementioned aspects of Roman life will be examined and discussed. At the end of Introductory Latin (Part 2), students will be eligible for induction into the National Latin Honor Society, and all students will complete the National Latin Exam (Introductory).

#### INTRODUCTORY SPANISH: PARTS 1 AND 2

This two-year course (Part 1 in Grade Six and Part 2 in Grade Seven) will introduce the young student to the wonders of Spanish culture, history, geography, mythology, and the fundamentals of the language. By developing a foundation for the structure of Spanish, students will prepare for Spanish 1, where they will listen, speak, read, and write in the target language. Basic communication and comprehension will be practiced through oral exercises, and writing activities. Text: *Avancemos Textbook and Workbook Level 1*/McDougal Littell

#### GRADE EIGHT—FRENCH 1

This is the introductory language course for students who have studied little or no French as well as for those who might previously have experienced difficulty in learning the language. The “balanced skills” approach is used, in which students learn to listen, speak, read, and write in the target language from the beginning. Cultural, geographical, and historical facts are interwoven throughout the class. Text: *Allez, viens! Textbook and Workbook, Level 1*/Holt, Rinehart & Winston

#### GRADE EIGHT—LATIN 1

This is the beginning language course for students who have studied little or no Latin and for those who might have experienced difficulty in learning the language previously. Latin 1 formally introduces the fundamental grammatical constructions and the basic vocabulary of the Latin language. Students learn to think about language in a way that English rarely requires. The meaning in a Latin sentence does not evolve in order from the first word to the last word. Students must learn to treat a Latin sentence as a collection of puzzle pieces that can only be fitted together through logical analysis. The textbook presents the fundamental form and structure of the Latin language in a methodical, straightforward manner. Background lectures on the history, art, architecture, culture, and daily life of the Romans are provided to help students understand that Latin was once a living language spoken by the powerful, energetic, superstitious culture that contributed so much to our own language. Text: *Jenny’s Latin 1* by Charles Jenney/Prentice Hall

#### GRADE EIGHT—SPANISH 1

This is the beginning language course for students who have studied little or no Spanish and for those who might have experienced difficulty in learning the language previously. While instruction will begin in English, Spanish will quickly become the primary language of communication as the year progresses. Students will discuss the cultures of Spain and Latin America to make basic cultural comparisons. Dialogues, reading, writing, and grammar study are presented to students in lively, everyday situations, ranging from simple survival tasks such as introducing themselves to more complex topics such as making travel plans. Text: *Avancemos Textbook and Workbook Level 1*/McDougal Littell. Headphones and an external microphone are required for this course.

## MATHEMATICS

#### GRADE SIX—MATHEMATICS

In this course, students review topics from arithmetic and then are introduced to a variety of new topics. The year begins with the concepts of decimal and fraction operations, metric measurement, patterns, and number theory. Next, the students are introduced to the new concepts of ratio, proportion, percent, and probability, all of which are learned through the study of real-life data. In learning new material, students often discover through investigation, as they work cooperatively to understand mathematics. Periodically throughout the course, both geometric and algebraic concepts are presented as students build a base for future mathematics courses. Text: *Foundations for Algebra, Year 1, College Preparatory Mathematics/CPM Educational Program*

#### GRADE SEVEN—PRE-ALGEBRA

In this course, there are two key goals. The first is to reinforce the skills necessary for the beginning algebra student. The second is to use present skills in greater depth and to apply them to new situations. In preparation for Algebra 1, students study the order of operations, integer operations, variables, and equations. The early and frequent

introduction of variables and equations helps promote the transition from concrete to abstract thought. Analytical thinking is encouraged through the extensive and ongoing interpretation of various graphic representations, such as bar graphs, line graphs, pie charts, and scatter plots. Much of the data studied throughout the course is student-generated, and many of the activities are done in small, cooperative groups. Text: *Foundations for Algebra, Year 2, College Preparatory Mathematics/CPM Educational Program*

#### GRADE EIGHT—ALGEBRA 1

This course introduces the fundamental principles of algebra while supporting and developing skills already learned. Students learn to solve linear equations, graph linear functions, and investigate the use of exponents and the arithmetic of polynomials, systems, and quadratic equations. A major goal of the course is to build confidence and to show students that mathematics can solve real problems. Students take advantage of manipulative materials and various technologies. They also use probability, data analysis, and inequalities. Word problems are emphasized throughout the course. A student who successfully completes this course is ready for Algebra 2 in the Upper School. Text: *Algebra Connections, College Preparatory Mathematics/CPM Educational Program*

## SCIENCE

#### GRADE SIX—

#### ENVIRONMENTAL SCIENCE

The Environmental Science course has five objectives. The first is for students to gain firsthand experience in natural settings. Students learn how to use various types of maps in a hands-on study of the Potowomut and Hunt River Watersheds. In addition to the forests and fields, the river system on campus features excellent waterfront access and encompasses a wide spectrum of salt and fresh water communities. Second, students learn about nonnative species in New England and their impact on local animals and plants. Third, each student completes an independent

study of one organism or factor in the watershed in depth, and then creates a PowerPoint presentation that exhibits his or her research in an interactive way. Fourth, students examine how local ecological systems compare with rain-forest communities around the world. In small groups, students take a look at human communities living in rain forests and consider how people might reconcile family economics with rain-forest conservation. Finally, students develop an understanding of the estuary by exploring the wonderful marine communities and the ecological food webs which nurture and support them along the shores of the Rocky Hill School campus. Text: *The Seaside Naturalist: A Guide to Nature Study at the Seashore*/Prentice Hall

#### GRADE SEVEN — EARTH SCIENCE

This seventh-grade course provides an opportunity to answer questions that come naturally to children. How was the Earth formed? Why do earthquakes occur? Why does it rain? What makes the ocean blue? These questions, and more, will be explored as the seventh-grade surveys Earth's mysteries and its wonderful system of change and renewal. Students work on a variety of individual and group projects over the course of the year as they explore volcanoes, earthquakes, and weather patterns. They research and make oral presentations on topics including atoms, ocean processes, and the planets. Earth Science is a hands-on class in which students learn through labs and field trips. The students use Rocky Hill School's extensive rock collection and explore the unique ecology of Jamestown as they learn about rocks and minerals. Our dynamic campus is the perfect setting for our study of oceans and erosion. Our study of climate and seasons is enhanced by a trip to Nature's Classroom in Charlton, Mass., where the class spends three days learning about the local climate and winter ecology. Earth Science is a year of discovery, which helps students better understand the unique and amazing planet on which we live. Text: *Earth Science*/Holt, Rinehart, and Winston

#### GRADE EIGHT — INTRODUCTORY PHYSICAL SCIENCE

Introductory Physical Science is a laboratory science course which focuses on the properties of matter. The course begins by exploring larger concepts of matter such as mass and volume; from there, the focus becomes more and more specific, looking at the characteristic properties of different substances and how these can be used to separate mixtures and identify unknown substances. Student discoveries eventually lead them to an understanding of compounds and elements. Through experimentation, they gain a sense of the size of molecules and atoms. Because this is a laboratory course, the majority of learning takes place by performing experiments. At the same time, proper laboratory skills and techniques are emphasized throughout the year to prepare students for Conceptual Physics in Upper School Grade Nine. Text: *Introductory Physical Science* by Haber-Schaim, Cutting, Kirksey/Pratt Science Curriculum, Inc.

### SOCIAL STUDIES

#### GRADE SIX — ANCIENT HISTORY

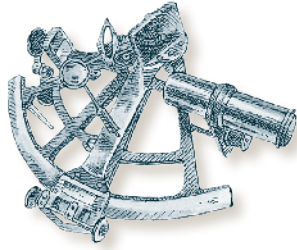
This course uses the study of Egypt, Greece, India, China, and Rome to introduce students to the wonders of the ancient world and to help them develop the skills they will need in future social studies courses. In studying these civilizations, emphasis is placed on how each culture built upon the achievements of others while also developing its own unique solutions to the problems all humans face. Topics covered include government, religion, language, social development, art, and architecture. Throughout the year, careful reading, good note-taking, and geographic awareness are stressed. Projects will help the students improve their research, public speaking, and time management skills. Text: *World Studies: The Ancient World*/Pearson

#### GRADE SEVEN — WORLD GEOGRAPHY

In today's changing world, global awareness is an important part of learning. This course concentrates on the skills needed to understand the earth, with a particular focus on the five themes of geography: location, place, region, movement, and human environment interaction. Students examine charts, graphs, and maps, as well as connect people and their common characteristics, to gain a sense of the world's many regions. Much of the course is Internet-based in order to access more resources. This approach enables students to find up-to-date information on countries, global issues, and world events, with an emphasis on some of the geopolitical "hot spots" that are dominating our lives, such as the Middle East and Southeast Asia. Many skills are taken away from these studies, including vocabulary development, identifying main ideas, learning basic map components, and performing research for essay writing. At the conclusion of this course, the students have a greater understanding of nations and a better knowledge of the world's diversity. Texts: *World Studies: United States and Canada*; *World Studies: Europe and Asia*; *World Studies: Asia and the Pacific*/Prentice Hall

#### GRADE EIGHT — AMERICAN GOVERNMENT

This course focuses on the history, development, and functions of the United States government and the significant problems facing the nation today. The course reviews the major ideas and events that led to the writing of the Declaration of Independence and the U.S. Constitution. Next, students complete the study of the three branches of the federal government along with an investigation of the country's modern political and election process. Throughout the year, the course uses current events to illustrate and further develop the material presented in the texts. Therefore, students must keep abreast of the news, and are quizzed on current issues weekly. During this course, students develop their note-taking, summarizing, organizational, and research skills. In addition, students go on a field trip to the U.S. District Court in Providence. Text: *American Government*/Great Source



## *the* UPPER SCHOOL

### MISSION

In the Upper School we strive to create a dynamic learning environment where dedicated teachers challenge students to become lifelong learners while preparing them to succeed at colleges and universities. Our size, our innovative academic model, and our waterfront setting encourage students from diverse backgrounds to grow as creative intellectuals, as caring human beings, and as responsible citizens. Through curricular offerings and co-curricular activities unique to the Upper School, students continually reaffirm their self-knowledge in their commitment to each other, to their natural environment, and to their global neighbors.

### THE ROCKY HILL SCHOOL MODEL

The Rocky Hill Model is a blended learning and instructional model that combines the best of Harkness and emerging technologies to create a unique synergy of people, principles, and practices. The Upper School model, as it pertains specifically to teaching and learning in the classroom and online, has as its underpinnings, inquiry-based dialogue and interactive digital media, but its success is characterized by student and teacher initiative, creativity, collaboration, problem-solving, and achievement. Students and teachers commit to a paradigm that combines the best of what emerging technologies have to offer in the areas of efficiency and productivity with the very finest attributes of good teachers, innovative leaders, and sound teaching methodologies. Students assume responsibility not only for their own learning, but also for the entire teaching and learning community, serving as innovators, leaders, and mentors. One of the main goals of the Rocky Hill academic model is to provide the most efficient and effective learning experience by combining

various instructional modalities. The ultimate test of the effectiveness of a pedagogical model is the ability of an individual within that system to adapt successfully to changes and challenges in his or her environment. A critical element of the Rocky Hill School Model involves learning by active engagement for all students. Authentic understanding is only accomplished through experience, and experience is only meaningful when students enjoy frequent and diverse opportunities to practice skills, test ideas and alternate theories, and apply and produce knowledge.

Introduction to and application of the academic model is introduced in the Middle School, where the Harkness table builds confidence, instills respect, and forges independent thinking. An inquiry and discussion-based environment encourages and supports risk-taking, promotes independent and collaborative problem-solving, and champions individuality and intellectual growth. The table teaches students personal responsibility and that personal responsibility is coupled with accountability to their peers at the table. Standards and benchmarks for the

evaluation of Harkness proficiency include evidence of individual and collaborative preparation and participation, the implementation of recognized rules of etiquette, freedom of expression, the identification, examination, and resolution of problems and questions (discipline specific), management and balance of time and content, the creation of inter-textual, cross-topic, and interdisciplinary connections, the provision of supporting evidence, and reflection and self-evaluation. Armed with these skills, Rocky Hill School eighth-grade students benefit from an easy transition to their freshman year in the Upper School. Teachers of freshmen can attest to the ease with which the majority of students manage their Upper School course loads.

Standards and benchmarks for digital learning and proficiency in technology skills are modified continuously as new technologies and skills are introduced and learned. Some of the standards and benchmarks parallel and expand those used to assess Harkness participation; however, technology proficiency is determined by the particular skills learned, honed, and mastered as appropriate for a specific discipline. One of the main goals is to assess how the technological skills learned and the integration of online tools and applications, as well as the creation of online content, serve to enrich the student's learning process and increase knowledge. Following the guidelines provided by the NCTE, our model recognizes that "21st century readers and writers need to develop proficiency with the tools of technology; build relationships with others to pose and solve problems collaboratively and cross-culturally; design and share information for global communities to meet a variety of purposes; manage, analyze and synthesize multiple streams of simultaneous information; create, critique, analyze, and evaluate multi-media texts; and attend to the ethical responsibilities required by these complex environments." Moodle, one of the widely used student course and content management systems, provides a mode of presentation and organization for blended learning. Moodle was designed to "provide a set of tools that support an inquiry—and discovery-based approach to online learning" (Brandl,

2005), and thus is incorporated into the Rocky Hill Model. Just as we leverage the distinctive, interior architectural features such as the surrounding whiteboards and Harkness tables, so too can we leverage the real-time access to synchronous and asynchronous Web 2.0 technologies to extend and enhance the Harkness exchange, allowing the student to become “an active—and socially interactive—learner” (Hilz, 2004) in the classroom and online.

The academic model encourages a 21st-century, global environment where both students and teachers have moved away from “schooling” towards ongoing “learning.” New and developing programs, applications, and skills are introduced daily, allowing students and teachers to collaborate within multiple mediums. To honor the philosophy of the model, technology resources are ideally accessible to the entire community via the Moodle platform and ongoing professional development opportunities. To be viable educational tools, Harkness and technology must help teachers and students meet content and performance standards (as determined within each discipline, each grade, and each division). The model in its current form remains an evolving ideal, a concept that embodies the philosophy, principles, and practices manifest within the learning community of Rocky Hill School, and a doctrine that guides standards and benchmarks against which progress and achievement can be measured.

## ADVISER PROGRAM

An adviser serves as a mentor and as the primary contact between the School and the student’s family, helping the student chart his or her academic and co-curricular course through the Upper School. Regular meetings allow for the development of a strong working relationship, whereby a faculty member may serve as an advocate for his or her advisee in all aspects of school life, guiding the student to make healthy and appropriate choices. Other responsibilities include helping the advisee choose courses; answering advisee (and parent) questions; assisting the

advisee in resolving academic or personal difficulties; and communicating with the advisee’s parents or guardians. The adviser, along with the Head of Upper School and Dean of Student Life, is the primary contact person should the advisee’s parents or guardians have any questions or concerns.

Advisers are assigned to all students new to the Upper School. In the spring, returning students have the opportunity to express a preference for three faculty members they may choose as an adviser the following year. Every effort is made to honor a student’s choice, although it is not always possible to grant students one of their choices. Frequent, meaningful communication is the hallmark of an effective adviser-advisee relationship. All Upper School students meet with their advisers in advisee groups at the start of each schoolday, as well as during an extended meeting period every two weeks, to discuss upcoming events or issues as well as topics that may affect the Rocky Hill School community. Additionally, students and their advisers often arrange to meet individually at other times during the school week. Finally, advisers write summaries of their advisees’ progress for parents at the conclusion of first and second semesters, and meet with advisees and their parents in the fall and spring to discuss each student’s progress towards the goals the student set for him or herself at the beginning of the academic year.

Beginning in Grade Ten, students work more closely with their advisers to identify the academic and co-curricular directions that will both highlight the student’s strengths and address any areas of weakness in the academic profiles that they will eventually present to colleges. The adviser/advisee relationship takes on even greater significance in the eleventh grade as students begin the college application process: narrowing their college list, scheduling campus visits, and compiling data for their applications. While the responsibility for assembling these materials and testing lies with the student and the Director of College Counseling, the adviser helps by making sure that each advisee is on course to meet the requirements for graduation and acceptance into an appropriate post-secondary institution.

## STUDENT LAPTOP PROGRAM

All students in the Upper School have laptops which provide them with instant access to Moodle™, our web-based course management system, and enable them to explore the extraordinary wealth of educational resources available on the Internet. On Moodle, students find schedules, assignments, course documents, and discussion boards; Moodle also connects students to their teachers and to other students. Combined with the Harkness method, laptop learning guarantees that each student has a front row seat in every class.

The implementation of the Rocky Hill School Student Laptop Program in 2003 fulfilled the vision that helped launch the School’s first technology initiative in 1999. Believing that “technology infusion can transform the education process, facilitate incremental improvements in learning, be a vital tool for educators’ professional growth, and prepare students for life in a high-tech world” (Miller, *Learning and Leading with Technology*/March 2001), the Board of Trustees spearheaded a drive to raise money for a campus network, for faculty laptops, and for a laptop classroom. This thoughtful preparation set the stage for a natural and successful transition to a fully laptop-equipped Upper School student body.

We strongly encourage all students new to the Upper School to bring a *tablet laptop* to school. Because of its versatility, the tablet is the ultimate teaching and learning machine. Students can type their notes in English or history class and then, using an electronic pen, handwrite diagrams and formulas on the screen in math and science classes; they can record oral work for their foreign language class or use the voice recognition feature to record their own thoughts for later transcription into a Word document; and the laptop becomes less intrusive when classes engage in Harkness discussions. A school-sponsored laptop purchase program not only allows our families to buy a tablet at a price specifically set for the School, but also guarantees in-house technical support, the availability of a loaner laptop when a student’s laptop needs repair, and a customized configuration installed on the laptop, allowing for a seamless transition from box to classroom.

## LAPTOP LEARNING OFFERS MANY EDUCATIONAL BENEFITS:

- ♦ Laptops expand a child's learning environment, traditionally the classroom, beyond the school's walls
- ♦ Laptops make better use of a learner's time, as the time for learning is no longer confined to the schoolday schedule. Students also have immediate access to the flexible resources they need, when they need them.
- ♦ Laptops increase the frequency and effectiveness of interaction and communication—for example, through one-on-one or group discussions online
- ♦ Laptops represent the most powerful tool available—outside of the students' minds—for working with information. As a tool, the laptop facilitates the management, analysis, assimilation, and presentation of information with sophistication, creativity, and confidence.
- ♦ Laptops offer students increased freedom to take advantage of their particular academic strengths while also providing them with the tools to shore up their weaknesses. More significantly, in a classroom with laptops, much of this learning and skill-building takes place in a collaborative manner.

## IN SCHOOLS WITH ESTABLISHED LAPTOP PROGRAMS, RESEARCH REVEALS SEVERAL EXAMPLES OF ENHANCED LEARNING:

- ♦ Students perform more extensive editing and become better writers
- ♦ Students use more problem-solving and critical thinking skills
- ♦ Students use a greater variety and number of information sources in research projects

Our strong, college-preparatory curriculum becomes even stronger through the utilization of this important pedagogical tool. Laptop learning complements traditional learning processes with an approach that is more relevant to the world in the 21st century. By authentically integrating the laptop into a Rocky Hill student's academic program, we expect to graduate young men and women who are active learners, who love learning, who know how to

learn and adapt easily, and who can construct their own knowledge from the information they discover. With laptops, both students and teachers can always respond to the "learning moment."

We are committed to the belief that a technology-rich education improves the quality of a student's total experience at Rocky Hill School. Join us as we prepare our children for the world they live in today as well as the world they can expect tomorrow.

- ♦ **Learn more about our student laptop program** on the Rocky Hill School website at [www.rockyhill.org](http://www.rockyhill.org). The laptop model that the School recommends for students is chosen in the spring and delivered at the opening of each academic year. It is configured to the School's specifications, including all educational software that will be used by the students in their academic program.
- ♦ **Visit our Moodle website** at <http://bb.rockyhill.org>. Moodle is a powerful course management tool that enables our teachers to provide their students with course materials, discussion boards, virtual chats, assignments, and document drop boxes in a convenient web-based format. You will find a categorized list of courses at Rocky Hill. Click on the course you would like to access; you will be taken to a "Login" page. Click the button to "Login as a guest." Once you have entered the course, you may access the information about the class posted by the teacher.
- ♦ **Take a tour of the Alan F. Flynn Jr. Academic Center**, where students and teachers meet in Harkness-equipped classrooms, each with its own wireless projection unit; where our students have the opportunity to collaborate with students all over the world through our videoconferencing system; where numerous wireless access points provide seamless network connectivity for all laptops; and where science labs combine Harkness teaching with hands-on experimentation. It is truly an extraordinary teaching and learning facility.

## ACADEMIC CENTER FOR ENRICHMENT (ACE)

The Academic Center for Enrichment goal is to provide a supportive environment which helps students reach their learning potential.

Our program provides conceptual support and study skills that are suited to individual students' learning styles. ACE also provides classes that meet one to three times a week, depending upon each student's individual need. During the classes, study and organizational skills are applied to the student's course work. Monitoring of student progress is accomplished through regular communication with the faculty and between the faculty, student, and family. The expectation is that students will engage in applying the skills to their course work while in ACE, and then continue to do so once they exit the program.

The Tutorial Program strengthens basic skills such as reading, writing, grammar, comprehension, spelling, and reasoning. The goal of these sessions is for the student to advance to grade-level proficiency in the skills in which he or she may be deficient.

## COLLEGE COUNSELING

As a college preparatory school, Rocky Hill believes that higher education is a vital element of the self-knowledge that is celebrated in the School's motto, *Know Thyself*. The role of the College Counseling office is to guide and facilitate the student's matriculation, after graduation, at an appropriate institution of higher learning. Through an ongoing, highly personalized, and cooperative program involving the student, parents, adviser, other faculty, and the Director of College Counseling, the student is counseled and supported during the process of selecting and gaining admission to a college ideally suited to his or her personal and academic needs and aspirations. Our goal is to match each Rocky Hill graduate with a school that will make the college experience as happy, rewarding, and productive as possible.

## COLLEGE MATRICULATION OVER THE PAST 5 YEARS:

Alfred University  
Amherst College  
Assumption College  
Babson College  
Barnard College  
Bates College  
Boston College  
Boston University  
Brandeis University  
Brown University  
Bryant University  
Bucknell University  
Carnegie-Mellon University  
Catholic University  
Clark University  
Colby College  
College of the Holy Cross  
Colorado College  
Columbia University  
Connecticut College  
Cornell University  
Dartmouth College  
Dickinson College  
Drexel University  
Eckerd College  
Emerson College  
Fordham University  
Franklin and Marshall College  
Franklin Pierce College  
George Washington University  
Georgetown University  
Gettysburg College  
Hobart and William Smith Colleges  
Ithaca College  
Johns Hopkins University  
Kenyon College  
Massachusetts College of Art  
McGill University  
Middlebury College  
Mount Holyoke College  
Muhlenberg College  
New York University  
Nichols College  
Northeastern University  
Pratt Institute  
Providence College  
Quinnipiac University  
Rhode Island School of Design  
Roanoke College  
Rochester Institute of Technology  
Roger Williams University  
Saint Lawrence University

Saint Mary's College of Maryland  
Saint Michael's College  
Simmons College  
Skidmore College  
Smith College  
Syracuse University  
Trinity College  
Tufts University  
Union College  
University of Colorado  
University of New Hampshire  
University of Pennsylvania  
University of Rhode Island  
University of Vermont  
Vanderbilt University  
Wellesley College  
Wheaton College  
Worcester Polytechnic Institute  
Yale University

## ATHLETICS

The athletic program is an important component of the Upper School curriculum. All ninth-grade students are required to participate on one competitive team for athletics. In Grade Ten through Grade Twelve, students must participate in two of the three sports seasons per year. While the Upper School has several on-campus athletic options, students may petition the Athletic Director for an athletic waiver to pursue an off-campus sports option for one season. Students may also fulfill one of the season requirements by participating as an actor, musician, or technical assistant in a drama production. Participation in athletics requires attendance at all practices and games throughout the season. Practices are generally held from 3:45 to 5:15 pm each afternoon whenever a game is not scheduled. The following athletic options are offered each year:

### FALL

- ✦ Boys' Varsity & Junior Varsity Soccer
- ✦ Girls' Varsity Soccer
- ✦ Boys' Cross Country
- ✦ Girls' Cross Country
- ✦ Varsity Field Hockey
- ✦ Recreational Sailing
- ✦ Coed Lifetime Fitness

### WINTER

- ✦ Boys' Varsity & Junior Varsity Basketball
- ✦ Girls' Varsity & Junior Varsity Basketball
- ✦ Varsity Ice Hockey
- ✦ Coed Lifetime Fitness
- ✦ Yoga
- ✦ Dance

### SPRING

- ✦ Boys' Varsity & Junior Varsity Lacrosse
- ✦ Girls' Varsity & Junior Varsity Lacrosse
- ✦ Coed Varsity Tennis
- ✦ Coed Varsity Sailing
- ✦ Coed Varsity Golf
- ✦ Coed Lifetime Fitness

## CO-CURRICULAR ACTIVITIES

Co-curricular activities are also an integral part of the Upper School educational program at Rocky Hill, as they provide important hands-on learning experiences. Students choose activities from a diverse selection offered by Upper School faculty and staff. Activities afford students the opportunity to explore areas of interest in a less formal atmosphere than in a graded course, and may be scheduled into or after the academic day.

### OFFERINGS MAY INCLUDE:

- ✦ Community Service Club
- ✦ Fall and Winter Drama
- ✦ ERASE (Encouraging Racial and Social Equality)
- ✦ Foreign Language Clubs (French, Latin, and Spanish)
- ✦ Mock Trial
- ✦ Certamen
- ✦ Oceanography Club
- ✦ Defenders (of the Environment)
- ✦ Math League
- ✦ Nathan Hale Society (Admission Tour Guides)
- ✦ National Honor Society
- ✦ Polar Bear Club
- ✦ Robotics Club
- ✦ School Wellness Committee
- ✦ Student Council
- ✦ *The Crest* (School Yearbook)
- ✦ *View from the Hill* (Student Newspaper)

## ROCKY HILL SCHOOL ACADEMIC GRADUATION REQUIREMENTS

ENGLISH	4 credits	English 9, 10, 11, 12
MATHEMATICS	3 credits	Algebra 1, Geometry, Algebra 2
FOREIGN LANGUAGE	3 credits	French, Latin, Spanish, Mandarin Chinese (students must complete level three of a language in order to graduate)
SCIENCE	3 credits	Physics, Chemistry, Biology
SOCIAL STUDIES	3 credits	Ancient and Medieval History, Modern European History, US History
FINE ARTS	2 credits	Art, Music
ELECTIVE COURSES	2 credits	From any department (excluding courses listed)
COMMUNITY SERVICE		30 hours documented service over four years
SENIOR PROJECT		Successful completion
ATHLETICS/DRAMA		Four years
TOTAL:	20 credits	Minimum requirement for graduation

### COMMUNITY SERVICE PROGRAM: SERVICE TO OTHERS

#### SOPHOMORE COMMUNITY SERVICE PROJECT

At the end of their sophomore year, tenth-graders focus on community service projects throughout the state of Rhode Island. In an effort to provide students with opportunities to think outside of themselves, the class experiences a two-day adventure volunteering at sites that provide a wide range of experiences. The broader focus is intended to be a continuation of Rocky Hill's commitment to our surrounding community as well as providing students an opportunity to recognize the world beyond themselves as individuals. The class is split into four small groups, with each group volunteering at a different site. Volunteer needs change each year, but some of the sites students have visited include the Rhode Island Community Food Bank, the Appalachian Mountain Club, Crossroads Rhode Island, Casey Farm, and Ronald McDonald House. When the students return to campus, each small group completes a project summarizing the experience and highlighting what the students have learned. They present their project to their class as a whole. The project presentations are intended to round out the experience and to create an opportunity for reflection while learning from one another.

#### INDEPENDENT COMMUNITY SERVICE

Community service has always been an important aspect of Rocky Hill School life. Serving others is another way in which students fulfill the School motto, *Know Thyself*. The life skills gained through service to others provide valuable preparation for the future. As a result of Rocky Hill's small size and Preschool to Grade Twelve composition, on-campus volunteer opportunities abound, promoting regular interactions between faculty, staff, and students of all ages and underscoring the sense of family at the School. By volunteering on the grounds, for the Admission Office, in the cafeteria, and at secretarial stations, our students become involved in the day-to-day business of the School and, thus, take ownership of their School. Other on-campus opportunities include tutoring peers and younger students, helping in the Preschool program, assisting Middle School coaches, and assisting with Lower School drama productions. Rocky Hill students also work in local soup kitchens; assist with Special Olympics events; collect money, food, clothing, and other items for local and international causes; provide manpower for local and distant cleanup efforts; support local cultural organizations; and volunteer at local charities, such as the Rhode Island Food Bank, Rhode Island Hospice, and Habitat for Humanity. The Community Service Program is managed by a faculty

coordinator who serves as a resource for on-campus and off-campus projects for individuals and smaller groups. Each Upper School student is required to complete thirty hours of documented community service work prior to graduation. (This requirement is prorated for those who enter after Grade Nine.) In order to keep track of a student's progress toward this requirement, documentation of service is submitted to the Community Service Coordinator, who maintains a database of organizations, and volunteer hours.

#### STUDENT LIFE PROGRAM

At Rocky Hill, we believe that the key to a well-rounded student is to provide experiences that extend beyond the classroom setting. Senior prefects are twelfth-graders selected by both the faculty and students as those able to provide student leadership for the entire Upper School community. Student Council elects representatives from each class and works as a group on student-based initiatives and social activities. Our Student Life Program also provides an opportunity for students to learn from those outside our Rocky Hill community. Richard Ryan from the *Center for Personal Responsibility* works with our students in two intense week-long programs regarding healthy decision making and substance use and abuse. *Wellness Collaborative* complements this program with a workshop that focuses not only

on values and peer pressure, but also includes strategies for students in stress management and personal well-being. To complement these workshop experiences, there is a yearly speaker series designed to address issues that affect students as they navigate the challenges of their adolescent years. Individual speakers vary year to year, but the selection has included such topics as leadership, drinking and driving, diversity, self-awareness, money management, and peer pressure.

## GRADE SPECIFIC

*programs*

### NINTH GRADE

#### FRESHMAN STUDIES

The Freshman Studies course, required for all entering ninth-grade students, is split into five units focusing on values and skills that help Rocky Hill freshmen as they work to fulfill the school's motto, *Know Thyself*. In every unit, students are encouraged to explore issues and values essential to successful navigation of adolescence. Taught mainly by the Dean of Student Life, this course is designed not only to provide a solid foundation for their first year in Upper School at Rocky Hill, but also to serve as a guide for the decisions they will make over the next four years. The first unit focuses on community and transition, both academically and socially. The academic unit provides students with an understanding of Harkness learning, test-taking techniques, technology orientation and Moodle training, digital citizenship, and organizational skills. The unit also centers on goal-setting and provides students with the strategies they need to become successful. In the second unit, topics in health are covered, including nutrition, stress management, and healthy decision-making. The third unit addresses issues of community, identity, and diversity, allowing students to explore who they are and how they fit into the Rocky Hill community and

the world. The fourth topic in Freshman Studies draws on the students' ability to identify strong leaders, and encourages them to view themselves as leaders in a variety of different settings. Finally, students are encouraged to use their leadership skills to better our community and our world. The last unit, taught by the environmental science teacher, takes advantage of our unique location and asks students to examine their impact on the environment, the significance of conservation, and the fundamentals of sustainability and political action.

#### CHEWONKI TRIP

The Chewonki Foundation is a multifaceted wilderness program in Wiscasset, Maine, which focuses on developing leadership skills, self-awareness, and the ability to work productively as part of a team. The ninth-grade trip to Chewonki occurs early in the fall. The students, accompanied by several faculty members, spend a week working with professionals skilled at bringing young people together to achieve personal and team goals. Students return to our campus with a stronger sense of the role they play as individuals within a larger community, and of the contributions the class can make by working together toward common goals.

### TENTH GRADE

#### SAT PREP—CRITICAL READING & WRITING SKILLS

This course is designed to provide tenth-graders with a firm foundation in the content areas covered in the Critical Reading and Writing Skills sections of the SAT, and, at the same time, to acquaint them with the procedures and strategies required to complete the test effectively. Vocabulary building is stressed as preparation for the sentence completion questions which remain an important component of the Critical Reading Skills section, and time is also spent solidifying the grammatical concepts which are at a premium on the Writing segment. Students take practice tests periodically, under simulated exam conditions, in order to become accustomed to the standardized testing experience.

### ELEVENTH GRADE

#### SAT PREP—MATHEMATICS

This course is designed to provide eleventh-graders with a firm foundation in the content areas covered in the Mathematics section of the SAT, and to acquaint them with the procedures and strategies required to complete the test effectively. The course covers concepts from Algebra 1, Geometry, and Algebra 2, with an emphasis on the types of questions that are on the test. Students take practice tests periodically, under simulated test conditions, in order to become accustomed to the standardized testing experience.

#### WASHINGTON, D.C., TRIP

The eleventh-grade Washington, D.C., trip complements our academic commitment to the "American Experience" during the junior year, which includes the study of American literature and United States history. The class travels to Washington, D.C., accompanied by several teachers, to experience and reflect upon the history of America firsthand. While there is an academic focus to the trip, it also provides an opportunity for members of the class to enjoy a significant collaborative experience away from School. Students participate in the development of an itinerary and, while in D.C., live in a youth hostel where they assume responsibility for the preparing, serving, and cleaning-up of their meals. As the trip occurs just before their emergence as the oldest students on campus, it also encourages eleventh-graders to exercise the leadership roles they will assume permanently when our twelfth-graders depart in May for their Senior Projects.

### TWELFTH GRADE

#### SENIOR SEMINAR

Students at Rocky Hill School are encouraged to become responsible world citizens—an integral part of the School's mission and a crucial task in the 21st century. One way we accomplish this goal is through our Senior Seminar. Established in 2001, the program promotes the development of the whole child in mind, body, and spirit while guiding students in the pursuit of knowledge and self-awareness.

Students and teachers reach beyond the walls of their classroom, beyond a simple understanding of a complex issue, to explore the many dimensions of a critical conflict. The goals of the Senior Seminar include promoting the free and open exchange of ideas; encouraging media literacy as a critical component of responsible citizenship; introducing students to the college seminar and lecture experience; maximizing the learning and communications opportunities available through modern technology; engaging students in critical analysis of a complex issue of contemporary relevance; and developing leadership that recognizes diversity, and respects alternative views. Flexible enough in design to address a wide range of issues, recent Senior Seminar topics have included:

- Israeli-Palestinian Conflict
- Solutions for Democracy in the Middle East
- Understanding the Nature of Terrorism
- Mapping the Nuclear World
- Iran and the United States: Culture, Conflict, and Policies
- The Enigma of Climate Change
- China and the United States: Challenges and Opportunities

#### SENIOR PROJECT

The culmination of a Rocky Hill School student's experience, the Senior Project, is an independent, off-campus internship. At the beginning of the selection process, each twelfth-grader contacts professionals in areas of interest and arranges with one of them a one-month internship commitment. The final choice may reflect possible career choices, a commitment to community service, or a unique one-time opportunity. A primary requirement is that students pursue a passion and organize a program that provides a significant learning opportunity. Once an internship has been secured, students are responsible for managing all of the details of the schedule, setting objectives, initiating all communications necessary to ensure the success of the internship, and preparing a final presentation of the results of their internship. Students also complete a substantial research project on a topic related to their project. The student's adviser plays an important role in supporting the student throughout this process.

## *the upper* school COURSE OF STUDY

### THE ARTS

#### STUDIO ART 2D

This course introduces students to a general understanding and appreciation of art. It is a prerequisite for all of the other art courses offered. Our studio program offers students time to experiment, to take chances, and to surprise themselves in their ability to excel in a variety of areas including pencil, pastels, watercolor, acrylics, and ink. Investigation of the basics in drawing, painting, and design are combined with the technical skills necessary to work in diverse media.

#### DRAWING AND PAINTING 1 AND 2

*Prerequisite: Studio Art 2D*

This course consists of working from still-life imagery, landscapes on campus, and the figure. A variety of media are used, such as pencils, charcoal, pastels, ink, and paint. In this course, students investigate the issues of realism, expressionism, and illusionism as a means to a visual statement. Students are able to take advantage of our location in the fall and spring by painting and sketching outdoors. Students may take Drawing and Painting for two years.

#### PORTFOLIO PREPARATION

*Prerequisite: Studio Art 2D, plus one year of art electives, and the recommendation of the instructor*

This course is offered to those who plan to attend art school or who want to present a portfolio to enhance their college admission package. Students will be guided in developing their original artwork in two and three dimensions. Individual critique and discussions are an integral part of the course and it is offered only to eleventh- and twelfth-grade students.

#### CERAMICS 1

*Prerequisite: Studio Art 2D*

This course provides beginner ceramics students with an understanding of the different hand-building techniques, including pinch, coil, modular, and slab. Students will research the art and culture of different civilizations around the world and then complete a series of pieces that are inspired from these cultures. Later in the year students will also learn how to use the potter's wheel after they have gained some technical skill and knowledge of the nature of clay.

#### CERAMICS 2

*Prerequisite: Ceramics 1*

The emphasis in this class is not only to improve the student's technical ability, but also to stimulate and develop individual creativity. Students have the opportunity to discover their personal vision while learning about different clay bodies, glazes, and kilns. Each student is required to produce a cohesive body of work that reflects their personal style.

#### PORTFOLIO CERAMICS

*Prerequisite: Ceramics 1 and 2, and the recommendation of the instructor*

This class is for advanced students who are committed to developing their work. Students will work independently exploring the relationships between form, process, and content. They will also be encouraged to question their work and expand their ideas and approaches to their work. Group and individual critiques will help the students develop a better vocabulary with which to speak and think about art making. Also included will be some readings and research of famous ceramic artists.

#### DIGITAL PHOTOGRAPHY 1

*Prerequisite: Studio Art 2D*

In this course, students discover the art of photography and its endless possibilities in the digital world. Through demonstration and hands-on practice, students learn to operate a digital camera and to develop relevant computer skills for handling digital photographs. Exposure, camera settings, on-camera framing, and basics of light control will be explored along with the art of composing and shooting great pictures.

The class will build individual portfolios and complete a group project. This course is designed to help students discover their creativity and to teach them to look at the world with a photographer's eye. Students are required to have a digital camera.

#### DIGITAL PHOTOGRAPHY 2

*Prerequisite: Digital Photography 1, and the recommendation of the instructor*  
This course offers an advanced exploration of photography and the graphic arts. Students will concentrate on areas of personal interest and build a diverse portfolio applicable for college submission. Students will gain competence in photography, design, and computer software. Projects will be focused on fine art and graphic design. Students are required to have a digital camera.

#### COMMUNICATION AND PUBLICATION

*No Prerequisites*

This course examines and analyzes the various ways in which we communicate and the means through which we make information public through electronic and print publications. Oftentimes, our work, whether it is academic or artistic or both, involves a variety of different types of media, software, and publication. Students learn how to use multiple computer programs (Adobe Creative Suite) and editing software to produce their own creative works, as well as the newspaper, *View from the Hill*, and the yearbook, *The Crest*.

Students will also be involved in public relations, financial management, planning, designing, and delivery of our Rocky Hill-centered publications. Students will be responsible for covering historical moments on an annual basis and reporting these moments through copy, captions, headlines, photographs, artwork, and design. The course challenges participants to be imaginative and creative while maintaining the basics of sound journalistic principles. Through the creative process, the student will understand the variety of components involved within graphic arts, photography, video production, website design, blog design, and online journalism.

Through these conversations, students will be able to analyze, interpret, and

evaluate a variety of visual arts and new media creations. Contemplating ideas from photography, the web, mass media, as well as electronic and traditional publishing materials, students will be asked to analyze visual rhetoric, develop critical visual skills, articulate meaning, and create their own individual visual rhetoric. Text: *White Space is Not Your Enemy* by Kim Golombisky and Rebecca Hagen.

#### NARRAGANSETT SOUND

*No Prerequisite*

This is a choral ensemble that offers a program designed to take a young singer from his or her first introduction to the art of choral singing through a full course of choral instruction. This program includes the study and development of choral artistry, vocal technique, music history, and performing style as pertaining to the repertoire studied and performed. The goals of this ensemble are to develop the musical talents of our singers and to provide the ensemble with high caliber musical experiences while singing a diverse repertoire at performances both on and off campus.

#### LAB BAND

*Prerequisite: Audition and permission of the instructor*

This course prepares students to perform with expression and technical accuracy, both individually and within an ensemble. All the qualities of good musicianship are emphasized, including tone quality, sightreading skills, blending, rhythmic accuracy, interpretation, and intonation. A variety of musical selections are rehearsed and performed both on and off campus.

#### GUITAR INSTRUCTION:

##### BLUES AND JAZZ

*Prerequisite: Audition and permission of the instructor*

This is a one-year course for Upper School students wishing to become acquainted with the performance of blues and jazz improvisation. An interview with prospective candidates will be conducted by Mr. McNamara prior to admittance to the class. A prerequisite to this class is each student's possession of an electric guitar. Music reading is an important component of the class, and some working knowledge

of music notation and guitar technique is a prerequisite. The class will not be a blues/rock jam session. The relationship of early blues, as it relates to rock, and then as it becomes more complex in jazz will be the focus of the early classes. The focus will then shift to jazz and will explore the II/V chord progression and how scales and arpeggios are used to improvise over it. The class is a lab experience with no performance requirement, and will consist of part instruction time and part student practice time.

## ENGLISH

The primary goal of the English Department is to help Rocky Hill School students become strong readers and writers. The English Department helps students become strong readers by introducing increasingly complex texts, selected from various forms: the short story, poetry, the novel, drama, nonfiction, and mythology. Teachers introduce literary terminology and critical strategies to enhance the study of these forms. The English department helps students become strong writers by presenting them with increasingly challenging writing assignments, again, in a variety of forms: journals, personal narratives, descriptive essays, reviews, creative writing, argumentative/persuasive essays, and expository essays. Grammar is taught across the curriculum, primarily in the context of each student's own work, and vocabulary strength is gained through regular skills instruction. Our approach to writing emphasizes the value of process—the organic evolution that must occur to render a well-crafted piece of writing out of a promising idea.

#### ENGLISH 9

The thematic context for English 9 is *Individual Voices & Coming of Age*. Students examine the compelling personal narratives found in literature and develop their own voices through a variety of writing assignments. Texts may include the following: *The Everyday Writer*, *The Seagull Reader: Stories*, and *The Seagull Reader: Poems*, *Lord of the Flies* by William Golding, *To Kill a Mockingbird* by Harper Lee, *Romeo and Juliet* by William Shakespeare.

## ENGLISH 9 HONORS

*Prerequisite: Grade of 90% or higher in Grade Eight, and recommendation of the English teacher*

The thematic context for English 9 Honors is *Individual Voices & Coming of Age*. Students examine the compelling personal narratives found in literature and develop their own voices through a variety of writing assignments. In addition to covering the material found in English 9, Honors English 9 moves at a faster pace to accommodate supplemental materials and additional texts the instructor may choose to assign. Texts may include the following: *The Everyday Writer*, *The Seagull Reader: Stories*, and *The Seagull Reader: Poems*, *To Kill a Mockingbird* by Harper Lee, *Lord of the Flies* by William Golding, *The Curious Incident of the Dog in the Night-Time* by Mark Haddon, and *Romeo and Juliet* by William Shakespeare.

## ENGLISH 10

The thematic context for English 10 is *The Human Condition*. Through challenging texts and thought-provoking writing assignments, students examine how the world's diverse social, cultural, and racial landscapes amplify and enrich their response to the question, "What does it mean to be human?" Texts may include the following: *The Everyday Writer*, *The Seagull Reader: Stories*, and *The Seagull Reader: Poems, 1984* by George Orwell, *Beowulf* (translated by Seamus Heaney), *Frankenstein* by Mary Shelley, *Othello* by William Shakespeare, and *A Raisin in the Sun* by Lorraine Hansberry.

## HONORS ENGLISH 10

*Prerequisite: Grade of 90% or higher in English Nine, and recommendation of the English Department Chair*

In addition to covering the material found in English 10, Honors English 10 moves at a faster pace to accommodate supplemental materials and additional texts the instructor may choose to assign. Texts may include the following: *The Everyday Writer*, *The Seagull Reader: Stories*, and *The Seagull Reader: Poems*, *Beowulf* (translated by Seamus Heaney), *The Canterbury Tales* by Geoffrey Chaucer, *Othello* or *Macbeth* by William Shakespeare, *Frankenstein* by Mary Shelley, and *Oliver Twist* by Charles Dickens.

## ENGLISH 11

The thematic context for English 11 is *The American Experience*. By examining a broad selection of works—texts span the breadth of the American literary canon and collectively represent the various literary forms—students more fully appreciate the many facets of the United States identity. Building upon the individual and global perspectives developed in English 9 and English 10, respectively, English 11 invites students to reflect on why the extraordinary experiment we call America remains so vital. The primary text for the course—*The Norton Anthology of American Literature*, a collection of works by American authors—anchors an exciting list of works which may include the following: *The Adventures of Huckleberry Finn* by Mark Twain, *O Pioneers!* by Willa Cather, *The Great Gatsby* by F. Scott Fitzgerald, *Beloved* by Toni Morrison, *A Streetcar Named Desire* by Tennessee Williams, and *The Everyday Writer*.

## HONORS ENGLISH 11

*Prerequisite: Grade of 85% or higher in Honors English 10 (Grade of 90% or higher in English 10), and recommendation of the English Department Chair*

Honors English 11 covers the same material as English 11 but moves at a faster pace to accommodate supplemental materials and additional texts the instructor may choose to assign. The primary text for the course—*The Norton Anthology of American Literature*, a collection of works by American authors—anchors an exciting list of works which may include the following: *The Adventures of Huckleberry Finn* by Mark Twain, *O Pioneers!* by Willa Cather, *The Great Gatsby* by F. Scott Fitzgerald, *A Farewell to Arms* by Ernest Hemingway, *Beloved* by Toni Morrison, *The Sound and the Fury* by William Faulkner, *A Streetcar Named Desire* by Tennessee Williams, and *The Everyday Writer*.

## ENGLISH 12

During their senior year, students may choose from several course options in English. Those who qualify may enroll in Advanced Placement (AP) English 12. In addition, the department offers electives each year that reflect the members' individual areas of expertise or interest. Please note: regardless of placement, all seniors must complete several drafts of their college essays during the first semester.

## AP ENGLISH 12

*Prerequisite: Grade of 85% or higher in Honors English 11 (Grade of 90% or higher in English 11), and recommendation of the English Department Chair*

AP English is intended to prepare students for advanced placement in college by providing the experience of sophisticated critical reading and discussion of, and writing about, the major literary genres. The pace is swift and writing assignments frequent. The reading list is derived principally from the AP exam and reflects variety and balance in the coverage of periods, cultural origin, and gender. In order to gain admittance to AP English, in addition to the prerequisites above, a student must satisfactorily complete additional summer reading and writing assignments prior to the start of the twelfth grade. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time. Texts used in AP English 12 may include the following: *Sense and Sensibility* by Jane Austen, *Great Expectations* by Charles Dickens, *Heart of Darkness* by Joseph Conrad, *The Sun Also Rises* by Ernest Hemingway, *Antigone* by Sophocles, *Hamlet* by William Shakespeare, *Death of a Salesman* by Arthur Miller, *An Enemy of the People* and *A Doll's House* by Henrik Ibsen, and *The Norton Anthology of Poetry*.

## ENGLISH ELECTIVES

The English department offers various electives, depending upon student interest and faculty availability in a given year. Recently offered electives included the following:

### THE BEAT GENERATION AND THE COUNTERCULTURE

The rebellion, protest, and experimentation of the '50s and '60s are often seen as a frontier in the ongoing American search for self. Through a close reading of several genres, novels, plays, essays and short stories, poetry, and lyrics, students will explore the social subcultures that became known as the Beat Generation and the Counterculture. In round table discussions, essays, and other written responses, students will consider how the works of different authors articulate the shifting concept of identity and provide a social history of a cultural landscape. Together the teacher and students will examine connections between the Beats and Counterculture authors, the influences of the Cold War, 1950s conservatism and conformity, and the Civil Rights movement, as well as the anti-war movements of the 1960s, the sexual revolution, feminism, gay rights, folk and rock music. Texts: as selected by the instructor.

### SHAKESPEAREAN TRAGEDY

William Shakespeare's great tragedies come from his third tragedy period. The main focus of this course will be on dramatic appreciation to increase students' understanding and enjoyment of these works as plays and to learn to appreciate the poetry of the texts (style, verse, and diction). Students will also consider the essence of Shakespearean tragedy, as well as the shared characteristics of the works. Does tragedy depend on the so-called "tragic flaw" of the protagonist or is it a matter of fate or destiny? Students will ponder these and other questions as we work our way through two of the greatest tragedies ever written, plays that continue to communicate to us, and trouble us, after 400 years. *King Lear* is often considered one of Shakespeare's finest works, while *Hamlet* remains a perennial favorite amongst scholars and theatergoers. Texts: as selected by the instructor.

### SHAKESPEARE/ MODERN DRAMA

This elective will explore the plays of William Shakespeare alongside the works of modern dramatists. We will consider Shakespeare's body of work as we examine the four Shakespearean genres: tragedy, comedy, history, and romance. As we intersperse these plays with modern selections from the 20th century, we will seek connections across the texts. Furthermore, we will investigate the plays beyond the page as often as possible, examining scenes from the film versions of the plays, attending current theatrical productions of the plays, researching cultural contexts, and creating our own mini-performances. The coursework will push students in both analytical and creative directions, as we seek a stronger understanding of the literary and theatrical elements of the work. Shakespearean selections may include: *The Tempest*, *Titus Andronicus*, *Twelfth Night*, *The Merchant of Venice*, and *Richard III*. Modern plays in the curriculum may include: *Fences*, *Long Day's Journey into Night*, *The Crucible*, *Death of a Salesman*, *A Doll's House*, and David Ives' collection of One Acts: *All in the Timing*.

### LITERATURE OF CONFLICT

The thematic context for this course is *Conflict*, a rather anemic word, really, for the daunting labyrinth with which human experience may test an individual. The traditional categories—*Man vs. Man*, *Man vs. Nature*, and *Man vs. Himself*—hardly suffice either. Human beings are simply more complex than that. Through the year, students are provided the opportunity to study some of the most compelling and celebrated works of fiction to more fully appreciate the essential literary theme: *Conflict*. Texts may include the following: *Hamlet* by William Shakespeare, *Mrs. Dalloway* by Virginia Woolf, *The Hours* by Michael Cunningham, *Friday Night Lights* by H.G. Bissinger, *Cold Mountain* by Charles Frazier, *The Color Purple* by Alice Walker, and *The Reader* by Bernhard Schlink.

### JOURNEYS

The open road. The wine-dark sea. The limitless sky. These timeless images call out to us and invite us to travel into the unknown. This course will explore literary depictions of journeys as both external and internal events. Whether it is an adventurous quest, a homeward voyage, or an imposed exile, each journey provides a traveler with challenges that test, shape, and ultimately reveal one's true character. Through a sweeping lens that ventures across the ancient Mediterranean, into the jungles of Vietnam, and through the American wilderness, this course considers how an ever-changing physical landscape can affect our humanity. Text may include: *The Odyssey* by Homer; *The Sun Also Rises* by Ernest Hemingway; *The Things They Carried* by Tim O'Brien; *Their Eyes Were Watching God* by Zora Neale Hurston; *The Road* by Cormac McCarthy; *Middle Passage* by Charles Johnson; *The Bean Trees* by Barbara Kingsolver; and *Into the Wild* by Jon Krakauer.

### GOTHIC LITERATURE

This yearlong course examines literature in the Gothic tradition—poems, short stories, and novels which focus on the supernatural, unknown, terror, and horror. This course will follow the history of Gothic literature from its earliest examples to its more recent incarnations. We will use Gothic writing as a prism through which to examine questions of genre—definition, literary evolution, and parody. Possible authors may include: Charles Baudelaire, H. P. Lovecraft, Edgar Allen Poe, Jane Austen, Stephen King, and Stephanie Meyer.

### FICTION INTO FILM

This course will involve a detailed exploration of the relationship between novels and film, with particular attention to the literary and social impact of both. Skills developed will include analysis/interpretation, criticism, discussion, and persuasive, personal, and expository writing. Text/film selections may include: *Angela's Ashes* by Frank McCourt, *One Flew Over the Cuckoo's Nest* by Ken Kesey, *Glengarry Glen Ross* by David Mamet, *A Streetcar Named Desire* by Tennessee Williams, *Atonement* by Ian McEwan, *Pride and Prejudice* by Jane Austen, and *Romeo and Juliet* by William Shakespeare.

## GREAT BOOKS

This course will examine the human condition through the study of great novels written in the 19th and 20th centuries. Students will explore a plurality of themes including morality, war, gender, class, and nationalism. This course aims to introduce students to critically acclaimed literature and the discipline of literary criticism. Students will examine each text in depth while exploring the historical and social context of each author's world. Students will learn to annotate meticulously each text as they read. Students will also work to hone their discussion skills and articulate their thoughts with confidence and clarity. Texts may include: *The Scarlet Letter* by Nathaniel Hawthorne, *Crime and Punishment* by Feodor Dostoyevsky, *The Age of Innocence* by Edith Wharton, *The Sun Also Rises* by Ernest Hemingway, *Slaughterhouse-Five* by Kurt Vonnegut, *Midnight's Children* by Salman Rushdie, *The Unbearable Lightness of Being* by Milan Kundera, and *Song of Solomon* by Toni Morrison.

## CREATIVE WRITING: POETRY AND FICTION

The novelist F. Scott Fitzgerald wrote, "All good writing is swimming under water and holding your breath." Writing is motion, risk, and work. This course focuses on the creative process and the craft of writing. Using exercises, journals, and assignments, students write poetry in the first semester and fiction in the second. The class will be structured as a writing workshop in which students read and critique each other's work. Students complete each semester with a portfolio of revised and polished work. Readings of contemporary authors supplement assignments and student writing.

## ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program is designed to help students, whose native language is not English, make the transition to mainstream classes at Rocky Hill School. The curriculum aims to develop proficiency in four major areas: reading, writing, speaking, and listening comprehension. Students are asked to review grammar and punctuation. Along with frequent short writing assignments,

building verbal skills is a critical component of this course, and students are expected to participate in daily conversations. The conversation portion of the course focuses on familiarizing students with idiomatic expression and other advanced language skills. In addition, students learn and refine academic skills such as library, computer, and dictionary use; note-taking; paraphrasing; outlining; and test-taking strategies. Recognizing the special and unique needs of international students, the ESL teacher provides support and guidance in areas of cultural adjustment, host family support, family correspondence, and academic advising as students grow accustomed to Rocky Hill School. When a non-native speaker of English enrolls at Rocky Hill School, he or she takes a series of tests to determine proficiency in the English language. The student is then placed into the appropriate ESL class and closely monitored.

## FOREIGN LANGUAGE

### FRENCH 1

This is the introductory language course for students who have studied little or no French as well as for those who might previously have experienced difficulty in learning the language. The "balanced skills" approach is used, in which students learn to listen, speak, read, and write in the target language from the beginning. Cultural, geographical, and historical facts are interwoven throughout the class. Text: *Allez, viens! Textbook and Workbook, Level 1/Holt, Rinehart & Winston*

### FRENCH 2

*Prerequisite: French 1*  
This course continues to introduce the major grammatical and conversational points, including a review of those studied in French 1. While still considered a beginning level course, students are taught to express themselves with more sophisticated vocabulary and grammar. They are given ample opportunity to converse with each other as well as with the instructor. Short stories are used to introduce students to the rich body of French literature. Text: *Allez, viens! Textbook and Workbook, Level 2/Holt, Rinehart & Winston*

### FRENCH 3

*Prerequisite: French 2*  
In the third year, it is customary to review all of the grammar presented in Levels 1 and 2. In addition, students learn the remaining past and future tenses. The use and placement of pronouns is emphasized. Two classic novels are read and discussed entirely in French. This enables students to improve their command of the spoken and written language, while appreciating the beauty and depth of French literature. Text (selected readings): *Allez, viens! Textbook and Workbook, Level 3/Holt, Rinehart & Winston*

### FRENCH 4/5

*Prerequisite: French 3, and recommendation of the Foreign Language Department*  
After completing the foreign language requirements of Rocky Hill School, students may be invited to participate in this advanced course. A textbook, which intensely reviews grammar structures, prepares the students for the French Language SAT Subject Test. In order to broaden vocabulary, at least two classic literary works are read and discussed. Students are expected to be able to express themselves entirely in French. Short essays reinforce the command of the written language. Levels 4 and 5 are combined, but because materials change from year to year, students are challenged in new ways. Texts: *Texts change during alternate years.*

### AP FRENCH

*Prerequisite: Grade of 90% or better in French 3, or 4/5, and recommendation of the Foreign Language Department*  
AP French is the culminating experience for French students at Rocky Hill School. It prepares students for Advanced Placement in college by providing the experience of sophisticated reading, writing, and discussion entirely in French. Students must be prepared to complete a significant amount of reading and independent work to support classroom discussion. The readings cover the gamut from short stories, plays, and poetry to magazine articles. When appropriate, authentic source materials such as movies and videos are presented. Students are required to write weekly essays on general

topics that are typically presented on the AP exam. Students enrolled in this course must take the AP exam at the conclusion of the course. Text (selected readings): *French AP Preparation Workbook*; *Une Fois pour Toutes*/Longman

#### LATIN 1

This is the beginning language course for students who have studied little or no Latin and for those who might have experienced difficulty in learning the language previously. Latin 1 formally introduces the fundamental grammatical constructions and the basic vocabulary of the Latin language. Students learn to think about language in a way that English rarely requires. The meaning in a Latin sentence does not evolve in order from the first word to the last word. Students must learn to treat a Latin sentence as a collection of puzzle pieces that can only be fitted together through logical analysis. The textbook presents the fundamental form and structure of the Latin language in a methodical, straightforward manner. Background lectures on the history, art, architecture, culture, and daily life of the Romans are provided to help students understand that Latin was once a living language spoken by the powerful, energetic, superstitious culture that contributed so much to our own language. Text: *Jenney's Latin 1* by Charles Jenney/Prentice Hall

#### LATIN 2

*Prerequisite: Latin 1*

Latin 2 bridges the gap between introductory language study and the reading of actual Latin texts. The course begins with a rapid review of the major principles presented in Latin 1, and then introduces more complex sentence structures, notably uses of participles and subjunctive moods. The deceptively titled textbook, *Jenney's Latin 1*, continues to provide instruction in these advanced grammatical forms. A single form of a Latin word may have several grammatical interpretations, and as students find themselves with more and more options, the task of translation requires them to remember all these options and sift through them carefully until they find the best one. Throughout the year, students read passages from the works of Caesar,

Cicero, and Catullus, adapted at first, then eventually unaltered. Texts: *Jenney's Latin 1* by Charles Jenney/Prentice Hall; *Selections from Caesar's De Bello Gallico*/Prentice Hall

#### LATIN 3

*Prerequisite: Latin 2*

In Latin 3, students complete their study of Latin grammar and devote themselves to the translation of unedited Latin passages. This course features the prose of Cicero and Sallust and an introduction to the poetry of Catullus and Ovid. Students will also complete a creative project based on the "Cena Trimalchionis" from Petronius' *Satyricon*. The translation of unadapted Latin literature requires instinct as well as intellect, and the former can only be developed through practice and patience, both of which are emphasized in this course. Texts: *Jenney's Latin 1* by Charles Jenney; *Cicero and Sallust*/Longman; *Millionaire's Dinner Party*/Balme; Handouts of texts are also provided.

#### LATIN 4/5

*Prerequisite: Latin 3, and recommendation of the Foreign Language Department*

This course is offered to those students who have successfully completed the Level 3 language requirement and who wish to continue with their language studies. Latin 4/5 immerses students in the lives and literature of important Roman authors such as Virgil, Ovid, Catullus, and Horace. In addition to Latin poetry, this course features Greek comedy in translation. Students are challenged not only to read ancient works of literature but also to investigate the social and political climate in which these works were written and to contemplate their importance and their impact. Latin 4/5 gives students the opportunity to become acquainted with the personality of the ancient world that is revealed by its literature. This course will prepare students for taking the Latin Language SAT Subject Test at the end of the school year. As the course texts change during alternate years, students not eligible for AP Latin may enroll in this course again. Texts: *Catullus and Horace*/Bolchazy-Carducci; *Love and Transformation: Selections from Ovid's Metamorphoses*/Longman; Handouts of texts are also provided.

#### AP VIRGIL

*Prerequisite: Grade of 85% or better in Latin 3 or Latin 4, and recommendation of the Foreign Language Department*

Often considered the greatest of the Roman poets, Virgil composed the national epic *Aeneid* some time during the '20s B.C. Echoing such earlier Greek tragedians as Aeschylus and Euripides, and such epic writers as Homer, the *Aeneid* is a masterpiece which interweaves the polemic with the dutiful. This year-long course offers an in-depth study of much of the *Aeneid's* unadapted Latin text. Students are asked to consider elements of diction, rhetorical devices, and possible wordplay in order to understand more fully both how and why Virgil made the literary choices he did. The course culminates with students completing the Advanced Placement exam in May. Texts: "A Song of War," readings from Virgil's *Aeneid*.

#### MANDARIN CHINESE 1

*Mandarin Chinese 1 is an elective course offered to juniors and seniors*

The course is designed to teach basic survival skills students will need to communicate in Chinese. Students will learn the full scope of language learning skills: listening, speaking, reading, and writing—in addition to grammar and Chinese culture. Exercises concentrate heavily on spoken language and pronunciation, with a special focus on pinyin and tones. The text, *Chinese Odyssey* provides unique access to video, audio, image, and interactive exercises, while adding a new dimension of flexibility and richness to the language learning experience.

#### MANDARIN CHINESE 2

*Prerequisite: Mandarin Chinese 1*

In this course students will continue to learn the full scope of language learning skills: listening, speaking, reading, and writing—in addition to extended grammar and Chinese culture. In Chinese 2, pronunciation exercises are gradually replaced by more communication and grammar-based exercises. The text, *Chinese Odyssey, Volume 2*, provides unique access to video, audio, image, and interactive exercises, while adding a new dimension of flexibility and richness to the language

learning experience. The text for Chinese 2 does not include pinyin, encouraging students to learn and remember Chinese characters as they become more proficient in the language.

#### SPANISH 1

This is the beginning language course for students who have studied little or no Spanish and for those who might have experienced difficulty in learning the language previously. While instruction will begin in English, Spanish will quickly become the primary language of communication as the year progresses. Students will discuss the cultures of Spain and Latin America to make basic cultural comparisons. Dialogues, reading, writing, and grammar study are presented to students in lively, everyday situations, ranging from simple survival tasks such as introducing themselves to more complex topics such as making travel plans. Text: *Avancemos Textbook and Workbook Level 1*/McDougal Littell. Headphones and an external microphone are required for this course.

#### SPANISH 2

*Prerequisite: Spanish 1*

This course begins with a brief review of the first-year program, and continues the study of Spanish with greater emphasis on oral communication in daily contexts. Students will learn many new verb tenses and apply their correct usage to both their writing and speaking proficiency. Students will expand their vocabulary and participate in more analytical discussions of cultural comparisons. This course prepares students for the complexities of the third year of Spanish. Text: *Avancemos Textbook and Workbook, Level 2*/McDougal Littell. Headphones and an external microphone are required for this course.

#### SPANISH 3

*Prerequisite: Spanish 2*

This course is offered to those students who have successfully completed the Level 2 language requirement. Grammar concepts studied in Spanish 2, especially verb tenses, are reviewed thoroughly, with an emphasis on more accurate application of grammar concepts to both speaking and writing

proficiency. Students will improve their conversational ability and demonstrate a solid knowledge of Hispanic culture in class discussions in Spanish. Vocabulary is expanded, with definitions being given solely in Spanish. Text: *Avancemos Textbook and Workbook, Level 3*/McDougal Littell. Headphones and an external microphone are required for this course.

#### SPANISH 4/5;

#### SPANISH 4/5 HONORS

*Prerequisite: Spanish 3, and recommendation of the Foreign Language Department (non-honors). Grade of 80% or better in Spanish 3, and recommendation of the Foreign Language Department (honors)*

This course is offered to those students who have successfully completed the Level 3 language requirement. Students will review all grammar structures taught the previous three years and will be introduced to new concepts and vocabulary to strengthen writing and speaking proficiency. Students will present higher level cultural comparisons during class discussions and in writing assignments. In addition, students will begin literature analysis through the introduction of short readings of prominent Hispanic authors. Students should be prepared for taking the Spanish Language SAT Subject Test at the end of the school year. As the course texts change during alternate years, students not eligible for AP Spanish may enroll in this course again for Spanish 5 credit. Text (selected readings): *Avancemos Textbook and Workbook, Level 4*/McDougal Littell. Headphones and an external microphone are required for this course.

#### AP SPANISH

*Prerequisite: Grade of 90% or better in Spanish 3 or 4/5, and recommendation of the Foreign Language Department*

This course is intended to prepare students for advanced placement in college by providing the experience of sophisticated reading, writing, and discussion of the Spanish language. Both formal and informal oral and written proficiency will be emphasized. Advanced students also continue the study of Spanish literature begun in Spanish 4 with more challenging selected readings by prominent Hispanic authors. Students enrolled in this course must take the AP

exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students should expect to dedicate a significant amount of time outside of class toward their studies. Texts: *Triángulo/Wayside; Una Vez Más*/Pearson; selected literature-based readings and podcasts from Hispanic media outlets. Headphones and an external microphone are required for this course.

## MATHEMATICS

Mathematics classes at Rocky Hill School employ a variety of techniques including technology, discussion, and manipulatives, as well as traditional instruction. The use of technology makes mathematics an experimental science. It also makes more advanced mathematical concepts accessible to students who may have struggled in previous mathematics classes. Programs such as Geometers' Sketchpad, and Fathom allow students to explore the properties of geometric shapes, data, and graphs in a much more thorough manner than paper and pencil, or even the graphing calculator, could ever allow. Furthermore, throughout their explorations, students must engage their minds and think creatively. At the Harkness table, students learn to not only "do" mathematics, but they must be able to communicate their mathematical thoughts effectively. This requires a deeper level of understanding than a more traditional classroom setting. It is the combination of exploration, discussion, and rigor which prepares the Rocky Hill students so well for college.

#### INTRODUCTION TO ALGEBRA

Introduction to Algebra is a full-year course designed primarily for freshmen to introduce algebra to the student whose background in mathematics is not strong. The emphasis is on application, both of newly acquired algebraic skills and of pre-algebra concepts. Students will learn to display, analyze, and organize data. An emphasis will be placed on proportional thinking; specifically percentages, ratios, and proportions. The students will also study graphs, linear equations, fitting a line to data, and systems of linear functions. As time permits, quadratic

and exponential functions will also be examined. The emphasis of the course is using discovered-based investigations with calculators or computers as appropriate. Text: *Discovering Algebra, an Investigative Approach*/Key Curriculum Press

#### ALGEBRA 1, PART 1

This course is designed for students who have had little experience with algebra. An in-depth exploration of proportional thinking will be followed by the study of linear functions. The goal is to investigate quadratic expressions and equations by the end of the year. The TI-84 graphing calculator, as well as computer programs the Geometer's Sketchpad, Fathom, and Microsoft Excel, will be used extensively. Students will apply the concepts learned by analyzing real data and then understand the implications of that analysis. Another goal is to understand the deep connection between number patterns, graphs, physical models, and verbal representations of mathematical situations. Students who do well in this course will be ready to take Algebra 2 or Geometry. Text: *Algebra 1, Concepts and Skills*/McDougal Littell

#### ALGEBRA 1, PART 2

This course is a continuation of Algebra 1. Much emphasis here is put on solving and graphing linear equations. Quadratic and exponential functions are also studied. Applications from other disciplines and everyday life are an important part of the course. Graphing and curve sketching are integral parts of this course as well. Students learn how to construct graphs by hand, by using the TI-84 graphing calculator and the Geometer's Sketchpad software. The calculator is introduced in an Algebra 1 setting, and used extensively in the mathematics courses that follow. Students who do well in this course will be ready to take Algebra 2 or Geometry. Text: *Algebra 1, Concepts & Skills*/McDougal Littell

#### GEOMETRY

This course is about shape, dimension, patterns, and measurement. Students study the classic geometric figures—polygons and circles—as well as the meaning of parallelism, congruence, and similarity, and develop connections between these geometric concepts and algebra. To the

greatest extent possible, students develop their understanding of these concepts and connections through experiment and discovery. Students also learn to develop logical persuasive arguments—proofs—about the figures they study. The class makes extensive use of the Geometer's Sketchpad. Successful completion of this course, along with Algebra 2, can prepare a student for Precalculus, AP Statistics, Functions and Modeling. Text: *Geometry*/McDougal Littell

#### HONORS GEOMETRY

*Prerequisite: Grade of 85% or better in Algebra 2, high scores on the mathematics portion of the SSAT and the Rocky Hill Math Placement Test, as well as a strong recommendation from the current mathematics teacher*

This course covers the same topics as Geometry, but in more depth and with more challenging problems. Students also investigate topics in solid geometry, fractal geometry, and the geometry of polyhedra. Triangle trigonometry is introduced in some depth. Successful completion of this course, along with Algebra 2, can prepare a student for Precalculus, AP Statistics, or Functions and Modeling. Text: *Geometry*, McDougal Littell

#### ALGEBRA 2

*Prerequisite: Algebra 1, Part 1 or Algebra 1, Part 2,*

Algebra 2 is a course designed to prepare students for advanced mathematics. The main focus of Algebra 2 is to familiarize students with elementary functions, their graphs, and their applications. Students master the study of functions including linear, exponential, logarithmic, quadratic, radical, polynomial, rational, and trigonometric. There is extensive use of the TI-84 graphing calculator and laptops in class. Experiments with Fathom, the Geometer's Sketchpad and Microsoft Excel software, and real data, help students explore the characteristics of functions. Students also learn to apply solutions to systems of equations, compute elementary matrix operations, and explore the complex number system. Successful completion of this course prepares a student for Precalculus, Statistics, or Functions and Modeling. Text: *Algebra 2* by Larson, Boswell, et al./McDougal Littell

#### HONORS ALGEBRA 2

*Prerequisite: Grade of 85% or better in Algebra 1, Part 2, or equivalent, or Geometry, and recommendation of the Mathematics Department*

Algebra 2 is a course designed to prepare students for advanced mathematics. In Honors Algebra 2, students develop and expand their knowledge of functions through investigations involving extensive use of the TI-84 graphing calculator, Microsoft Excel, the Geometer's Sketchpad, and Fathom. Around the discussion table, students cultivate the ability to express their mathematical thoughts effectively. Additionally, they are challenged to synthesize previously learned concepts in new situations, and thereby expand and deepen their algebra skills. Upon successful completion of this course, students will have a solid understanding of linear, exponential, logarithmic, quadratic, radical, polynomial, rational, and trigonometric functions, as well as systems of equations. They will be prepared for Precalculus, AP Statistics, or Functions and Modeling. Text: *Algebra 2* by Larson, Boswell, et al./McDougal Littell

#### PRECALCULUS

*Prerequisite: Algebra 2 and Geometry*

This course prepares students for calculus. The first part of the course is a detailed study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. The functions are studied analytically, graphically, and algebraically. Applications of these functions are studied in depth. The TI-84 graphing calculator is used extensively in these investigations. The second part of the course consists of a detailed study of trigonometry. Topics include triangle geometry, including the Law of Sines and the Law of Cosines and their applications, radian measure, arc length, area of sector, trigonometric addition formulas, and trigonometric equations. Polar coordinates are also introduced. Students will convert rectangular coordinates to polar, graph polar coordinates, and use polar coordinates to find roots of complex numbers. The conic sections are also studied. Students see many real applications of the mathematics. Text: *Precalculus: Graphical, Numerical, Algebraic* by Demana, Waits, Foley, and Kennedy/ Pearson Education

## HONORS PRECALCULUS

*Prerequisite: Grade of 85% in Honors Algebra 2 and Honors Geometry, and recommendation of the Mathematics Department*

This course covers the same material as Precalculus, but in greater depth. There will be more discussion of the subtle proprieties of functions and their inverses. Students also need to investigate challenging applications of the mathematics in science, social science, engineering, and finance. The course is also a preparation for the SAT II Level IIC Subject Test, normally taken in June. Text: *Precalculus: Graphical, Numerical, Algebraic* by Demana, Waits, Foley, and Kennedy/Pearson Education

## AP CALCULUS (AB)

*Prerequisite: Grade of 85% in Honors Precalculus or 90% in Precalculus, and recommendation of the Mathematics Department*

This college-level course is a preparation for the AP Calculus exam taken in May. This course is an introduction to the concepts of differential and integral calculus. Students will examine limits, derivatives, and basic integrals and their meaning along with related problems. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time. Text: *Calculus: Graphical, Numerical, Algebraic* by Finney, et al./Prentice Hall

## AP CALCULUS (BC)

*Prerequisite: Grade of 85% in AB Calculus, and recommendation of the Mathematics Department*

This college-level course is a preparation for the BC Calculus Advanced Placement exam, which all students will take in May. Topics include sequences and series, methods of integration, differential equations, and the calculus of polar and parametric equations. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required

to attend seminars over and beyond regular class time. Texts: *Calculus: Graphical, Numerical, Algebraic* by Finney, et al./Prentice Hall; *Preparing for the Calculus (BC) Exam* by George Best/Venture Publishing

## CALCULUS (REGULAR)

*Prerequisite: Precalculus*

This introductory level course is a full year study of calculus. The course is an introduction to the concepts of differential and integral calculus. After a rigorous review of several topics covered in their previous geometry, algebra, and pre-calculus courses, students will examine limits, derivatives, and basic integrals. The meanings and uses of these topics will be carefully handled so that students will become adept at solving many types of related problems, and feel comfortable tackling a college level calculus course in the future. Text: *Calculus: Graphical, Numerical, Algebraic* by Finney, et al./Prentice Hall

## FUNCTIONS AND MODELING

*Prerequisite: Algebra 2*

This course will explore the applications of mathematics in various real-world settings from science to business, industry, and medicine. Students see the numerous uses of algebra, geometry, and statistics in everyday life and will make extensive use of computers, calculators, calculator-based laboratories, and the Internet. Students will also explore the use of spreadsheets, databases, and statistical, graphics, and presentation software. At appropriate times of the year, students will also prepare to take the Mathematics SAT and SAT Subject Tests.

## STATISTICS

*Prerequisite: Precalculus*

This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The course is activity based with an emphasis on the use of technology and written analysis of data. A key aspect of examining real data and using statistical techniques is to put that analysis into context and to understand the impact of that analysis. The course covers exploratory analysis of data, designing studies, sampling data, and correlation

and introduction to statistical inference. Text: *Workshop Statistics Discovery with Data and Fathom*, Allan J. Rossman/Key College Publishing

## AP STATISTICS

*Prerequisite: Grade of 85% in Honors Algebra 2 and Honors Geometry or 90% in Precalculus, and recommendation of the Mathematics Department*

AP Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is activity-based with an emphasis on the use of technology and written analysis of data. A key aspect of examining real data and using statistical techniques is to put that data into context and to understand the impact of the analysis. The topics for AP Statistics are divided into four major themes: exploratory analysis, probability, planning a study, and statistical inference. This basic order is followed throughout the year. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time. Texts: *Stats: Workshop Statistics: Discovery with Data and Fathom/Key College Publishing; How to Prepare for the AP Statistics Exam/Barron*

## SCIENCE

### PHYSICS

*Prerequisite: Enrollment in or completion of Algebra 1.*

The Physics course, traditionally taken during a student's ninth-grade year, is an introduction to the fundamental principles of the physical world. Starting with planetary motion and navigation, the students zero in on the world around them, learning about motion, force, momentum and energy, and then down to electricity, magnetism, waves and light. Students learn the concepts of physics through a mixture of problem-solving, laboratory and hands-on exploration, class discussion, and lecture. Foundational scientific skills are emphasized, such as note-taking, unit

conversions, and laboratory procedures, organization, and report writing. By the end of the year, students are proficient with computer-based sensors, probeware, graphing, data management, and analysis. Text: *Conceptual Physics, 3rd ed.* by Paul Hewitt/Prentice Hall

#### HONORS PHYSICS

*Prerequisite: Successful completion of Algebra 1, and recommendation of the Science Department*

In addition to covering the material in Physics, the advanced mathematics background of students taking Honors Physics allows for more rigorous quantitative analysis of physics concepts. As a result of the faster pace of this course, more advanced topics such as nuclear science and relativity are covered. Students are also responsible for outside reading in order to place scientific discovery in both historical and modern-day contexts. Text: *Conceptual Physics, 3rd ed.* by Paul Hewitt/Prentice Hall

#### AP PHYSICS (LEVEL C)

*Prerequisite: Grade of 85% or better in Honors Physics, recommendation of the Science Department, and enrollment in or completion of Calculus.*

The Advanced Placement Physics/Level C is an in-depth exam covering the general topics of mechanics, electricity, and magnetism. AP Physics prepares students for successful completion of this exam, as well as for advanced placement in college physics courses. This course combines theory with problem-solving skills and reviews the basic principles of physics. Laboratory work is done in conjunction with the topics covered in class, and independent problem-solving is emphasized. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time. Text: *Physics for Scientists and Engineers with Modern Physics, 7th ed.* by Raymond Serway and John Jewett/Brooks/Cole

#### INTRODUCTORY CHEMISTRY

*Prerequisite: Physics, and enrollment in or completion of Algebra 1 or Geometry*

This course is an introduction to the basic subjects of chemistry such as heat, matter, atomic structure, reactions, chemical bonding, reaction kinetics, and equilibrium. The concepts of chemistry are learned through a mixture of lecture, laboratory exploration, projects, and class discussions. Students acquire skills such as careful measurement techniques, scientific notation, formula writing, and molecule and compound naming. These skills are then used to study more advanced chemical concepts which may include electrochemistry, organic chemistry, nuclear chemistry, and biochemistry. The continuing development of scientific writing and data analysis with computers is emphasized. Text: *Chemistry* by Wilbraham, Staley, Matta, and Waterman/Prentice Hall

#### HONORS CHEMISTRY

*Prerequisite: Grade of 85% or better in Honors Physics, recommendation of the Science Department, and completion of Honors Geometry*

In addition to the material covered in the Introductory Chemistry course, the advanced mathematical background of students taking Honors Chemistry allows for a faster pace, more advanced subjects, and a greater quantitative approach to laboratory investigations. The ability to complete independent work effectively will be a critical determinant of a student's success in this course. Instruction will also prepare students enrolled in this course to complete the Chemistry SAT Subject Test. Texts: *Chemistry* by Wilbraham, Staley, Matta, and Waterman/Prentice Hall; *The Princeton Review Chemistry SAT II*

#### AP CHEMISTRY

*Prerequisite: Grade of 85% or better in Honors Chemistry and the recommendation of Science Department*

AP Chemistry is intended to prepare students for advanced placement in college science courses by providing a rigorous review of basic chemistry topics, the experience of sophisticated critical analysis and discussion of chemistry topics, and an introduction to a more quantitative

approach to chemical concepts. The ability to work effectively in the laboratory and to conduct independent problem-solving will be critical skills for students enrolled in this course. Students must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars and to complete laboratory work over and beyond regular class time. Text: TBA

#### INTRODUCTORY BIOLOGY

*Prerequisite: Physics, Chemistry, or similar courses*

The theme of ecology and evolution unifies the concepts covered in biology as students seek to answer the following questions: how are all living things connected to each other and how do the forms of animals and plants fit their function? To take advantage of New England's warm autumn weather and our natural waterfront classroom, the year begins with a study of ecology, as well as an exploration of the structure and function of animal and plant systems. As the weather turns colder, students retreat to the laboratory to examine life on the molecular and cellular level. In the lab, students explore cell structure, cell metabolism, genetics, and gene expression. The year concludes with an introduction to the plant kingdom as spring invites students outside to campus locations and the campus waterfront. Concurrent with class activities of the second semester, students undertake the "Greenhouse Project," an interactive lesson that emphasizes the steps of the scientific process, including developing a question, writing a proposal, organizing and planning the data collection, and choosing appropriate analysis tools. This project provides students firsthand experience with the design and implementation of independent long-term laboratory experiments as students grow, maintain, and measure their own plants, and conduct several experiments of their choosing. Students then present their findings formally in the style of scientific journal reports, as well as via a presentation of results to their peers. Text: *Biology* by Kenneth Miller and Joseph Levine/Prentice Hall

## HONORS BIOLOGY

*Prerequisite: Introductory Physics, Grade of 85% or better in Honors Chemistry, and the recommendation of the Science Department*

While covering similar material as Introductory Biology, Honors Biology emphasizes the molecular developments in the understanding of biology and the development of advanced scientific skills and techniques. This course continues the use of data collection software, spreadsheet analysis, advanced graphing techniques, statistical analysis, computer simulations, and scientific journal articles to enhance students' own investigations and writings. The course will be fast-paced with an emphasis on independent work. Instruction will also prepare students enrolled in this course to complete the Biology SAT Subject Molecular Format Texts. Texts: *Biology* by Kenneth Miller and Joseph Levine/Prentice Hall; *Biology, 7th Ed.* by Neil A. Campbell, L. Mitchell, and J. Reece/Pearson Education

## AP BIOLOGY

*Prerequisite: Successful completion of Introductory Physics, Introductory Chemistry, grade of 85% or better in Honors Biology, and the recommendation of the Science Department*

This is a college-level, lab-based course and taught with the expectation of rigor and genuine student interest and curiosity. AP Biology is fun, interesting, and requires a commitment to the volume of reading and independent research for the thematic units. This is not a course for everyone. This AP Biology course is taken by students in their senior year after they have taken a first-year Honors Biology course as juniors. Some students earning high grades in non-Honors Biology, demonstrating a genuine interest in biology and commitment to learning can petition into the AP Course. The junior year course is designed to give a broad overview of Biology, while the AP course allows students the time to conduct a deeper investigation of topics. Having the students come from a year of topic overview allows us to treat many subjects in the AP Biology class as "review." Students are encouraged to keep their course material from their junior year to help them in the review process. Building on the broad survey of topics

covered in Honors Biology, AP Biology takes an integrated approach to several focused questions and prepares students for advanced placement in college science courses. The year begins with an in-depth, molecular study of gene expression and control, and recombination. Students work with *Drosophila* and transform bacteria to gain a firsthand understanding of these topics. In the spring, the waterfront is used for both aquatic and ecological studies. Throughout the year, proposed questions are addressed by laboratory investigations—self-designed experiments, research projects, and outside reading assignments. Students work on many aspects of their course work independently. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time, to conduct laboratory experiments outside of formal class time on several Saturdays, and to complete extensive outside reading. Texts: *Biology, 7th Ed.* by Neil A. Campbell, L. Mitchell, and J. Reece/Pearson Education; *Biology* by Kenneth Miller and Joseph Levine/Prentice Hall

## AP ENVIRONMENTAL SCIENCE

*Prerequisite: Successful completion of Physics, Chemistry, enrollment in or successful completion of Biology, and recommendation of the Science Department*

Building on the broad survey of topics covered in the core science curriculum, AP Environmental Science prepares students for advanced placement in college science courses and seeks to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students explore these concepts through student research and field work in Rocky Hill School's natural waterfront "classroom," as well as through traditional classroom discussion,

laboratory investigation, lecture, and the use of various media and technology. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time, to conduct laboratory experiments outside of formal class time, and to complete extensive outside reading. Text: *Living in the Environment, 15th Ed.* by Miller, G. Tyler/ Brooks Cole

## SCIENCE ELECTIVES

The Science Department offers various electives, depending upon student interest and faculty availability in a given year. Recently offered electives include the following:

### OCEANOGRAPHY

This is an introductory, cross-disciplinary science course that incorporates the physical, chemical, and geological components of the ocean world. Topics that will be studied include the properties of seawater, the formation of the oceans, the circulation of water and heat around the planet, plate tectonics, and tidal cycles. We will use the shoreline of the School's adjacent estuary to understand some of these topics more thoroughly. Possible texts: *Oceans: A Visual Guide* by Hutchinson & Hawkins; *Introductory Oceanography* by Harold Thurman and Alan Trujillo

### MARINE BIOLOGY

This is a course in which students will use the shoreline of the School's adjacent estuary to become familiarized with and identify the many species that reside locally. There is a lot of shoreline field work associated with this course. The taxonomy and relationships between species will be examined, as well as the habitats in which they reside. In addition, topics such as marine productivity, fisheries science, aquaculture, and conservation will be explored. Possible texts: *Atlantic Shorelines: Natural History and Ecology* by Mark D. Bertness; *Marine Biology* by Peter Castro and Michael Huber

#### ENVIRONMENTAL STUDIES

This is a cross-disciplinary science course that examines the many different habitats around the planet, focusing on the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made, evaluate the risks associated with these problems, and examine alternative solutions for resolving or preventing them. Topics of study include structures of population, human population growth, community processes, nutrient cycling, and matter and energy flow. Texts: *Environmental Science* by Scott Foresman/Addison Wesley; *Living in the Environment* by G. Tyler Miller; *Environmental Science* by Richard Wright; *Environment* by Raven and Berg; *Environmental Science* by Botkin and Keller; *Environment: The Science Behind the Stories* by Scott Brennan and Jay Withgott

#### ECOLOGY

This is the study of the relationship between living organisms and the habitats in which they reside. We will look at this relationship among the many different biomes that exist around the planet, including rain-forests, savannas, deserts, tundra, deciduous forests, and coniferous forests. Texts: *Environmental Science* by Scott Foresman/Addison Wesley; *Living in the Environment* by G. Tyler Miller; *Environmental Science* by Richard Wright; *Environment* by Raven and Berg; *Environmental Science* by Botkin and Keller; *Environment: The Science Behind the Stories* by Scott Brennan and Jay Withgott

#### HUMAN PHYSIOLOGY

How does the human heart create its own heartbeat? What is a heart attack and what is a stroke? How do muscle cells work together with bones, ligaments, and tendons to create movement? How do bones grow and repair themselves? What causes osteoporosis? How can muscles increase in strength? Why do muscles atrophy? What happens to food from the time it enters your mouth until it is absorbed as organic molecules in the small intestine? What is an ulcer? How are human gametes created and what happens to a body during pregnancy? How does

the functioning of the human kidney affect blood pressure? Why can diabetes destroy kidney tissue? How does the blood effectively carry both oxygen and carbon dioxide to address the metabolic needs in every cell of the human body? How does blood clot? How and where are antibodies created? What is autoimmune disease and why does it occur? What is an allergy? How are nervous impulses generated and transferred? What is Alzheimer's disease? Physiology is the study of the functions of an organism. Human physiology is all about the human body. Understanding how the human body works is to move toward understanding one of the most magnificent and complicated natural machines. Basic anatomy is covered as ten basic body systems are studied in detail. This is a yearlong science elective with laboratory experiences, open to juniors and seniors with genuine interest in human biology. Assessment is system unit testing, projects and presentations, lab report writing, and writing abstracts of reviewed articles. Each element will constitute 25% of a student's grade. Texts: *Essentials of Human Anatomy & Physiology* by Marieb; *Laboratory Manual*, 4th Ed.; *Anatomy Coloring Book*, 9th Ed.

### SOCIAL SCIENCE

#### ANCIENT AND MEDIEVAL HISTORY

How do the histories of other countries affect the United States? What impact could their histories possibly have on us now? This course answers these questions by surveying the history of ancient civilizations and examining their impact and influence on the current world, especially the United States. It focuses on Western civilizations, but also examines Asia, Africa, the Americas, and the Middle East; using the perspective of governments, military power, economics, culture, and religion. The course also studies Europe during the Middle Ages and reflects upon the legacy of that period. Text: *Ancient World History, Patterns of Interaction*/McDougal Littell

#### HONORS ANCIENT AND MEDIEVAL HISTORY

Honors Ancient and Medieval History covers the same material as Ancient and Medieval History, but moves at a faster pace to accommodate supplemental materials and additional reading the instructor may choose to assign. How do the histories of other countries affect the United States? What impact could their histories possibly have on us now? This advanced course answers the questions posed above. It focuses on Western civilizations, but also examines Asia, Africa, the Americas, and the Middle East in greater detail; using the perspective of governments, military power, economics, culture, and religion. The course also studies Europe during the Middle Ages and reflects upon the legacy of that period. Text: *Ancient World History, Patterns of Interaction*/McDougal Littell

#### MODERN EUROPEAN HISTORY

Modern European History is a yearlong course designed to provide students with an introduction to the major economic and political events and figures of the modern European period, beginning in the 15th century. Emphasis will be placed on the social history of the people who experienced these changes firsthand. Besides learning this abundant content, students also will develop historical thinking skills: to comprehend historical narratives, to interpret historical evidence, to evaluate conflicting historical perspectives and explanations, and to pursue historical research. The subject matter is presented as a dynamic, thought-provoking process of investigation and analysis, not as an exercise in memorization. Upon completion of the course, students should be able to read historical material with an eye for bias, propaganda, and purpose—rather than with a single emphasis on factual content. Text: *Western Civilizations* by Coffin, et al. vol. II (2005)

## HONORS MODERN

### EUROPEAN HISTORY

*Prerequisite: Grade of 85% or better in Honors Ancient and Medieval History or 90% in Ancient and Medieval History, and recommendation of the Social Sciences Department*

Honors Modern European History is a yearlong course designed to provide students with an introduction to the major economic and political events and figures of the modern European period, beginning in the 16th century. Emphasis will be placed on the social history of the people who experienced these changes firsthand. Besides learning this abundant content, students also will develop historical thinking skills. The subject matter ideally will be presented as a dynamic, thought-provoking process of investigation and analysis, not as an exercise in memorization. Upon completion of the course, students will be able to read historical material with an eye for bias, propaganda, and purpose—rather than with a single emphasis on factual content. This course differs from the regular offering in that the pace of coverage will be quicker, the scope of coverage more vast, and the expectations higher. Each student will be required to read Carol Strickland's *Annotated Mona Lisa: A Crash Course in Art History* prior to the start of the school year. Donald Kagan's *Western Heritage* (2010, Volume 2: Since 1648, Teaching and Learning Classroom Edition) will serve as the primary textbook. In addition, Honors students will be expected to complete both an independent book review assignment and a 15-page research project, unlike students in the regular course. Text: *Western Heritage*/Prentice Hall

## US HISTORY

US History explores the development of the American nation from the Colonial period to the end of the Cold War. Through discussion, debate, quizzes, and tests, students strengthen their understanding and interpretation of American history. Topics studied include Colonial government and society, revolution, independence, expansion, slavery and the Civil War, imperialism, social reform, the World Wars, and the Cold War. Assigned essays focus on the use of evidence in support of a thesis and research from varying sources. In the first semester, all students complete a research paper and presentation on a United States history topic of their own choosing. Text: *The Story of America*/DK

## AP US HISTORY

*Prerequisite: Grade of 85% or better in Honors Modern European History or 90% or better in US History, and the recommendation of the Social Sciences Department*

Offered to juniors based on a strong performance in a Modern European history course taken in the junior year, this course offers an introduction to the study of history at the college level, while preparing students for the AP exam. Students explore history further in depth both factually and conceptually. Readings and essays are geared toward the multiple-choice, document-based essays, and free response essays that appear on the AP exam. Students enrolled in this course must take the AP exam at the conclusion of the course. Texts: *Inventing America: A History of the United States*/W. W. Norton & Co.; *America's Women* by Gail Collins/Perennial HarperCollins; *The Narrative of the Life of Frederick Douglass* by Frederick Douglass/Yale University Press; *A Rumor of War* by Philip Caputo/Henry Holt and Company; *1776* by David McCullough/Simon & Schuster

## SOCIAL SCIENCE ELECTIVES

The Social Science Department offers various electives, depending upon student interest and faculty availability in a given year. Recently offered electives include the following:

### THE HOLOCAUST AND ITS LEGACY

*No Prerequisite*

The Holocaust and Its Legacy course will involve a comprehensive, full-year exploration of the history of the Holocaust from multiple perspectives. Our studies will attempt to understand how such an event could have happened. This course will place significant demands upon students, challenging them to develop and draw upon knowledge in economics, history, philosophy, politics, psychology, sociology, and theology, covering centuries of history drawn from a dozen nations. Stories of hope, resistance, and rescue will be presented along with memoirs of the so-called "Final Solution." The experiences and roles of perpetrators, victims, and bystanders will be considered equally. Students also will research other 20th century case studies of genocide in an effort to recognize the legacy of the Holocaust and its future implications.

The curriculum will include a variety of sources that will help to establish the verity of incidents associated with the history of the Holocaust.

A book review and research project will allow students to explore subjects of personal interest beyond the curriculum. Opportunities to reflect in writing to reading assignments and presentations will occur frequently in addition to regular quizzes. Texts: *Holocaust: A History* by Dwork and Van Pelt; *Witness: Voices from the Holocaust* by Greene and Kumar; and *Shake Hands with the Devil* by Romeo Dallaire

GLOBAL STUDIES  
(ADVANCED TOPIC) /  
EAST ASIA: JAPAN,  
CHINA, AND KOREA

*Prerequisite: Recommendation  
of the Social Science Department*

Japan, China, and Korea have the second, third and fifteenth largest world economies based on Gross Domestic Product (GDP) and are major trading partners with the United States. China has also financed a trillion dollars of US debt, yet hacked into the American electrical grid and defense computers, brought down and confiscated a US Navy surveillance plane, harassed US naval ships off its coast, and has been offended by US positions on issues such as Taiwan, human rights, food and toy safety. The US military has 30,000 troops in South Korea, but has imposed sanctions on the saber-rattling North Korea. Americans have dropped two atomic bombs on Japan, but drive millions of cars and consume numerous products manufactured and made by Japanese companies.

This advanced topic course studies the complex relations between the United States, Japan, China, and Korea by studying the history, economics, governments, military, and international politics of this ancient, influential, powerful, and enigmatic region.

Students will develop and hone their research and analytic skills as they examine policy, write research papers, and deliver presentations. Texts may include the following: *East Asia: A Cultural, Social, and Political History* and *The Analects of Confucius: A Philosophical Translation*

POST-COLONIAL AFRICA

*No Prerequisite*

Today, Africa is indisputably one of the continents richest with natural resources such as oil, gold, diamonds, iron, copper, silver, and cocoa. During the last century, this barely tapped wealth has been the reason for countless European explorations of the continent. Countries like France, Belgium, England, Portugal, and Germany have all shared these resources through a political and geographical repartition of most of Africa. Through colonization, Africa underwent social, cultural, political, and economic transformations that are evident to this day. Those changes ultimately led to the independent movement that many historians linked to the occurrence of the Civil Rights movement in the United States. With the withdrawal of Europeans from the continent, Africans had their own destiny in their hands. Unfortunately, after several decades of autonomy, genocides, wars and uprisings became common news in this part of the world.

This course attempts to answer the following questions: What are the origins of African economic and political crises? Are those crises linked to the colonization period? Are Africans to blame for the growing poverty on the continent? What role does corruption play in slowing the development process of Africa? Is there any hope for future African generations?

To better answer these questions, we will focus more on the last sixty years in specific areas such as sub-Saharan Africa, northern Africa, central Africa and southern Africa. In this course, active student participation is key. The quality and success of the class in many ways depends on the students' commitment, and students are strongly encouraged to come to class ready to discuss and debate ideas and issues relevant to the course. Text: *AFRICA and the WEST: A documentary history—Volume 2: From colonization to independence (1875 to the Present)* by Worger, Clark, and Alpers/ Oxford University Press

MARITIME STUDIES

How does the maritime history of Rhode Island affect the local economy today? Does the area's maritime heritage play a major part in the modern economy? What role has government played? This course builds an appreciation for and understanding of the area by delving into the history, politics, policy, and economy of maritime-related industries around Narragansett Bay, Rhode Island, and southeastern New England. It examines the economic influence of different maritime industries such as the US Navy, tourism and hospitality, shipbuilding, recreational sailing and boating, commercial fishing, shell-fishing, marine research and environmentalism. The course also encourages students to develop an understanding of government's role, and introduces them to international affairs related to Rhode Island's maritime-based economy.



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