



Groves[®]
A C A D E M Y

2019 - 2020

**CURRICULUM
GUIDE**

Our School at Groves Academy has three divisions:

LOWER SCHOOL
grades 1 to 6

MIDDLE SCHOOL
grades 6 to 8

UPPER SCHOOL
grades 9 to 12

Our mission is to build confidence, purpose and success through transformative learning experiences. Our work with students at Groves Academy seeks to strengthen their academic skills using evidence-based instructional programs, building self-esteem through positive interactions with teachers and other students, and increasing independence, self-reliance, and self-regulation in the academic and social realms. Both curriculum and instruction for students in grades 1 to 12 are based on an understanding of each student's abilities and are reflected in the development of their Groves Educational Plan. Students are grouped into small classes and are actively engaged in learning through multi-sensory instruction.

OUR VALUES

At the heart of Groves Academy is a community that provides a place where students, families, faculty and staff are engaged with a sense of belonging, sharing, and support. As a community, integrity and respect are intrinsic to everything we do.

WE ALSO VALUE

- Authenticity We are genuine, honest, and open in our relationships, our actions, and our words.
- Collaboration We gain energy when we are working together and recognize our decisions and actions are better when we work as a team.
- Compassion We embrace each other's differences and insights and value our unique abilities, personalities, and styles.
- Discovery We have a passion to persistently learn, explore and innovate.
- Tenacity We are driven to take risks, to advocate, and to encounter challenges with boldness and a firm resolve.



CURRICULUM VALUE STANDARDS

The Groves Academy curriculum stems from standards that guide academic instruction in all subjects and at all levels. These standards articulate Our School's approach to curriculum and our values as they are represented in our curriculum.

English Language Arts

We prepare students to be critical consumers of information and meaning and to communicate their own messages clearly and purposefully. We believe that literacy unlocks our potential, promotes agency, and is a vital channel for creativity and self-expression. Because clarity of expression and clarity of thought develop together, we strive to help students clarify both their message and their own understanding of their subject as they write. We explore topics from multiple viewpoints, seek out multiple sources of information, and assert our own point of view with confidence and strong support.

Science

The goal of the science curriculum is to help students understand the world around them by developing critical thinking skills, strategies for analytical thinking, and logical problem solving. We seek to infuse curiosity, discovery, and resilience within our students as they encounter the natural world. We strive to ignite a passion for lifelong learning and foster an ability to understand real-world scientific issues. Additionally, we relate the scientific method to life and encourage our students to think like scientists- ask important questions leading to the development of a hypothesis; design an experiment to test that hypothesis and use the results to guide discovery.

Math

Our goal is to instruct students how to utilize mathematical tools and problem-solving techniques to apply mathematical knowledge throughout life. Students will activate higher order thinking skills by recognizing and generalizing patterns and developing multiple pathways to solve a problem. We strive to assist our students to persist through challenges, show sustained effort, and communicate their knowledge in efficient and accurate ways.

The Arts, Technology, and Wellness (Groves Academy Electives)

Groves Academy arts, technology, and wellness education fosters fundamental and diverse learning experiences with the aim of equipping students with the creative capacity and confidence to pursue a life defined by courage, compassion and connection.

Social Studies

Through the social studies curriculum, we teach our students to be increasingly independent and engaged members of their communities, from the classroom to the world. To do so, they will build awareness of how the past shapes the present, the challenges facing the world today, and their own ability to shape the future. We explore the common elements of the human experience and celebrate the differences of culture and perspective.

Social/Emotional learning and Executive Function

Social and emotional learning at Groves Academy empowers students to understand themselves and to interact with others in meaningful and productive ways. These interactions occur in a nurturing environment where students learn from both success and failure. Students also engage in experiences designed to foster self-awareness and to develop their executive function skills – the brain's ability to coordinate the thinking and behavior necessary to achieve a goal. Students learn tools and strategies to help them navigate challenges and reflect on both successes and failures.

LOWER SCHOOL GRADES 1-6

Lower School students are in 1st through 6th grade, and they are placed in multi-grade, self-contained classrooms based on age, academic skill level, and social/emotional considerations. Most classes have eight students with one teacher. A few classes have 10 – 12 students with two co-teachers. The goal of the Lower School program is to provide its students with evidenced based instruction that is tailored to their learning profile in an environment where they feel safe and accepted. Each student has a homeroom teacher who teaches much of the academic curriculum. Students may move to other classrooms for their reading or math instruction depending on their instructional level. The Lower School curriculum includes

structured multi-sensory structured language instruction, developmental writing, reading comprehension, math, science, and social studies. Science and social studies instruction alternates four times throughout the year. Social skills instruction is based on the principles of the Responsive Classroom® and ENVoY® programs and are reinforced throughout the school day. Students participate in physical education two to three times per week, and they attend home science, music, art, or 21st century skills classes on the other days. Students may receive speech and language therapy as needed.

The Lower School program is designed to remediate academic skill deficits with the understanding that

instruction is essential to meeting every students need. Modifications and accommodations are provided based on individual student need. The curriculum and instruction are designed to maximize student engagement through multisensory, hands-on activities. Organization and study skills are emphasized throughout the academic program. Field trips and other experiences reinforce classroom instruction. Students in participate in JA Biztown (grades 4-6), attend plays at local theaters, visit the Minnesota Science Museum, and create their own presentations for the Taste of Nations festival each December. The Lower School program provides an environment for students that promotes their social, emotional, and academic learning.

Reading

Wilson Reading System®

Students who need intensive instruction to develop basic reading and spelling skills are individually assessed and placed in the Wilson Reading System (WRS). The WRS consists of 12 steps of direct, systematic, code-based, interactive, multi-sensory instruction. It emphasizes total word study. For students of all ages and ability levels, it provides the skills necessary to decode (read) words and passages accurately and fluently, and to encode (spell) with ease.

Spell-Links to Reading and Writing®

Spell-Links is based on the connectionist model of reading and spelling instruction, which views the process of spelling as a dynamic interplay of sound, letter, and word element knowledge and skill. This instruction advances students' spelling, listening, speaking, reading and writing abilities by developing and strengthening cognitive connections among the linguistic properties of words. Students are assessed and placed in Spell-Links based on a diagnostic and prescriptive assessment procedure.

Literature

Students receive direct instruction in narrative and expository text. By reading fiction, students learn how plot, setting development, character analysis and conflict lead

to a deeper understanding of themes and purpose. Non-fiction text (expository writing) provides students with the opportunity to develop the comprehension skills that will enable them to engage in deep reading.

Writing

The Writing Revolution: Strategies for Effective Writing Instruction by Judith Hochman is a curriculum designed to help students of all ages develop expository writing skills. The two primary goals of this program are to raise the linguistic complexity of students' sentences and to improve the organization of their compositions. The program presents goals, strategies, and activities for writing sentences, paragraphs, and compositions. Opportunities for differentiation within classrooms and grade levels to accommodate students' unique abilities.

Students receive direct instruction in forming complete sentences with correct capitalization, punctuation and grammar. They learn to write longer, more descriptive sentences, and then combine those sentences to write a complete paragraph with a topic sentence. Writing fluency and revision skills are reinforced throughout instruction. In grades 1 through 3, upper and lower case manuscript letter formation, sizing and spacing are taught. Upper and lower case cursive writing is taught and practiced in third through sixth grades.

LOWER SCHOOL GRADES 1-6

Math

Lower School has adopted the Singapore Mathematics program after careful study of many approaches to teaching math. Singapore Math is an instructional approach that develops mathematical reasoning and logical thinking through problem solving. It emphasizes the development of true number sense, the intuitive understanding of numbers, their magnitude, relationships, and how they are affected by operations. Students progress from simple to complex mathematical concepts and skills through the use of manipulatives, visualization, and bar modeling.

There are five levels in the Singapore Math program.

Levels 1-3 address number sense, counting, place value, operations, mental math, one and two step word problems, bar modeling, algorithms for addition, subtraction, multiplication, division, fractions, and computations with all four operations.

Levels 4-5 work in all four operations with larger whole numbers, fractions, decimals, percent, pre-algebra concepts and advanced word problems using the advanced bar model.

Social Studies

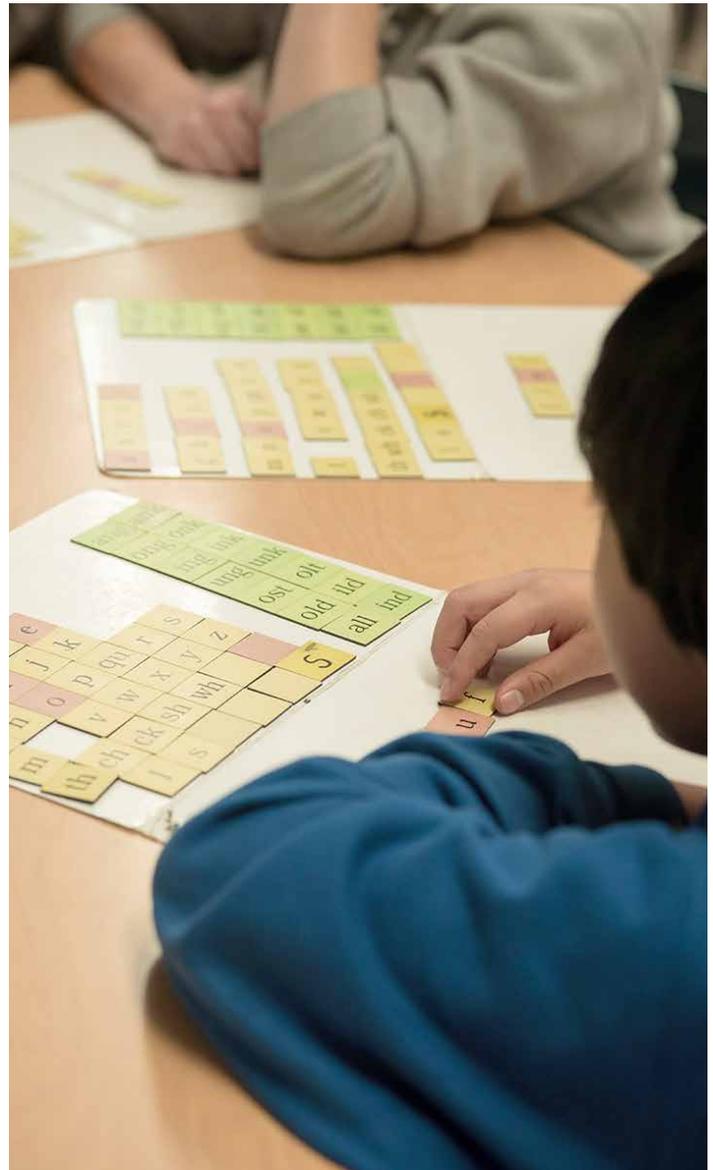
With the social studies value standard in mind, the Lower School social studies curriculum includes study skills instruction. Students learn how to read and comprehend a textbook, take notes that reflect the main ideas of the text, summarize and analyze the key concepts, and utilize these skills to prepare for tests. Students learn to interpret visual information and use reference materials. Social studies and science instruction alternate four times a year. Topics may change depending on class reconfigurations.

Lower School uses the *My World* Interactive curriculum, published by Pearson and adopted by Lower School in 2019. The early grade curriculum sequence includes the topics of communities, citizenship, and how culture affects people. The upper elementary curriculum sequence focuses on the United States – government, economics, geography, and history.

General Science

The Lower School science curriculum introduces students to the scientific process of measuring, comparing, observing, recording data, making predictions, classifying and applying information to daily life. In addition, the science curriculum includes instruction on how to read scientific material, study for tests, and use appropriate and credible resources. Social studies and science instruction alternate four times a year.

Lower School uses the *Science Fusion* curriculum published by Houghton Mifflin Harcourt and adopted by Lower School in 2019. At all grade levels, the curriculum includes units on life science, earth science, and physical science. The concepts taught in the early grades form a foundation for expanding knowledge about those concepts in the upper grades.





Physical Education

Students are taught at a formative point in their skill development. Emphasis is placed on introducing and developing fundamental gross motor skills, locomotor and non-locomotor movements, manipulative skills and the development of visual-spatial awareness. Students are exposed to a broad range of games, sports and activities at a level that provides them an opportunity to experience success. This class not only helps to advance the development of social skills, sportsmanship, and team building, but also to enhance overall physical fitness.

Art

The art program focuses on developing an understanding of the creative process to promote creative problem solving skills and to give each student the knowledge and ability to produce successful art pieces. This is achieved through the study of the elements of art, principles of design, creativity, art history, and critique. The Lower School program focuses on a variety of disciplines such as painting, drawing, sculpture, ceramics and printmaking.

Home Science

Lower School Home Science is designed to meet the needs of students in fundamental life skills including basic cooking

and sewing. Home Science lessons engage students in multi-sensory and interactive classroom activities providing natural opportunities for peer socialization, collaboration and teamwork. Global, cultural and nutritional influences are integrated into the curriculum, encouraging students to explore new foods.

21st Century Skills

All Lower School students have access to their own laptop or tablet. Students receive direct instruction in keyboarding and the basic knowledge necessary to operate a computer. In addition, they learn the basics of internet safety and fair use so they can practice good digital citizenship and learn 21st century skills.

Music

The goal of the Lower School music program is to foster students' musical literacy, increase their creative expression and develop confidence. Classroom activities include moving, singing, playing, and listening. Students work together, experiment, and explore a wide variety of music while they develop and celebrate their unique musical contributions to the class. Each student participates in one musical presentation per year.

The Middle School curriculum is designed to provide instruction or students in 6th, 7th, and 8th grade. Students are grouped in multi-grade classes based on age, ability and social cognition.

Middle School classes are small with an average student to teacher ratio of eight to one. The goal of the Middle School curriculum is to provide students with the skills and strategies they need to be successful learners in their academic pursuits.

All Middle School students are provided with a laptop PC. Students acquire basic computer knowledge by working on the school network, finding and evaluating information on the internet, and using the computer responsibly. Students develop

proficiency with word processing, editing, and creating PowerPoint presentations through practice in their daily classes.

The daily schedule is designed to meet social and academic needs. There are six 42+ minute class periods each day and a morning break for physical and social activity. Reading, spelling, and vocabulary skill instruction occurs during a 33 minute block.

At the end of each day, teachers complete a bindercheck” to make sure students have written their assignments and have the materials they need for homework. Core academic classes include reading, written expression, math, science, and social studies. Electives include a half semester each of physical education

and health, and six weeks each of art, theater, music, and home science for the other semester. Those students who qualify have the opportunity to participate in individual or small group (no more than three students) speech and language therapy. Students plan and participate in many field trips and school activities such as a bike trip, a barter marketplace, an all-day ski trip, and team-building games.

Community service projects are an important focus during daily advisory class, along with communication skills, disability awareness, learning styles, and other topics. Each month students attend an assembly where teachers recognize exemplary students who have consistently completed quality, on-time work and have demonstrated good social skills.

Reading

Wilson Reading System®

Students who need intensive instruction to develop basic reading and spelling skills are individually assessed and placed in a Wilson Reading System® (WRS) class. The WRS consists of 12 steps of direct, systematic, code-based, interactive, multi-sensory instruction. It emphasizes total word study. For students of all ages and ability levels, it provides the skills necessary to decode (read) words accurately and fluently, and to encode (spell) as they learn to decode.

Wilson Just Words®

The Wilson Just Words program is a fast-paced, sophisticated study of word structure that provides direct and explicit teaching of “how English works” for both decoding and spelling automaticity. It is appropriate for students in grades 4-12 who need a brush-up on basic word analysis skills, suffixes, prefixes and roots.

Literature

Students read a combination of narrative and expository text. They receive direct instruction in plot and setting development, character analysis and identifying types of conflicts. Basic comprehension skills are reviewed in the study of literature. Higher level comprehension skills are emphasized. Examples are predicting outcomes, making inferences, summarizing and paraphrasing. Novels and anthologies that survey a variety of genres are incorporated

into the instruction. The Keys to Literacy: Comprehension Routine provides a framework for the development of reading comprehension and study skills.

Writing

Students receive direct instruction in all aspects of the writing process. They improve their sentences by expanding them and using more robust vocabulary. Focus is directed towards writing substantial paragraphs with topic sentence, details and conclusion. Multi-paragraph essays emphasize proper organization and a variety of styles. Students complete a multi-media research report stressing organization of a project with numerous tasks and due dates leading to final completion. The writing curriculum is based on *The Writing Revolution®* by Judith C. Hochman.



Math

Math placement is determined by student performance, student testing level and teacher recommendation.

Math 1

Math 1 will provide instruction using the Singapore Math program, which develops mathematical reasoning and logical thinking through problem solving. The concepts will include all four operations, mental math, word problems, fractions, and computation with all four operations.

Math 2

Math 2 will use the Singapore Math program. Students will work in all four operations with larger whole numbers, fractions, decimals, percent, pre-algebra concepts and advanced word problems using advanced bar modeling.

Pre-Algebra

Pre-requisite: completion of Pre-Algebra Readiness with at least a grade of “B” or teacher recommendation.

This course emphasizes computation with integers, solving simple algebraic equations and inequalities, translating algebraic expressions and manipulation monomials. In addition, Pre-Algebra includes topics in numeration, statistics, computation with positive and negative fractions and decimals, and problem solving.

Algebra1

Pre-requisite: completion of Pre-Algebra with a grade of “B” or higher and teacher recommendation.

Algebra 1 includes topics in numeration, algebraic functions, geometry, and problem solving. Emphasis is placed on solving and graphing linear equations and inequalities and systems of such, manipulating polynomial expressions, and the use of algebraic expressions and formulas to solve problems. Algebra 1 is offered as a one-year and two-year course.

World Geography

Keeping in mind the social studies value standard, the Middle School World Geography course seeks to strengthen the study skills of textbook reading and analysis, interpreting visual information, note taking, test preparation, using reference material, and working cooperatively within a group to accomplish a common goal. Students expand their experiences by taking into consideration how the past affects us now and into the future, as well as how events in other parts of the world influence what happens in the United States. A weekly on-line news program and the course text engage students in current events discussions.

Year 1 Intro to Geography: the Americas

Year 2 Intro to Geography: Europe, Russia, south and east Africa

Year 3 Intro to Geography: Asia and the Pacific, Australia

General Science

The Middle School science curriculum seeks to develop and reinforce scientific process skills. These skills include measuring, comparing, inferring, calculating and recording data, making predictions, and applying information to daily life. In addition, students learn how to read scientific texts and resources and use them to take notes, summarize, and prepare for tests.

A three-year cycle includes topics in life science and earth science.

Year 1

Earth’s Atmosphere, Diversity of Living Things, and Earth’s Water

Year 2

Life Over Time, Space Science, and Ecology

Year 3

Human Biology, The Changing Earth, and Earth’s Surface.

Physical Education

Physical education exposes students to a wide variety of team and individual sports. The development and implementation of skills and strategies are emphasized throughout instruction and participation. Activities also help to increase a cognitive awareness of the physical and social benefits of exercise. Teamwork, cooperation, sportsmanship and safety awareness are fundamental principles that are addressed in all areas of the physical education curriculum.

Health

The purpose of health education is to enable students to obtain, interpret, and understand health information and develop life skills essential to enhancing and maintaining one’s overall wellness. Students are engaged in learning through participation in class discussions, role-plays, group initiatives, peer teaching and other hands-on classroom activities. Units include topics related to: mental and

emotional health, nutrition and fitness, alcohol, tobacco, and other drugs, human growth and development, decision making and peer pressure.

Art

The Groves Academy art program focuses on developing a foundation of art knowledge to equip students with the skills to study, critique and create successful art. This is achieved through the study of the elements and principles of design, creating art using different mediums, creativity, art history and critique. The art assignments in middle school will correlate with the countries and cultures studied in middle school world cultures class in order to enrich an understanding and appreciation of other cultures.

Home Science

Middle School Home Science is designed to meet the needs of students in fundamental life skills including basic cooking, sewing and clothing/fabric care. Home Science lessons engage students in multi-sensory and interactive classroom activities providing natural opportunities for peer socialization, collaboration and teamwork. Global, cultural and nutritional influences are integrated into the curriculum, encouraging students to explore new foods, recipes and cooking techniques. Students are encouraged to earn extra credit for food preparation and clean-up at home.

Technology

All Middle School students will have their own laptop PC's. The technology curriculum is integrated into projects across all curriculum areas. Skills include appropriate use of a computer network, finding and evaluating new information resources, word processing and editing, presentations and spreadsheets. All instruction will take place in the classroom setting or in the media center.

Theater

The main goal of theater activities is to help students build self-confidence and develop good social and communication skills, skills that can help improve their learning ability and comprehension both within school and into their future lives. In middle school the majority of the theater curriculum focuses on audio visual arts and communication. Students participate in the production of the weekly Groves News broadcast, create news and information podcasts, or write and film PSA presentations for in-house use by the health department.

Music

The Groves middle school music program provides a well-rounded musical experience covering music fundamentals, music creation, performance and critical listening skills. The many activities include (but are not limited to) active participation in music ensembles, exposure to a variety of live and recorded music, and exploration of music recording and transcribing technology. Extra-curricular ensembles and activities will also be offered to students wishing to get more involved with the music program at Groves.



The Upper School is comprised of students in grades 9 through 12. Depending on individual circumstance, an 8th grade student may be placed in Upper School.

Students work with their teachers to become successful learners and are placed in classes with an average of eight students to one teacher.

The goal of the educational program is to challenge students with engaging content, help each of them understand their own learning profile, and use that understanding to develop self-regulation and self-advocacy skills.

Students are grouped in classes based on age and ability level. Students take a core curriculum of reading, writing,

math, science and social studies. In addition, students take a semester of physical education and health, as well as six weeks of home science, theater and art.

Students may participate in individual or small group speech and language therapy as appropriate.

Students in 11th and 12th grades take Chemistry, Environmental Science and Project-Based Learning which prepare them for their post-secondary experience. Occasionally, 11th and 12th graders will take classes at an area technical institution or a community college as part of their school day. Students receive credits for their classes which are transferable

to another high school or a post-secondary institution.

During the course of the school year, students participate in a variety of activities including field trips to area performances, art museums, skiing, overnight camping, and a formal dance each spring. Students also have the opportunity to run the school store.

Accuplacer and ACT Test Prep classes are offered as after-school options. All Upper School students participate in service learning projects throughout the school year.

Executive Function *NEW!*

Students and families often feel shame and guilt about academic failure and underachievement and often revert to moral or motivational explanations for underperformance. The Executive Function [EF] courses provides a new lens through which to view academic challenges and remove stigma.

New courses augment the EF course developed for 2018-19, extending the scope of Executive Function study to address the needs of students at all levels of Upper School.

9th Grade: Transition - Learning How to Do School/Training the Student Brain

10th Grade: Self-Discovery - Finding Your Why

11th Grade: Leadership - Setting the Course and Leading the Way

12th Grade: Legacy - What Comes Next and What We Leave Behind



English Language Arts

[ELA 9/10]

English Language Arts 9/10 focuses on each of the core components of English language arts: literature, writing, speaking/listening, and presenting. In the study of literature, students will read a wide variety of selections from various genres--poetry, short stories, nonfiction, dramas, novels, spoken and visual texts--and engage in class activities that promote active and close reading. In the study of writing, students will use a variety of strategies, including those in *The Writing Revolution* [TWR] to create written texts for multiple purposes--to inform, to persuade, to describe, etc. Students engage in writing tasks of varied lengths--from detailed sentences to multi-paragraph essays. Students practice public speaking when they make a variety of informal and formal presentations to the class.

[ELA 11/12]

English Language Arts 11/12 focuses on each of the core components of English language arts: literature, writing, speaking/listening, and presenting to prepare students for life after Groves Academy. In the study of literature, students will read a wide variety of selections from various genres--poetry, short stories, nonfiction, dramas, novels, spoken and visual texts--and engage in class activities that promote active and close reading. In the study of writing, students will use a variety of strategies, including those in *The Writing Revolution* [TWR] to create written texts for multiple purposes--to inform, to persuade, to describe, etc. Students engage in writing tasks of varied lengths--from detailed sentences to multi-paragraph essays. Students practice public speaking when they make a variety of informal and formal presentations to the class.

Ultimately, this course puts students in the center of their learning by providing opportunities to choose, explore, collaborate, and work independently.



Math

Student math placement is determined by teacher recommendation and student skill level. Consumer Math is available to students in 12th grade only. All other classes are available to students in 9th – 12th grade provided they have met the pre-requisite.

Singapore Math

Pre-requisite: none. Singapore math courses are offered to students who need continuing instruction and practice the four operations, fractions, decimals, per cents, and problem solving. Placement in Singapore math courses is based on previous math instruction and teacher recommendation.

Pre-Algebra

Pre-Algebra includes topics in numeration, statistics, probability, computation, problem solving and algebraic concepts. Emphasis is placed on integers, solving simple algebraic equations and inequalities, translating algebraic expressions and manipulating monomials.

Algebra I

Pre-requisite: completion of Pre-Algebra and teacher recommendation.

Algebra I includes topics in numeration, algebraic functions, geometry and problem solving. Emphasis is placed on solving and graphing linear equations and inequalities and systems of such, manipulating polynomial expressions, and the use of algebraic expressions and formulas to solve problems. Algebra 1A covers the first half of the concepts listed above. Algebra 1B covers the second half of the concepts listed above.

Algebra II

Pre-requisite: completion of Algebra I and teacher recommendation.

Algebra II includes topics in numeration, algebraic functions, geometry and problem solving. Emphasis is placed on solving systems of equations and inequalities, matrices, radicals, complex numbers, polynomial and rational expressions, logarithms, and series and sequences.

Formal Geometry

Pre-requisite: completion of Algebra I and teacher recommendation.

Formal Geometry will include topics in spatial sense, geometric reasoning and proof, triangles and trigonometry, measurement and problem solving. Emphasis is placed on identifying geometric figures and their properties and using such properties to solve problems and complete proofs. Students must have a strong command of Algebra to be successful in this course.

Pre-Calculus (Not offered in 2017-18)

Pre-requisite: completion of Algebra II and teacher recommendation.

The Pre-Calculus course includes some concepts that are taught in Algebra II, but they are addressed at a higher level. The textbook for this course is Advanced Mathematical Concepts, Pre-Calculus with Applications (Glencoe), and the topics include linear relations and functions, systems of equations and inequalities, trigonometric functions and graphs, trigonometric identities and equations, vectors and parametric equations, polar coordinates and complex numbers, conics, exponential and logarithmic functions and combinatorics and probability. Trigonometry

Trigonometry and Functions

Pre-requisite: completions of Algebra II or teacher recommendation

Trigonometry and Functions is a two semester course that includes topics in numeration, algebraic functions, trigonometry, statistics, and problem solving. Emphasis is placed on continuing knowledge of linear, quadratic, exponential, rational, and trigonometric functions; combinations and permutations; and matrices.

Statistics

Pre-requisite: completions of Algebra II or teacher recommendation

Statistics is a two semester course that will include interpreting categorical data, function modeling, counting methods, mathematics of financial decision making, binomial distributions and statistical inference, and informatics. Emphasis is placed on placed inquiry-based learning and hands-on investigation.

Consumer Math

Pre-requisite: none; course is available to 12th grade students only.

Consumer Math includes topics in finance, housing, taxes, auto, cooking and problem solving. Emphasis is placed on learning to budget, working with checking and savings accounts, filing taxes, understanding the rental process, computing interest/finance charges for credit cards, auto loans and other personal loans, and comparison shopping.

Social Studies

The Upper School social studies courses emphasize the development of critical thinking skills, allowing students the opportunity to analyze how the past affects us now and into the future. Students learn about parts of the world outside the United States and how events in those countries affect the United States government and its citizens. Study skills are emphasized as tools that reinforce and support learning. These include note taking, reading and analyzing relevant texts, interpreting visual information, finding credible reference materials, and test preparation.

9th and 10th grades

American History

This course will survey the history of the United States. The first half of this course focuses on events ranging from Pre-Columbian civilizations to the post-Civil War Era. A large part of the first semester is geared toward the concepts and formation of our nation and values. The second semester is geared toward the industrialization and modernization of our country, as well as our involvement on the global stage. This class will look at where our nation came from and how we arrived at where we are today.

World History and Geography

This course focuses on the civilizations that have defined our global history and shaped our world today. The class will study the ancient cultures of each region of the world before looking at the modern cultures that exist there today. Throughout the class, students will develop skills in map interpretation, cultural awareness, and historical analysis. The students will also discuss current issues and events from around the world that will encourage them to develop a global outlook and become more informed citizens.

11th and 12th grades

Government and Economics

This class is focused on building citizenship. First semester, the students will learn about the government of the United States and how they fit into that system. They will learn how each part of the government works and how citizens are involved in the political process. Second semester will cover economics. The class will analyze economic systems and principles to better understand how the financial world works. Economic topics will include supply and demand, personal finance, and the role of consumers in an economy.

Sociology

Students examine the world from the perspective of group interaction. The five units of sociology include: Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change.



Science

The scientific process skills that are developed and reinforced include analyzing, manipulating, hypothesizing, sequencing, graphing, cause/effect, interpreting data, drawing conclusions, applying information to daily lives, and the interdisciplinary skills of learning how to read scientific material, writing skills, study skills, cooperative learning skills and the use of scientific resources. Physical Science and Biology are offered each year for 9th and 10th grade students. Environmental Science and Chemistry are offered each year in the 11th and 12th grades.

Physical Science (9th grade)

This course has three components:

1. Understanding the concepts of motion, force, optics, electricity, radioactivity, properties of matter, compounds and mixtures, elements and bonding, chemical reactions, acid/bases and organic.
2. Learning the process of scientific inquiry, such as hypothesizing, graphing, interpreting data, drawing conclusions and applying scientific concepts.
3. Learning comprehension strategies that are specific to reading scientific texts.

Biology (10th grade)

Biology is a required course offered to fulfill the science credit requirements for graduation. Biology is the study of the living world which includes basic life processes and interactions among living things, as well as similarities and differences among various organisms. Topics covered include ecology, cells, genetics, evolution, classification and taxonomy of organisms. In addition to class work and written tests, students will demonstrate their learning through lab work, class discussions, project creation, written reports, oral presentations and various other means. The main focus of this class is to foster a curiosity and attitude for lifelong learning as it relates to the natural world.

Environmental Science (11th and 12th grades)

Environmental Science is an elective course designed for juniors and seniors. It is offered as a two-hour, full year course for two science credits. Environmental Science emphasizes skills such as scientific literacy, time management, organization, observation methods, synthesizing information, question generation, drawing conclusions, teamwork and self-reflection. It includes

weekly seminars on relevant topics, textbook work, research on current events in environmental science, tests, labs, written reports, class discussions, projects and presentations. The purpose of this class is to raise environmental awareness and understand what we can do to impact our personal and global environments in a positive way.

Environmental Science Concepts (11th and 12th grades)

Environmental Science Concepts is an elective course for juniors and seniors. Environmental Science Concepts addresses the major topics in the Environmental Science course, but the pace of the course is designed for students whose slower processing speed makes it difficult for them to succeed in fast paced courses.

Chemistry (11th and 12th grades)

This course teaches foundational concepts in chemistry: atomic structure, bonding, Periodic Table of Elements, reactions, acid/bases, chemical nomenclature, stoichiometry, kinetic molecular theory, thermo-chemistry, organic chemistry and biochemistry. These topics are addressed through various lab experiments and research papers. In addition, this course seeks to give students a foundation to help them understand data representation (charts, graphs); interpret research summaries (evaluate scientific procedures); and evaluate conflicting scientific viewpoints.

Physics (Prerequisite: Algebra II and permission of the instructor)

This full year Physics course emphasizes a conceptual understanding of the fundamental principles governing the universe. This solid foundation in Physics will prepare students for success in all other areas of science. This course will cover motion, including forces, work, energy and momentum, waves, sound and light, heat, and electricity. Algebra based problem-solving and laboratory skills will also be emphasized.

Project-Based Learning (11th and 12th grades)

The Project-Based Learning program has created a forum for juniors and seniors to pursue their passions, utilize adult-world communication and organizational skills, and become independent learners through work experiences, internship opportunities and projects. Reinforcement of these skills prepares students for their post-secondary educational experience. This two-hour class enables students to do more in-depth projects in science, computer, cabinetry, carpentry and the fine arts.

Independent Learning Skills

Students plan, propose, implement and complete independent projects based on their written project plan. Students establish and maintain a reflective thinking/goal-setting journal, and work as part of a team on an all-inclusive project. Importance is placed on establishing and maintaining contact with resource people via email, telephone and off-site visits.

Industrial Technology Skills

Students utilize measuring tools, safely use cutting tools, demonstrate basic and advanced cuts, use sanding tools and materials, apply finishing products and complete a project to auction at the annual Groves Scholarship Gala as a service learning project.

Computer Technology Skills

Students download digital images found via searches on the Internet; take, download and edit images using a digital camera and its accompanying software; scan and edit images using a scanner and its accompanying software; and navigate concurrently between Microsoft Office programs. Students will also learn to draft their woodworking projects using Computer Aided Software (CAD) such as Google SketchUp.

Work Experience /Job Skills /Internship Opportunities

Students will have the opportunity, if they so choose, to participate in a variety of work experience opportunities. This could be a position working at the Groves Academy School Store, being a teaching assistant, graphic design or photography though participation in the Groves Yearbook or focusing on jobs skills related to post-secondary goals.

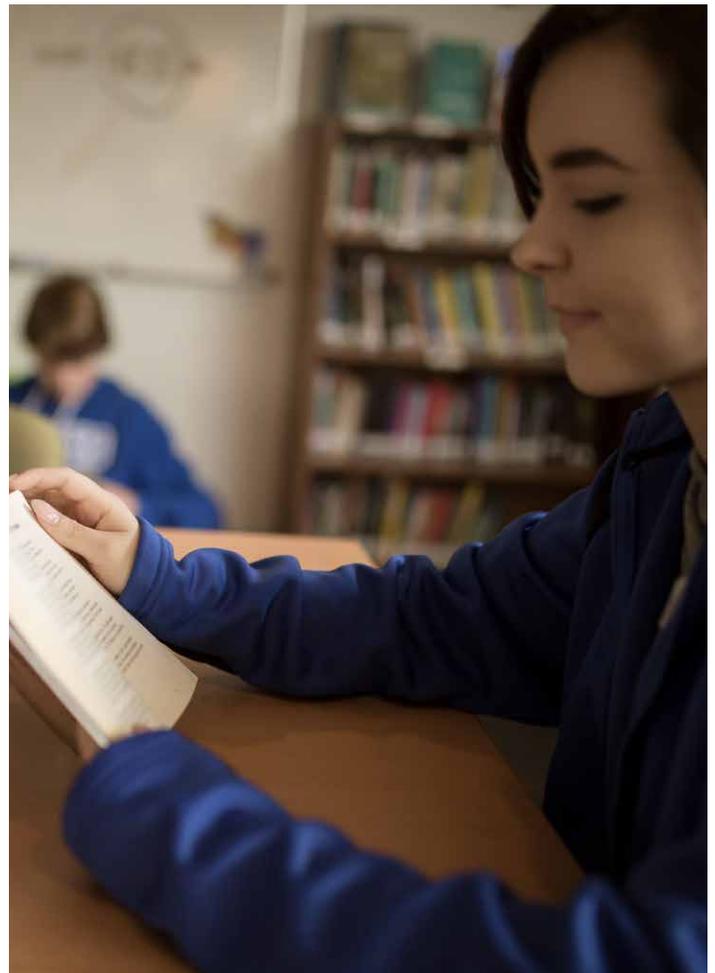
Foreign Language (11th and 12th grades)

Spanish I

This course is designed to introduce students to the Spanish language. We start with basic skills with the alphabet and numbers, and progress on to conversational vocabulary. Along the way, we explore different cultures of the Spanish-speaking world, including the cultures of Spain, Mexico, Central and South America. In this class, we use the Descubre textbook, which is part of the Vista Higher Learning series. This resource allows students to access study materials online, record and listen to their own voices, and hear native speakers. The students will also use the Yabla application to listen to authentic Spanish singers and speakers. The students will develop their Spanish reading and writing skills, as well as focus on their speaking and listening skills.

Spanish II (prerequisite: Spanish I)

This course is a continuation of Spanish I.



Electives (9th and 10th grades)

Physical Education

Physical Education provides a foundation for students to learn, develop, and apply motor skills and fitness concepts. Various aerobic, anaerobic, team and individual activities are introduced systematically at a level that allows for successful participation. These include softball, volleyball, badminton, weight training, floor hockey, Lacrosse, team handball, soccer, among others. Emphasis is placed on enhancing physical fitness, expanding cognitive awareness, and promoting positive social behavior.

Health

The purpose of health education is to enable students to obtain, interpret and understand health information and to develop life skills essential to enhancing and maintaining overall wellness. Students are engaged in learning through participating in class discussions and debates, research projects, guest speakers and other hands-on classroom activities. Units include mental and emotional health, nutrition and fitness, preventing substance abuse and violence, basic first aid, human life cycle, and communicable and non-communicable diseases.

Art

Studio art is the emphasis at this level. Students have many opportunities to develop different applications of visual art. Drawing explores abstraction, line quality, perspective and shading. Painting explores color theory, still life, mixed media, painting techniques and canvas building. Textile art includes, fabric design, hand and loom weaving, collage, batik and appliqué. Clay explores glazing and firing techniques, tile relief, wheel methods, advanced hand building and wheel techniques. Sculpture explores round, relief, additive and subtractive. Techniques such as lost wax, cement and plaster casting are studied, as well as wire armature and metal/foam core design sculpture.

Home Science

Home Science includes basic kitchen safety, measurements, following a multi-step recipe and clean-up procedures. Sewing includes selecting a pattern, proper cutting of material and completion of the project. Choices include, but are not limited to, quilts, pajama pants, backpacks, pillows and aprons. Fabric care and laundry procedures are included.

Technology

All Upper School students will have their own laptop PC's. Technology curriculum is integrated into projects across all curriculum areas. Skills include appropriate use of a computer network, finding and evaluating new information resources, word processing and editing, presentations and spreadsheets. All instruction will take place in the classroom setting or in the media center.

Theater

Our goals within the theater department at Groves Academy are numerous, but our main function is to help your child build self-confidence and develop good social and communication skills, skills that can help improve their learning ability and comprehension both within school and into their future lives. In upper school, theater students learn performance arts. Students will study improvisation and character development and participate in play-reading and play-writing classes. Some classes will develop one act plays for presentation to their peers. For those students wishing to perform in a more public forum, upper school theater club produces two plays per year.

Music

Upper School music instruction at Groves is designed to encourage awareness, appreciation and skill in listening to, responding to, and analyzing a variety of music. Students will examine the role of music throughout history, across cultures, and in students' daily lives. Our studies will culminate in a project, either research or performance in nature, selected based on students interests and skills. Extra-curricular ensembles and activities will also be offered to students wishing to get more involved with the music program at Groves.

OUR MISSION

WE BUILD CONFIDENCE,
SUCCESS, AND PURPOSE
THROUGH TRANSFORMATIVE
LEARNING EXPERIENCES.

OUR VISION

TO REDEFINE THE WAY
OUR NATION IS TAUGHT,
ONE STUDENT, ONE TEACHER,
AND ONE SCHOOL AT A TIME.

AUTHENTICITY
COLLABORATION
COMPASSION
DISCOVERY
TENACITY

At the heart of Groves Academy is a community where students, families, faculty, and staff are engaged with a sense of belonging, sharing, and support. As a *community, integrity* and *respect* are intrinsic in everything we do.



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