

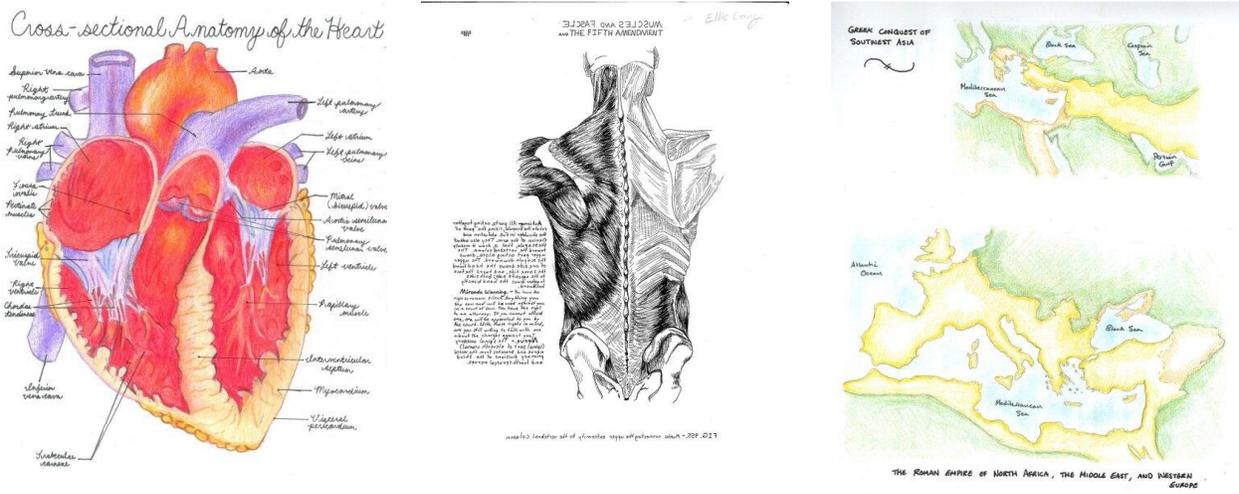
# 14-16 yo - 9-11 grade curriculum

(If they are on the cusp, they will be placed based on emotional and intellectual maturity)

After all, the function of education is to turn out an integrated individual who is capable of dealing with life..."

-J. Krishnamurti

The maturation process that occurs in high school students plays an important role in determining which habits of mind will be cultivated during the four years.



Each high school year should present a unique question to the students. These underlying questions have an important purpose, to awaken specific aspects of human intelligence.

**9th grade:** The objective here is to train in the student powers of exact observation and reflection so they can experience in the raging storm of phenomena around them the steady ballast of their own thinking...One may summarize the approach of this freshman curriculum with the seminal question: What? What happened? What is going on here? What did you see and hear?

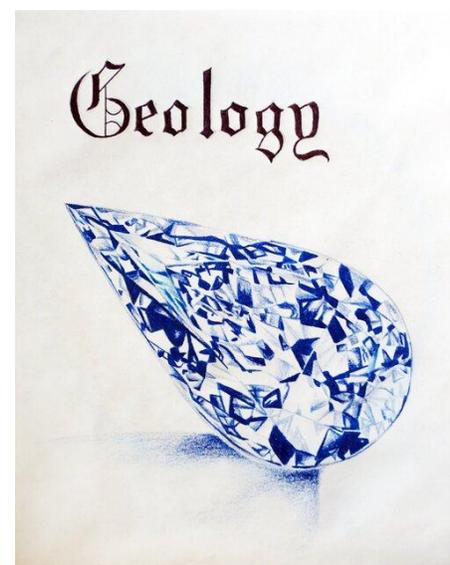
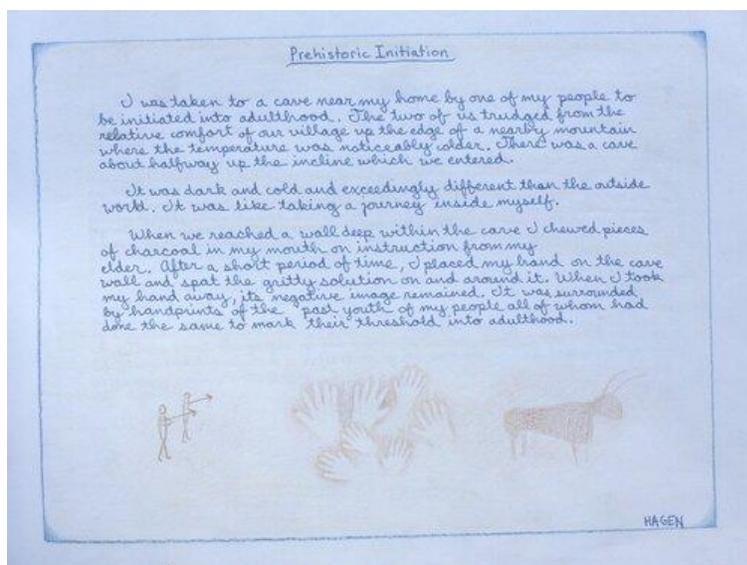
**10th grade:** Observation is expanded to include comparison and the question of "What?" is replaced with "How?" How are acids different from bases? How are men different from women? How do cultural and religious traditions from the Middle East and the Far East differ from those in the West?

**11th grade:** Powers of analysis and abstraction, characterized by a theme of invisibility: namely the study of those subjects that draw the student into areas that are not accessible to the experience of our senses...In chemistry: the invisible kingdom of the atom; in physics, the invisible world of electricity. .These voyages to

the invisible landscapes pose a central question intended to strengthen the student's powers of independent analysis and abstract theorizing. The question is "Why? Why are things this way?"

**12th grade:** A time to step back and observe the whole. Synthesis becomes the habit of mind that is trained as the students are asked to broaden their view and see their subjects as part of a whole curriculum. The curriculum poses the questions -- "How do I see the world in a non-fragmented way?" "Is there meaning in life?" and finally, "Who am I?" These questions are raised repeatedly, particularly in the literature study of the transcendentalists, with Emerson's "Self Reliance," Walt Whitman's "Song of Myself" and with Emily Dickinson's poem, "The Inner from the Outer."

Keeping those underlying questions in mind, teachers help to develop powers of discernment, enabling students to look closely at the world in which they live and at themselves. The ability to observe, compare, analyze and synthesize helps young people better understand the world they are inheriting and at the same time, prepares them for finding their place in the world. Because we require inner responsiveness on the part of the students, graduates should leave the Academy with a clearer sense of who they are and what they believe to be important, making it possible for them to give direction in their own lives.



### In-Depth Study

Rather than sampling a wide range of diverse material, we choose to delve deeply into selected areas in an effort to provide students with a more substantive understanding. "Less is more", as they say. The in-depth subjects studied come from all disciplines ranging from science and math to the humanities and are taught in an intensive, concentrated manner. The qualities of mind that should be the goal of

high school need time to grow and they develop best when engaging a few, important ideas, deeply.

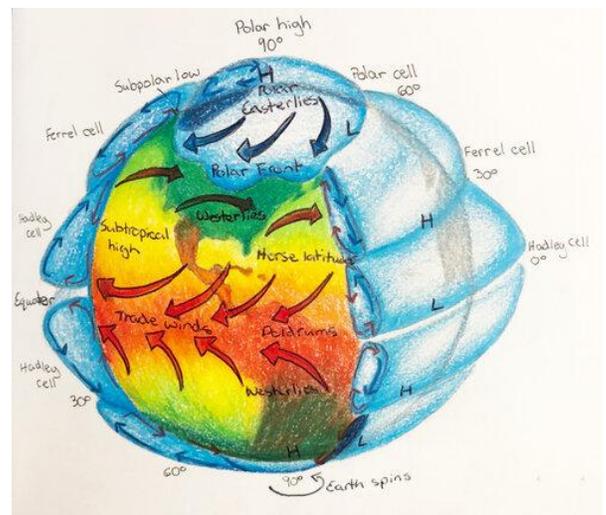
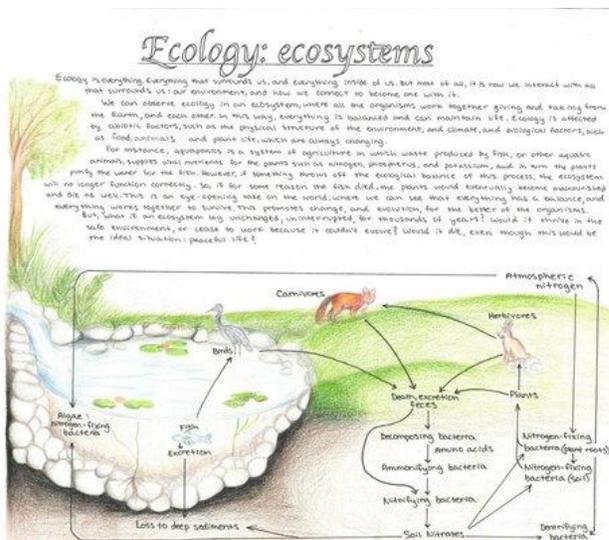
### Truth

High school students actively take up a search for truth, in their studies but also as a personal quest. That is why teenagers begin to question adults rather than simply to ask questions. A search for truth inevitably requires that both students and teachers are able to suspend personal beliefs and for an extended period of time entertain other points of view. Today, more than ever, issues are rarely so clear as to be one sided. High school teachers must help students develop the habit of considering issues from various points of view.

History teaching in the high school can further this effort by presenting many sides of an issue. With the Civil War, for instance, students can understand both the outrage of northern abolitionists and the “love of place” that motivated Virginians and especially Robert E. Lee. Students need to experience the worry and danger of the Underground Railroad, as well as the apprehension and pain of the battlefield, the sadness and discouragement of Abraham Lincoln, Daniel Webster, or even Jefferson Davis, and the heartache of the mothers and wives back home. They should know the desolation and shock of the people of Georgia as Sherman made his “March to the Sea” and they should comprehend as well the disappointment caused by the assassination of Lincoln. Young people must see that event with clear issues, a search for truth is complicated and time consuming, but always worth the effort.

### Beauty

The curriculum also provides its high school students with the opportunity to consider timeless beauty. The study of Art History enables the students to experience, know, and recreate works of lasting artistic value. The History of Music



offers the same opportunity, as does the History of Architecture. All of these courses underscore the importance of beauty and place it in the context of human history.

### **Goodness**

High school students also need an experience of the good. Schools must unabashedly teach students about key virtues...Some educators may feel uncomfortable about accepting this assignment, but we believe certain enduring virtues are universal to principled Americans. In an era where children are killing children and children are giving birth to children, high schools cannot afford to shirk this duty.

Value-laden instruction is a complicated matter fraught with a wide array of difficulties, but one that cannot be avoided. Although it is often fruitless to provide direct instruction about virtue, examples of individuals from history and literature who have wrestled with moral questions enable students to explore and define their own beliefs. In high school, the main lesson in Dante's *Inferno* brings students face to face with the conflict of Good and Evil. In the study of the epic tale, *Parsifal*, the role of personal moral responsibility is explored. And the reading of Victor Hugo's classic novel, *Les Miserables*, the possibility of human transformation is viewed through the character of Jean Valjean. Other books such as the *Upanishads* or the *Bhagavad Gita* are used because they raise serious ethical questions, ones that encourage students to consider goodness as an ideal that is worthy of our attention as truth and beauty.

### **High School Goals**

It has been proposed that high schools should strive to meet four essential goals.

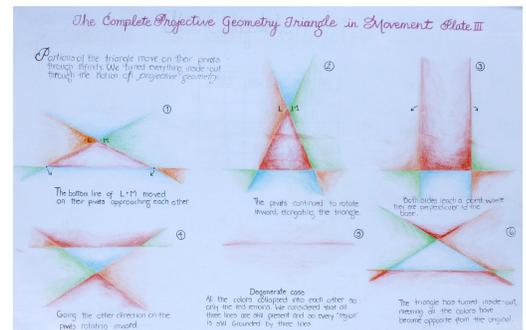
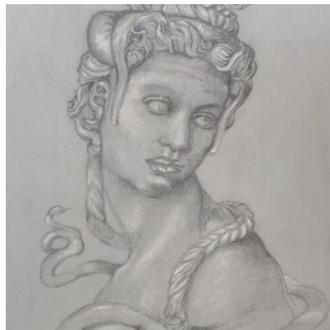
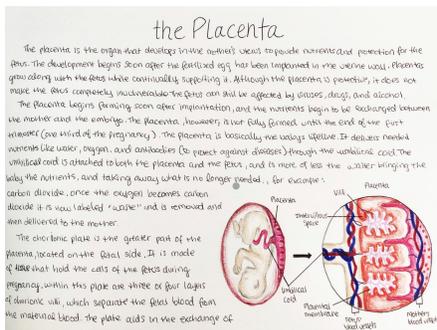
First, the high school should help all students develop the capacity to think critically and communicate effectively through a mastery of language.

Second, the high school should help all students learn about themselves, the human heritage, and the interdependent world in which they live through a core curriculum based upon consequential human experiences common to all people.

Third, the high school should prepare all students for work and further education through a program of electives that develop individual aptitudes and interests.

Fourth, the high school should help all students fulfill their social and civic obligations through school and community service.

These four goals provide a viable way to measure the soundness of the high school education received at the Academy at the PARC.



**MAIN THEME:** The whole curriculum across the board is about Truth, Beauty and Goodness. Throughout the whole year, there will be **4 Immersive Weeks in History, in Literature, in Science and in Math**. Each week will end in an **evaluation**. This can be done either via a test, an essay, a presentation, or a project.

They will have a mix of group classes and independent work, interactive time and focused time, academics and practical arts, in breath and out breath.

**HISTORY:** 1700 to the present. Industrial revolution to the Modern day: Shakespeare, Napoleon, Ford, Edison, Jefferson, Lincoln, etc.

American History (Tuttle Twins)

Modern history (emphasis on Europe) political, social, industrial revolution. Late 1800 to now. The great inventions. Art History

**LITERATURE:** Shakespeare. Poetry: epic and dramatic. Stories about different peoples of the world, their folklore and poetry. Comedy and tragedy in drama/short story. Longer essays on themes from history. Intro to shorthand. Biography. Ballads. Mythology. Virtue (biographies and literature of people who have wrestled with moral questions)

**ENGLISH/GRAMMAR:** Review all grammar. Newspaper reporting. Businesslike and practical writing. Creative writing. Task in writing. Short story writing. Mythology. Essays dealing with literature. Spelling: 20 words/week + grammar rules. 3 essays/week. Learn to summarize.

**LANGUAGES:** Spanish/French? (we are still deciding) Vocabulary building and directed dialogue. Free conversation and reading is key. + Latin, Greek.

**GEOGRAPHY:** Asia, Australia and Antarctica. World contrasts. Structure of Earth's mountains. Meteorology. Mineralogy. Tectonic plates.

**SCIENCES:** Chemistry: metals, gases, solids, organic.

Physiology: bones and muscles, the eye, body chemistry, homeostasis, immunology, embryology, organs and their functions. Where does the ego reside in the human being?

Physics: sound, heat, current electricity, hydraulics, aerodynamics, meteorology, principle of power engines, electricity, magnetism, Doppler effect.

Earth Sciences: weather, climate, erosion, mineralogy.

**MATH:** Personal Finances. Book Study: *Rich Dad, Poor Dad*, By Robert Kiyosaki.

Game: Cashflow. Practical math. Percent, signed numbers, equations, mensurations, number bases, set concepts. Algebra I: combinations, permutations, variations, algebraic equations, binomial theorem, quadratic equations. Systems of exchange, Euclidean geometry,

**DRAWING:** Exact geometric drawing: three dimensional, volumes of solids, law of logic, solid geometry, black/white drawing with charcoal and construction Euclidean geometry, Calligraphy.

**PAINTING:** Discover space in color. Colors on objects, the interplay of light and mood in landscape.

**HANDIWORK:** Sewing: arments, such as simple tunics and shirts. Spinning, embroidery. Designing book covers, Basketry, Pottery, Gardening, Copperwork. Blacksmithing, Leatherwork.

**WOODWORK:** Utilize mechanics to make simple moveable toys, a stool, carved boxes, etc. Gouging a bowl from hardwood, develop practical building skills. Measuring, sawing, planing. Simple furniture construction.

**MODELING:** The human head in clay. Sculpture using clay and wood.

**MUSIC:** African-American spirituals, symphonic form, American music, mixed choir and orchestra. Musical literature of past and present.

**PE:** Team sports and games, Rhythmic exercises, Circus: juggling, balancing, tumbling. Gymnastics with apparatus: horse, parallel bars, ropes, high bar, and rings.

**NOTES:**

9th: Everything in the world is important. They feel the world is theirs. They jump into activity and then think about it later. The big question is "WHAT?" Our task is to place their feet firmly on the ground in the modern world.

10th: They should learn that thinking embraces the entire world. The big question is "HOW?" There's a quick movement between life of feeling and life of thoughts!

11th: Teacher is met with questions: Where are we going? What really matters? What is the point of everything? The big question is "WHY?" Maturity of thought begins to become visible. They can experience their own thinking.

12th: Should be prepared to initiate new possibilities in life and develop a new starting point. The big question is "WHO?" Students are concerned with questions of destiny, judgment, and discretion.