NEW ROADS SCHOOL

Curriculum Guide
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      American Noir v. British Crime Novels
      Dissecting Narrative Nonfiction
      The Environmental Imagination
      Existentialism
      Women's Literature & Gender Studies
      Philosophy
      Multicultural Literature: Underrepresented Voices
   Honors
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History and Social Science
   World Civilization 1
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Mathematics (Not every course is offered every year)
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   Algebra 1
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  Music Theory II
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  Visual Art 4
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  Bio-Imagery
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  Robotics
  Speech and Debate
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  Clubs
STATEMENT OF PHILOSOPHY

New Roads School provides an inspired college preparatory program from which an authentically diverse student population, mirroring the rich diversity of Los Angeles, develops a personal dedication to learning, a respect for independent thinking, and an expanding curiosity about the world and its people. We believe that education must not be a race for the accumulation of facts, but a joint venture among students, parents, and teachers to develop habits of mind, habits of character, an ever expanding awareness of the human situation, and the tools needed for social, political and moral participation as well as personal fulfillment. To be truly supportive of young people, teachers and parents must themselves continue to learn so that they may perceive the young accurately and treat them wisely.

We Are Committed to:
• the liberation of each student's curiosity and the development of each student's full human potential
• academic excellence
• excellence in the arts and in athletics
• the development of a student population of social, economic, ethnic and racial diversity
• behaving responsibly and honorably as individuals and as an institution, and serving the larger ecological and social community

We Consider Certain Skills to be Essential for All Graduates:
• to read well and write clearly
• to express oneself effectively
• to reason and to question thoughtfully, soundly, critically, and ethically
• to approach and solve problems creatively as an individual and as a member of a team
• to evaluate and synthesize information in order to advance understanding and innovate responsibly
• to study with purpose and perseverance
• to demonstrate the flexibility and nimbleness of mind to respond to the demands of a rapidly evolving world
• to develop a portable set of skills that can be translated and applied across a variety of contexts
• to develop respect for the humanity and ecology of the earth and the sensitivity to appreciate life's deep joys and mysteries.
• to listen and understand empathically

Mindful of the ever-changing world, New Roads School acknowledges a continuing need to evaluate these essential skills.

We understand that there are many kinds of intelligence. As such, our programs assist young people in developing and appreciating cognition, intuition, imagination, creativity, physical expression and performance, sensitivity to others, self-understanding, and personal well-being. To neglect any of these areas is to limit students in the development of their full human potential.

Our Statement of Philosophy is the touchstone by which we design curriculum and implement its delivery, assess our students’ progress, and hold ourselves accountable.

LEARNING HABITS AND GOALS

HABITS OF MIND
New Roads encourages students to:
• Use innate curiosity, creativity and imagination to pursue an inquiry and organize and synthesize appropriately complex understandings;
• Be willing to take creative, intellectual, and aesthetic risks with both familiar and new information in all areas of study;
• Evaluate evidence for its relevance to an inquiry and formulate justifiable solutions;
• Appropriately question the authority of history as well as use it to understand the present.

HABITS OF CHARACTER
New Roads prepares students to:
• Become conscientious decision-makers who consider the wellbeing of the community with respect to equity, social justice and ecological balance;
• Listen deeply, respond with compassion and attempt to resolve conflict through discourse and cooperation;
• Understand and overcome personal biases and prejudices with respect to race, ethnicity, gender and other human differences, and demonstrate open-minded appreciation for other cultures and perspectives;
• Act with courage and respect in the face of conflict and injustice.

TOOLS FOR EFFECTIVE PARTICIPATION
New Roads provides students the tools to:
• Read, write, speak and communicate effectively;
• Demonstrate scientific and mathematical literacy;
• Understand and express social, political, economic, moral and ecological awareness;
• Understand how the arts affect social and cultural environments;
• Participate and cooperate in athletics and the arts;
• Solve problems non-violently;
• Respect the ideas and learning styles of others

OUR CURRICULUM

New Roads' course of study is intellectually and creatively rigorous. It is intentionally designed to provide students the learning opportunities through which they can acquire the habits, knowledge, and skills that are essential to preparation for college, life, personal fulfillment, and civic engagement for the greater good. Through our program, informed by educational research, we teach our students that learning is messy, challenging, engaging, exciting and fun. In the learning process, we encourage our students to understand the value of questions, mistakes, opportunity in confusion, seemingly digressive thinking, risk-taking, perseverance, and reflection. As students move through our K-12 program, they are given more choice, independence, and freedom to discover their unique voice and personalize their own educational path. We recognize and appreciate the daunting task of being a young person, and seek to provide the support, guidance and nurturing they need intellectually, socially, and emotionally. We ask a great deal of our students, and they expect much from the community they have joined.
Exuberant, creative thought, effort, and hard work make the school years thrilling. Our educational program challenges young people to look further and more deeply into their studies by creating solid conceptual foundations as the basis for their exploration and to make their learning personally meaningful. As such, we teach both discrete academic spiraling skills and encourage students to integrate critical and creative thinking to solve real-world contextualized problems, which often require an interdisciplinary approach, and experiential, hands-on learning is at the heart of our curriculum. While students are taught how to use textbooks as reference and learning tools, our curriculum is neither dictated nor limited by them. Our gifted faculty draw extensively on other resources, including digital and scholarly publications, to deepen students’ learning and to facilitate their inquiry into areas that spark their curiosity. Our intentionally designed learning opportunities enable students to take their investigations as far as they can and invite them to cultivate their own learning preferences, multiple intelligences, and tools of knowing, including logic, imagination, intuition, feeling, and bodily wisdom. Because we understand the importance of executive functioning skills and habits of studentship in the learning process, we often factor them into assessing students’ performance, and we frequently employ low-stakes formative assessments to support students’ learning.

But we strive towards much more than academic excellence and creative problem solving. Our program also seeks to develop the whole person through the arts, physical education/wellness, human development, community service, environmental awareness as well as stewardship, social justice, diversity, and ethics. Through our curricular and co-curricular program, our aim is to support young people in developing their creative expression, sensitivity to others, self-understanding, and personal well-being.

Through our expansive curriculum, taught in caring, respectful, and inclusive classes by talented faculty who are both sages on the stage and guides on the side, our young people uncover and pursue areas of curiosity, learn to integrate creative and analytic thinking to problem solve in ways that are original, and appreciate a multiplicity of perspectives, talents, experiences, and skills in working collaboratively on complex questions. Our curriculum intentionally exposes students not only to canonical knowledge and perspectives of the Western world but to voices, world views, and experiences of those who have been marginalized in the United States and in the international community. Since we are an educational village, we ask parents to join their children and teachers as part of a community of learners.

As part of a college preparatory education, New Roads School is committed to graduating students prepared to excel as they move on in their studies and engage thoughtfully in intellectual discourse on a local, national, and global level. The skills articulated in our philosophy are stressed at every grade level: reading and writing, effective self-expression, sound and ethical reasoning, and studying with purpose and perseverance. We see these as far more than preparation for college. Solid grounding in these will go a long way toward preparing young people to take active roles in inventing our common future and finding fulfillment in their lives. However, human beings are far more dimensional than even the broadest-based college preparatory curriculum, and so we strive for more—preparation for life and the world. Our hope, our goal, is that every young person leaves New Roads not only more able to excel at that which we have all come to see as “the stuff of school,” but feeling healthier, happier, more self-assured, more courageous, more compassionate and more eager to learn from and about others and our global community than when he or she arrived.

**THE K-8 PROGRAM**

**LOWER SCHOOL: GRADES K-5**

New Roads Lower School (NRLS) is built on the pedagogical science and art of progressive education. It is designed to liberate wonder, creativity, and diverse talents. Math, Reading, Writing, and Social Studies are the pillars to our foundation, while coding, engineering, and design thinking further prepare our students to be tomorrow’s leaders who will invent the future. Learning isn’t linear, but web-based, allowing connections across disciplines, time, and space. Creating thinkers with growth mindsets, encouraging risk-taking, redesigning and reflection, nurturing innovation, and developing grit empower our students for the future.

Our curriculum is integrated and pays close attention to embedded skills—skills which enable children to learn how to become students, to learn how to learn, and to apply what they have learned to real-world problems. Our signature programs promote curiosity, wonder, and creativity while building a foundation for students academically, socially, and emotionally that will enable them to transition successfully to middle school, high school, college and life.

**LEARNING OPPORTUNITIES / “HOMEWORK”**

Homework is given to students Monday through Thursday nights, with the amount of homework increasing each year by about ten minutes. Homework typically involves language arts, social studies, and math. The purpose is to reinforce new skills and build the foundation for the next class in the sequence. Homework is kept to a reasonable amount, and teachers give students a time limit so that they do not become stressed or overwhelmed by the volume of homework. Homework needs to be turned in each day, neatly done, and completed by the student (except with family projects). Additionally, reading, either independently or as a family, is key to a child’s academic development and achievement in school.

**PARENT-TEACHER AND STUDENT LED CONFERENCES**

Conferences occur twice each year, the first with just the Homeroom teacher and parents in the late Fall, and the second in the Spring which is led by the student. This student-led conference provides an opportunity for a closer connection from student to school to home. It allows time for reflection, accountability, and communication. This is a proud time of
year where students have the opportunity to showcase some of their best work, describe and reflect upon the process they went through to achieve success, and how their thinking changed along the way. Goals are developed for all learners and successes are celebrated.

**Assessment, Grading and Progress Reports in the Lower School**

We do not use standard letter (A, B, C, D, F) or number (100-60%) grading on evaluation forms at the elementary level. It is the position of the school that students in elementary grades benefit from a focus on development and understanding of fundamental skills, rather than competition for grades. As such, the level of independence and how well students meet grade level benchmarks are used on progress reports. Students receive “exceeds grade level,” “meets grade level,” “approaches grade level,” “significantly below grade level,” or “requires one-on-one support” to assess grade-level expectations in all subjects. Progress reports are written twice a year, once before winter break and once before summer break. Along with assessment marks, parents receive a narrative from each teacher discussing both academic and social-emotional progress.

Typically, students can expect meaningful practice and preparation that is attentive to developmentally appropriate attention spans and capacities of students.
LOWER SCHOOL \ ACADEMIC PROGRAM

Language Arts
New Roads uses the Teachers College, Columbia University Reading and Writing Workshop Approach to Literacy Instruction, with the goal of our students becoming powerful readers and writers equipped to describe and articulate real reasons: reasons to advocate for themselves and others, reasons to deepen their own and others’ knowledge, reasons to illuminate the lives they live and reasons to speak to the universal conditions in the world in its entirety. Our goal is to prepare students for any reading and writing task they encounter, and to turn them into lifelong, confident readers and writers.

Literature begins in Kindergarten with a strong foundation in phonics, concepts about print, and differentiated book bins for emerging readers. As students develop increasing comprehension skills relating to inference, sequencing, prediction, and character motivation, they explore various genres at more complex levels. In the middle school grades, literature is integrated with social studies and history, taking on a humanities approach.

Oral language skills are taught informally in class sharing and discussions. Formal instruction is taught via presentations and speeches. Plays, social justice efforts, and Wonder Projects shared in the All-School Meeting present frequent opportunities for developing public speaking skills. Students are encouraged to offer opinions, orally reflect and speak and listen from the heart.

Writer’s Workshop begins in Kindergarten and extends through Fifth Grade. With our youngest students we use a playful approach to teaching writing, while simultaneously providing strong foundational skills. At each grade level, throughout the year, writing workshop units are designed around informational, narrative, and opinion writing to support and scaffold instruction along a continuum of development. There is not only an understanding of genre and how to construct a story or how to structure informational text, but workshopping time allows the integration of spelling, phonics and vocabulary. The research shows that the number one way to develop phonemic awareness, in our youngest writers, is to work through inventive spelling. In a writer’s workshop, kids are trying to tell their stories, but they are also working on their letters and sounds. Our students are first taught how to conduct research as it pertains to developing social justice initiatives, and through the grade levels, they integrate science and history, taking on a humanities approach.

Independent reading is encouraged daily to provide a strong foundation for future success.

Social Studies
Our social studies curriculum revolves around expanding social concepts. Students study concepts of self, family, community, cities, countries and the world. Students are taught to question and inquire about concepts that tie into the New Roads social justice values, such as fairness, equality, tolerance, generosity, compassion, human rights, diversity, social justice, and ecological stewardship, and sustainability. In addition, many field trips throughout the year enhance the students’ experiences.

Much of our pedagogical approach with social studies is through inquiry, focused on key essential questions: What is democracy? What is equality? What is justice? How do our ancestors influence us today? Who am I as an American? Why did slavery exist? How can a child change the world? What are human beings’ relationship to nature in various societies? How do you respect the inherent dignity of each individual? Why is it challenging for diverse people to live together? What is the role of empathy, kindness, and compassion in society?

Social Studies revolves around broader thematic Essential Questions per grade level:

K:  Who am I?
1:  Who am I in my communities?
2:  What makes me unique?
3:  What can I learn about diversity, ecological stewardship, and social justice from ancient cultures?
4:  What are my beliefs?
5:  What are my rights and responsibilities?

In Grades 3 -5, students are immersed in interdisciplinary, interactive, simulative immersive studies rooted in topics such as Ancient Africa, Mesopotamia, Ancient Egypt, Tongva Indians, Spanish Explorers and the Mayan Indians. Through this approach, history comes alive for the students; they find personal meaning, and have transformative, memorable experiences.

STrEAM (Science, Technology, Relationships, Engineering, Art, and Math) Program and Science
New Roads has a Science program which assumes that Science is everywhere, and students are curious to learn how the world works; hence, the K-5 Science program at the LS is a hands-on, constructivist program that is structured in a “spiralizing” format integrating science, engineering, math, design and technology. Students study sciences pertaining to life, earth, physics, physical, and systems design in a collaborative setting.

The Discovery Center approach promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas and sparks passion for further exploration. Students learn how to articulate their ideas clearly as well as to collaborate on tasks effectively through group projects while mastering core knowledge and skills for the study of science at the middle and high school level.
**Mathematics**
The Singapore Math program uses a problem solving approach with pictures and diagrams. There is a focus on mastery with fewer topics explored in greater depth. Hands-on group activities with objects like buttons or dice are first introduced. Students must then draw representations of concrete items before moving on to abstract equations. Strategies are layered and build upon each other as they are introduced and reintroduced spirally. Recent studies show that using Singapore's visual approaches provide students with the equivalent of an extra month of academic instruction. Additionally, we implement Jo Boaler’s research behind developing growth mindsets and encouraging students to be risk takers; one's brain grows more when mistakes are made, as the brain must process where it went wrong and how to find success. During independent centers, students often play reinforcing games to build foundational fluency, or work on the Art of Problem Solving materials through resources like Beast Academy puzzles, and problems. Small group and one-on-one differentiation are provided daily.

Math is hands-on and inquiry-based, requiring students to think creatively about problem-solving while becoming fluent with mathematical skills, including basic math facts and numeracy. Our program requires that students not only demonstrate strategies but also articulate their strategies in written and verbal forms. Many activities reinforce students' understanding of important mathematical concepts and skills. Math is extended for students who demonstrate in-depth number sense in an individualized and differentiated approach.

**The Arts**
NRLS’s integrated arts program is taught by specialists in the visual and performing arts.

Music is taught first utilizing the ORFF Orff Schulewerk Method, which is a way of teaching children about music that engages their mind and body through a mixture of singing, dancing, acting and the use of percussion instruments (xylophones, recorders, drums). Students sing, move and play “improv” games during each engaging music class. Choir, guitar and keyboarding are introduced beginning in kindergarten. Music is taught twice a week.

Visual Art instruction is taught utilizing methods of experience, observation and evaluation by children. The curriculum is based on artistic perception, creative expression, historical/cultural context, and aesthetic valuing. Our Lower School art program has been likened over the years to “a college foundational art program in kindergarten” because of the focus on color, mixing colors, spatial perception and perspective. Art is taught once a week.

Drama is a natural outflow of stories, creativity, expression and passion. Students participate in Drama Residency, where classes collaboratively write original plays based on a theme related to social justice or history. Each play is performed live at the Moss Theater. Additionally, Grade 5 students work with professional screenwriters and writers to create original screenplays through the Young Storytellers program. At the end of the program, professional actors perform the students’ scripts in front of an audience comprised of classmates, teachers and parents. The drama program develops confidence in public speaking, self-expression, self-esteem and literacy through the art of storytelling.

**Performance Arts Unit: 5th Grade Arts Program**
Through 5 - 8 week units each semester combined with lessons in Drama, Playwriting, and Voice, students get exposure to basic Dance concepts, movement games, and exploring physical expression through performance. The course is designed to give an artistic sampling to students to help them identify their passions and talents, as well as to lay the foundation for their future elective pursuits.

**Wellness/Physical Education**
Lower School physical education skill development stresses gross motor skills, hand-eye coordination and general fitness; this moves to more specific skills as children mature. Leadership, sportsmanship, cooperation, empathy and positive self-image are encouraged throughout all grades. Team sports include basketball and soccer starting in 4th grade. An emphasis on breathing, yoga, mindfulness, and meditation are also interwoven into the program. Wellness is offered three times a week.

**Technology**
True to the tides of the 21st century, the use of technology is both seamless and yet scrutinized. Students learn keyboarding skills, internet use, research skills, Google apps and digital media skills. iPad apps are used as well to reinforce reading, math and language. In Grades 2 - 5, students work on multimedia projects as well as basic word-processing, spreadsheet, and drawing applications. New Roads is a cross-platform school, using iPads, laptops and Chromebooks depending on the activity and need. Coding is offered as a second language facilitating familiarity in designing commands for purpose and cross applying these skills to new platforms.

**SIGNATURE PROGRAMS: HUMAN DEVELOPMENT AND THE COMMON GOOD**

**Human Development- Social Emotional Learning**
Social-emotional skills and learning opportunities are woven throughout the fabric of New Roads Lower School. These skills, a fundamental part of our educational philosophy, are crucial to wellbeing, intellectual growth, lifelong success, and personal fulfillment. “Connections” is central to NRLS social-emotional/human development curriculum, which takes place in the form of council. The elements of council are:

- Speak from the heart
- Listen from the heart
- Be spontaneous
- Be lean

Connections class helps children to more fully understand and appreciate the diverse backgrounds, experiences, and opinions of others, to connect meaningfully with their classmates, and to appreciate a full spectrum of humanity. In addition to Connections classes, the Responsive Classroom Approach
is used in each class, which provides a through-line to teach cognitive, affective, and behavioral competencies.

**Social Justice**
Each homeroom teacher has the autonomy to integrate social justice in ways that resonate best with the class. Community partnerships, research, collaboration, and initiatives for change are encouraged. Classes and individuals are encouraged to speak at our All School Meetings and Town Halls to provide updates and activate the community.

**Friday Elective Hour**
Each week on Fridays in the Lower School K-4, students will be choosing their own electives. These elective classes will last for six to seven weeks, allowing five elective choices throughout the school year. Choices may include Digital Music, Gardening, Yoga, Spanish and Art, Tinkering, Woodshop, Butterfield Book Club, Dance, and Chess. By allowing students to work on something that is interesting to them, their creativity and innovation increases. Research supports that one of the best ways to increase student engagement is by providing choice and fueling their sense of autonomy.

**Grade 5 Bridge Year**
Students in the Grade 5 class of our Lower School participate in a Bridge Year, which provides vital executive functioning and studentship support for children who will transition into the Middle School the following year. Rather than use Grade 6 as the time to learn these skills, students have the entirety of Grade 5 to enjoy the developmentally appropriate teaching and environment of an elementary experience, while having time and support in practicing the habits that will make them more well prepared middle schoolers. The Grade 5 Bridge Program is explicitly used in Homeroom, Electives, Math and the Buddy Program. Students in the 5th grade are placed in Middle School Math classes according to the student’s readiness level, not grade level. The Buddy Program is a leadership and mentoring experience for the 5th graders and pairs them with a kindergarten or first grade student for structured playtime and activities throughout the year. 5th graders serve as leaders and role models in the Lower School.

**Bridge Year Electives**
Electives for students in Grade 5 offer a sampling of the ‘Choice and Voice’ Middle and Upper School get to experience. Students have access to a wide range of Electives that are specific to their abilities in the arts.
**MIDDLE SCHOOL: GRADES 6-8**

Middle school years are a time of growth and irrepressible energy, joyful exuberance and profound change: a time when children are likely to value peer relations and friendships more than relations with mom, dad, or teachers; an unparalleled opportunity for trying on new and different identities while learning to make new connections; and a time when stepping out of the world of childhood into adolescence requires new and thoughtful decision-making strategies for new and complex challenges. We are ever mindful of the need to provide an educational environment rich in safety, humor, compassion, challenge and fun for the remarkable young people who have come to trust us.

Our students experience a uniquely designed bridge from the Lower School to the Middle school experience. We place particular attention on the social and emotional development of students in Grades K-4 as we build foundational skills and knowledge that are nurtured in the rest of our academic program. Students in Grade 5 begin the slow and careful transition from discovery of connections to friends to the growth of the best habits of effective studentship as they prepare for the rigorous expectations of the Middle School program.

We have constructed multiple ways for students to explore their intellect, emotional identities, and social connections.

**THE PROGRAM**

Our curriculum and expansive range of electives—“a liberal arts college for Middle Schoolers”—enable us to meet each student where he or she is intellectually, socially, and emotionally, to offer him or her the opportunity to pursue and discover areas of curiosity and to give him or her voice and choice in personalizing his or her educational journey. The Middle School program consists of certain common features reflected in student schedules at all grade levels. Students study a core curriculum recognizable by most adults as the stuff of traditional school: Humanities, Mathematics, Science and Modern Language. At all levels, our faculty seeks ways to coordinate curriculum in order to enhance the development of fundamental skills, imagination, critical and creative thinking as well as authentic problem solving, and to reveal the integrated nature of knowledge. Our Middle Schoolers are encouraged not only to master habits, skills and knowledge that are foundational for success in high school and college but to take developmentally appropriate risks, even discover a passion, while growing as a whole person in a caring, respectful, kind, and inclusive community.

New Roads 6th, 7th and 8th grade curriculum is organized thematically by grade level. These themes provide a unifying strand that helps student and faculty see and create patterns and commonality in their work and enabled students to make their learning personally meaningful and memorable...

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<thead>
<tr>
<th>Grade</th>
<th>Theme</th>
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<tbody>
<tr>
<td>6th Grade</td>
<td>Identity and Culture</td>
</tr>
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<td>7th Grade</td>
<td>Systems</td>
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<tr>
<td>8th Grade</td>
<td>Rights and Responsibilities</td>
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All students participate in art, physical education, and human development classes, as New Roads is committed to developing whole human being.

**Learning Opportunities/“Homework”**

Students are assigned learning opportunities at the Middle School in Humanities, Math, Science, and Modern Language. Students are generally given time in class to begin longer assignments. Because New Roads students are appropriately placed in their academic classes based on skills and readiness, learning opportunity/homework time may vary. Teachers are aware of the developmental needs for 6th-8th graders and use the guideline below as a reference for assigning learning opportunities/homework:

- 6th grade 1 hour
- 7th grade 1 to 1 1/2 hours
- 8th grade 1 1/2 to 2 hours

**Middle School Assessment**

We do NOT grade students. We do not use conventional letter-grading or assessment marks on evaluation forms. Instead, we assess students as we foster the joy of learning without the pressures and expectations of grades, GPAs and high stakes tests. The academic program is geared toward development and understanding of fundamental skills; conventional grades are not necessary to facilitate this. As part of the assessment process, twice an academic year, each student leads his or her own conferences after coaching from his or her teachers. These conferences are attended by the student, the parents and the teacher as part of New Roads commitment and interest in education as a joint venture. This support team does that, supports and guides the student toward academic excellence and growth. Evaluations are marked with one of the following notations: Honors, Credit, Reservations and No Credit.

Honors: a student has proven that she knows the meaning of a topic; she can use the topic when appropriate when the context is clear, but she can also recognize when to use a topic in a new and unfamiliar or non prescribed context. Honors is also a reflection of a teacher’s confidence that the student has a deep understanding that moves up to the higher levels of Bloom’s Taxonomy such as creating, evaluating and analyzing.

Credit: a student has shown that he knows the topic and has skills to put that knowledge to use, as described by the instructions, but he hasn’t proven that the knowledge is durable enough for recollection in new and non prescribed situations or without some coaching or instruction from the teacher.

Reservations: a student has shown that she is inconsistent in her use of knowledge, skill or application. Because of this, a teacher is uncertain whether or not the student has a real understanding that students can recall, even when not prompted, can be used in new situations outside of class or a class context. The teacher has some concerns about the student’s knowledge and skill, and whether her current level will yield success and lay foundations for further learning in that discipline. Reservations does not necessarily mean that a student needs to repeat a course, or a grade level.
No Credit: a student has not turned in work or completed work in a way that gives the teacher data needed to establish what he/she learned. This is also usually an assessment reserved for students who haven’t turned in work.

SIGNATURE PROGRAMS: HUMAN DEVELOPMENT AND THE COMMON GOOD

Human Development
What isn't human development? Though we aim to promote personal growth throughout our curriculum, we seek to help our students develop the tools and compass to navigate these middle school years of challenge and opportunity through our Human Development Program.

Connections
Knowing that the middle school years are dynamic and developmentally-active for young people, we are committed to intentionally supporting our young people in sorting through personal, social and moral challenges and cultivating their sense of character, well-being and personal responsibility. Our Human Development classes, “Connections,” are designed to enhance self-esteem and to teach a variety of techniques that enable our students to cope effectively with life's changes and to make healthy, life affirming and responsible choices in their own lives. In the process of understanding the ethical nature of their own values and choices, students begin to accept responsibility for making decisions regarding family, friendship, personal privacy and safety, school, sexuality, drugs, alcohol and tobacco use and the variety of other choices which confront them.

In addition to teaching techniques for focused listening and speaking, working cooperatively and behaving with respect toward themselves and others, Connections asks young people for their honest attention to the deeper questions and seemingly unfathomable mysteries in their lives in the context of a safe and confidential environment as well as to be fully present and appreciative of another person's story and humanity. Students participate in Connections classes with their peer groups.

Interdisciplinary Studies
Students learn that each academic discipline interconnects with the others in daily life. Our expert teachers have extensive knowledge in their particular academic field, but for one unit, teachers collaborate to construct meaningful explorations that require students to integrate the skills and knowledge of each discreet course into one collective project.

Grade 6 LA Studies: The kaleidoscope of identities and cultures in Los Angeles make the city a classroom for discovery and wonder that is like no other city in the world. During the LA Studies unit, students learn more about their individual identities as they research the roots of Los Angeles. Students go out into the city to the Natural History Museum, LACMA, the La Brea Tar Pits, Malibu Tide Pools, and cultural centers such as Olvera Street and Little Tokyo. They learn about LA's climate, flora and fauna, land development, migration/settlement, moments of conflict and moments of collaboration. Growing up in Los Angeles has a particular influence, and students create a gallery walk of projects that demonstrate students' understanding of the influences of the city's climate, language, population density and culture. They also learn to appreciate accurately the full range of communities and people in Los Angeles rather than relying on stereotypes or assumptions.

Grade 7 Green Dream Team: Our world functions within ecosystems, political systems, social systems and economic systems. Students learn the construction and functioning of these systems, then blend their understanding in a series of projects and field trips. With an emphasis on our Environmental Stewardship, students learn the ways that all of these systems come together in the preservation and protection of our Nation’s National Parks System. Students learn the roles of settlement, land development, economics and politics on the creation and maintenance of parks. Students visit local parks in preparation for a weeklong transformative trip to Yosemite National Park.

Grade 8: A Call to Action: The last year of the Middle School is a time for students to understand their rights, but also responsibilities to uphold social justice in their school, community, country and world. Our 8th Grade teachers work together to help students identify a cause that ignites them into action that will have a lasting impact. These semester long projects are presented to a group of peers and their parents during Portfolio Presentations.

End-of-the-Year Portfolios/Passion Pursuits or Call to Action
At the middle school level, while students do take tests and quizzes throughout the school year, they do not take finals at the end of the school year. Instead, all during the year, students are collecting work and reflecting on their learning, using metacognition to become stronger and more agile students and learners. At the end of the year, students have a portfolio of work that tells the story of his or her learning and progress over the academic year. Students reflect on this collection of work and share their reflections with their parents in a one-on-one conference. Teachers help guide the students to thoughtfully and thoroughly reflect on their work: what is a strength? What is a stretch? What does the student see as an area to improve academically? The portfolio process is an empowering one for the students and also helps create enduring understanding of both the content learned as well as informing the student who he is a learner of the challenges he faces.

In addition to the End of the Year portfolio, sixth and seventh graders complete a Passion Pursuit and eighth graders a Call to Action. Both of these projects draw on the student's’ own intrinsic interests and culminate in a presentation to an authentic audience of students and their parents. For sixth and seventh graders, projects are varied. Some previous examples include: a study of dance in the US from the 1900s and then a performance of these kinds of dance; using the scientific method to develop the best version of a cake recipe while also utilizing a blind taste test protocol; an in depth study of skateboard culture and the commercialization of products through marketing. All of the projects involve significant
Los Angeles a better place, or are we stuck with what we've got? In what ways does the designed environment reflect the lives of the Los Angeles community? What does architecture say about us, good or bad? Some people in Los Angeles have very nice houses; many have no houses at all: is that just or fair? Some neighborhoods are “nicer” and safer than others: is that the kind of community we want to live in? Buildings take a great deal of energy and resources to build and maintain: is that a good use of the limited resources we have available? Are the interests of the common good considered? We will be taking several field trips and the culmination of the class will be a small design project (no experience necessary).

Positive Psychology
This workshop introduces students to Positive Psychology and a variety of tools and skills that cultivate flourishing. We will discuss and identify how and when to be empathic and how to apply your specific character strengths to best effect given the context. We will have a great time exploring ourselves and our local community through field trips, speakers and activities that are relevant to understanding the social and emotional environments we live in. As we develop greater awareness, we will formulate plans for taking positive action within our community and daily lives. This workshop will draw upon themes from within Positive Psychology including Neuroscience, Mindfulness, Character Strengths and the PERMA model for wellbeing. Topics will include empathy, gratitude, values in action, character and mindfulness. Skills such as empathic responding, active listening, role playing, community engagement, advocacy and ‘playing to your strengths’ will be covered.

Social Change Through Music
This course is for academically inclined students who love music and are passionate about affecting social change. This is a course that will require the student to keep an open mind and to carefully study music of all genres and from all time periods. Within this course students will be required to conduct research and to think critically in order to learn more about the meaning of music, its significance in our lives and the social/historical backdrop surrounding the music. Students will also be expected to complete a variety of written assignments and to share their ideas and views. In addition, students will be expected to write, compose, and produce a song about a social issue that they are passionate about. Performing their song will be optional. Students should also be comfortable with technology and will be expected to learn how to use audio/visual editing software as well as music production software and tools.

Fashion for Humanity
Fashion is a global, multi-billion dollar industry that produces and sells the clothing, accessories and shoes that we see in malls and magazines. Fashion for Humanity asks the question, “What is the REAL cost of fashion and who pays the price?” What is the cost on the environment? How can fashion moguls make millions of dollars, while the garment workers who produce their clothing work for pennies an hour? We will aim at creating awareness within New Roads and the great community, while promoting sustainable and ethically produced fashion. What do my fashion choices say about me?
Independent Reading and Reading Across the Curriculum

Reading for pleasure, a life-long gift, has a significant impact on a student’s learning and academic achievement and a life-long. All Humanities classes have a well-stocked library of a variety of texts: graphic novels, plays, memoirs, fiction, nonfiction, and class time is periodically given over to independent reading. This also continues outside of the classroom. Book swaps are arranged in the classroom for students to share favorite books and authors. In addition, both students and faculty will periodically highlight a favorite author or book at our weekly middle school gathering, Town Hall, to inspire a love of reading.

Additionally, in Math, Science and Modern Language, an emphasis is placed on reading across the curriculum. In Science classes, nonfiction or fiction texts are a required part of the curriculum and are utilized as resources in addition to textbooks and other resources. Some potential texts are Flush by Carl Hiaasen, Outbreak: Plagues that Changed History, Guinea Pig Scientists, and My Life with the Chimpanzees by Jane Goodall. Math teachers employ age and content appropriate readings from current events as well as magazines focused on mathematics and in Modern Language, both current event articles, as well as fiction texts in the native language, are used.

ACADEMIC PROGRAM - MIDDLE SCHOOL

Humanities: English and Social Science

Our Middle School Humanities program combine Reading, Writing, Language Arts and Social Science curriculums. Course themes reflect both traditional English and Social Science class subject matter and skills, and are guided by New Roads’ strong commitment to social justice, diversity, and ecological awareness.

In all Humanities classes the study of English and language arts is designed to develop effective written and oral expression, close reading and critical thinking skills, as well as mastery of the fundamentals of grammar. Starting in 6th grade, we introduce expository writing with a carefully crafted and highly structured curriculum designed to unmask what is required to create a clearly organized, well-expressed and thoroughly developed piece of critical writing. At all grade levels, students use a common vocabulary of writing and routinely work in peer evaluation groups. From basic sentence construction to the formulation of well-ordered series of coherent sentences and then longer essays, analyses and stories, teachers help students build the skills for effective expression and communication, as well as enabling them to recognize and begin to create an authentic voice in his or her writing. Class discussions, vocabulary and grammar assignments, creative and expository writing assignments most often grow from and center on the texts at hand.

Because language skill development is bolstered by reading and writing, and because our goal is to encourage students to become careful and reflective readers and skilled and effective writers, students are reading and writing regularly.

Study at all grade levels seeks to balance traditional literature with a broader repertoire of literary choices, longer and shorter works of fiction and nonfiction, primary sources, plays, poetry and essays.

Look around you: ours is a diverse school in a diverse city. Other cultures, others histories, marvelous and varied cultures and histories are sitting next to us on the bus and at the movie, each with a different story to tell. Each one of us is “other” to someone. In the first two middle school years we focus on the fascinating fabric that is “World Cultures”, exploring the uniqueness of various groups as well as and unmasking the extraordinary common threads which ultimately relate so many of the world’s peoples and cultures.

Students in all grade levels also complete a unique project each semester called Creative Links. Creative Links are student-led projects that focus on the time period we are covering. Students can select ANY topic, event, organization, person(s) in history to research and then share their findings with the class in a creative way. Some students opt to focus their Creative Links project solely on the class book (the author, the plot, etc.) for that time period. Students must make links to the socio-economics, politics, culture, societal views, laws, etc. in terms of their topic. Students are given a broad arena to explore and learn about their idea. This is a heavy research-based project that also entails a rehearsed and polished.

Skills Builder (Grades 6-8)

Using Painless Grammar for Grade 6 and The Art of Styling Sentences for Grades 7 and 8, this weekly concentrated class is designed to enhance a student’s command of standard English grammar and usage when writing or speaking. Students will have a better understanding of how to effectively use grammar and mechanics through various modes of communication. This class also offers students the opportunity to strengthen their vocabulary skills through weekly exercises and monthly assessment.

Humanities: Grade 6

Sixth graders look at cultural difference and similarity through the eyes of children. Students spend the year exploring topics on culture and identity and analyze how the past shapes our present-day outlook and cultural shifts, beliefs, values and bias.

Throughout the year, students study different societies. This study aims to reflect and honor variation and individuality of the children about whom they are learning. In mythologies and epic tales, and in the responses to life-shaping experiences of the past, and present, diverse cultural traditions mirror the forces that shape them. When we present this to each other, we may be better able to appreciate the strength of the ‘world culture’ of which we are all a part. The lenses through which we see ourselves and one another are crucial if we are to move from understanding to appreciation and regard.

Students spend class time reading, annotating in texts, discussion, Socratic seminars, all phases of writing from pre-writing to finished pieces, researching, presenting, collaborating and more.

One way in which we do this is through LA Studies. Los Angeles, like any other city in America, can be a bubble which protects us from encounters with people who are different.
from ourselves. Race, class, ethnicity and religious affinity are categories, which can separate us from close interactions with those different from ourselves. This isolation fans the fuel for ‘-isms’ and bigotry.

Life is not tidy, segmented or predictable, nor does it lend itself to rigid lists and timelines. Instead, life unfolds in ways that are as varied and unique as human beings who live. In preparation for life, the New Roads Grade 6 Program is, at times, divided into subjects that will build specific knowledge. As often as possible, however, the program will take a constructivist, experiential, multidisciplinary and interdisciplinary approach to provide experiences meant to equip students with the skills to find success in the 21st Century world of diversity and technology they are living in.

Some potential texts for sixth grade include: Greek Mythology, American Born Chinese, Return to Sender, and A Midsummer Night’s Dream. Historical content includes an in-depth study of each novel’s or text’s context. Historical skills include research, identifying and utilizing both primary and secondary sources, placing events within a larger historical context, analyzing and comprehending nonfiction texts. In addition, beginning in Grade 6, students are taught annotation and note-taking skills. Various systems are taught to the student so each one can find a system that works best for him or her. Geography and map skills are also taught in conjunction with the historical periods covered within the course.

**Humanities: Grade 7**

Seventh grade Humanities is a cross-cultural study of the systems that sustain societies – food, political economy, systems of governance and power, ecology. Students examine and assess how people and place address and are affected by environment, others in the world community, food supply, personal and cultural aesthetics, organizations of power and other features of human culture that cross national or cultural boundaries. Examining history, geography and maps, government, art, and tradition plays an important role in students’ efforts to maintain the balanced perspective that facilitates understanding of the interdependent nature(s) of diversity and unity.

Students continue to build upon core skills such as close reading, (both implicitly and explicitly) annotating in texts, discussion, Socratic seminars, all phases of writing from pre-writing to finished pieces, researching, presenting, collaborating and more. Students in 7th grade are writing full literary analysis essays using the complete writing process: pre-writing, drafting, revising and publishing. In addition, timed writing assignments and writing diagnostics are given on a regular basis throughout the school year.

Some potential texts for seventh grade include Animal Farm, The Book Thief, Rabbit Proof Fence, and A Long Walk to Water. Some essential questions that drive the curriculum are: What is a system? How do Indigenous knowledge systems compare to Western knowledge systems? How are individuals and communities affected by constructed systems? What elements are essential in forming a “just” society? Historical study focuses on 20th Century Australia and Aborigines to the Sudanese Lost Boys as well as a study of WWII. This course is World Literature focused.

Students also engage in a recitation and writing process centered around Edward R. Murrow’s “This I Believe” premise. In the Fall semester, students are tasked with identifying a speech or poem of note that speaks to and inspires them for This They Believe. This piece is then performed for their peers. In the Spring semester, students draw on their learning from the year and their own inspiration on a cause important to them to write and deliver their own speech, “This I Believe.”

**Humanities: Grade 8**

The eighth grade Humanities class, American Studies, is a combination of American Histories and eighth grade English. The plural form of the word “history” is intentional. Each ethnic group, each cultural group, each gender, social institution and interest group has a different story to tell, a different history. Cultural refrains so familiar to those who have learned a traditional version of American history -- Columbus discovered America, George Washington could not tell a lie… with liberty and justice for all -- are presented as part of one story. Students engage in analyzing stories and documents in terms of the weight of their evidence, the authors’ points of view, the roles they play in the cultures that tell them, their validity, and their effects on others. Through the lenses of Rights and Responsibility, students examine, defend or criticize decisions and consensus with respect to goals of social justice. Close and careful reading, detailed work with evidence, and effective expression continue to play crucial roles in the eighth grade Humanities course. Students continue to build upon their essay writing skills as well as timed writing tests, writing used as part of the reflection and metacognition process, as well as longer creative and analytical writing pieces as part of independent projects.

Some potential texts include: Of Mice and Men, A Raisin in the Sun, Narrative of the Life of Frederick Douglass, an American Slave, and A Different Mirror by Ronald Takaki. This challenging text is taught using the reciprocal teaching method. Reciprocal teaching is a reading technique which is thought to promote students’ reading comprehension. A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension: Questioning, Clarifying, Summarizing, and Predicting and puts the students in the driver’s seat, directing their own learning. This course covers historical content from 1920’s onward as well as the creation of the United States and close reading of foundational documents, such as the Constitution and the Declaration of Independence. Some essential questions addressed in this course include: How have diverse groups functioned within the American narrative? How does one group become defined as “the other”? How have diasporas and the ideals of democracy shaped one’s accessibility to the American Dream? Students use these questions as lenses in their study of literary works as well as nonfiction texts.
**Math and Science**

New Roads Middle School recognizes the importance of the transfer of knowledge in education in the areas of math and science. In this way, concepts being learned in math can be incorporated into the science lesson and vice-versa. The math/science teachers meet weekly to discuss and develop teaching methods to facilitate this important effort. Suggestions for strategies and topics are introduced and explored so that this same transfer occurs between grade levels as well.

**Mathematics**

Middle school students are developing attitudes about their strengths and weaknesses as students and individuals. For this reason, it is important that students are challenged but not frustrated in mathematics. To aid student motivation, students need to see the relevance of studying mathematics. New Roads accomplishes both goals by offering a series of math courses designed to meet individual student needs as much as possible. Enrollment is based on student readiness as determined by diagnostic tools, interviews, and teacher assessments so that each student has an appropriate level of challenge and pacing. For instance, one eighth grade student may be taking Pre-Algebra while another is taking Algebra II/Trig. We utilize discovery methods whenever possible, providing a hands-on approach to learning. Appropriate use of technology is encouraged and developed.

Math, like language, requires a slow, meticulous and deliberate acquisition of skills to develop automaticity and fluency. Math lessons combine foundational math skills and the application of those skills to real-life situations. When recommending students for math placement, math teachers consider the student’s mathematical abilities and the readiness for managing the workload. Our program emphasizes development of math vocabulary, number sense, critical thinking, reasoning and the ability to use learned skills to solve unfamiliar problems. The program progresses so that all students enter high school with tools needed to eventually master, at minimum, Algebra II, which is required for all colleges in the University of California system.

**Foundations in Math A and B**

This is a foundational math class meant to strengthen students’ number sense, math vocabulary, and critical thinking skills. This class is paced to give students more time to master computational skills and develop knowledge, skills and confidence.

**Pre-Algebra**

Concepts such as operations with signed fractions and decimals, percents, proportions, ratios, data analysis, and basic geometry needed for higher math. Students use projects, quizzes and other engaging coursework to learn the expressions and computation needed for Algebra.

**Algebra: Introduction to Algebra and Algebra AB**

All courses in Algebra provide a deeper understanding of multi-step equations, algebraic concepts and application of formulas. Each of these are one year courses. The pace of Introduction to Algebra offers students more time to delve into the subject for mastery of the content. Algebra AB is paced to cover the entire Algebra curriculum in one year, and incorporates more opportunities for application and exploration.

**Geometry**

Geometry examines the properties of shapes and forms. The course covers angles, parallel and perpendicular lines, triangles and congruence, quadrilaterals, similarity, proof, right angles, trigonometric ratios, circles, constructions, areas and volume. Algebra concepts are reinforced through visualization and critical thinking skills.

**Algebra 2/Trigonometry**

This course begins with a review of the basic concepts of first-year Algebra followed by the topics of Algebra 2. These topics include: linear functions and relations, systems of equations and inequalities, graphs in space, determinants, polynomial rational expressions, radicals, irrational numbers, polynomial functions and quadratic relations and systems and graphing conic sections. Trigonometry, which makes up the fourth quarter work, includes trigonometric and circular functions, trigonometric identities, and solving general triangles.

**Science**

New Roads Middle School takes the approach that science is everywhere, and students are inately curious about it. Our curriculum is developmentally responsive and experiential. The integrated science model is a more accurate reflection of science in the modern world. Science is not isolated; concepts and topics are cross-cutting, meaning all concepts build upon and relate to each other. Our goal is for students to make connections with topics across different science disciplines such Physical Science, Life Science and Earth Science to explore complex questions about which they are curious. Our Science model is informed by the Next Generation Science Standards as well as best practices both nationally and internationally.

All science classes incorporate appropriate levels of lab work, group work, and discovery learning strategies. Middle school science is built upon developmentally designed topics:

**6th Grade Science - Science Inside Out**

6th grade science examines how the internal composition and processes of living and nonliving things influence their external structure and functions. The 6th grade curriculum begins by looking at life on the atomic and cellular level and moves to the study of human genetics, adaptations, and evolution. In Earth science, students analyze how Earth’s internal structure shapes and influences Earth’s surface and the living organisms that inhabit the planet through topics such as plate tectonics and earthquakes. Finally, students will use the nonfiction text, Guinea Pigs Science, to learn about risk-taking in science exploration and will design and conduct their own scientific investigations.

**7th Grade Integrated Science - Systems in Science**

In 7th grade science, students explore systems and processes that exist on Earth and evaluate how different components of systems function as a whole. In life sciences, students examine body systems and how specialized cells perform...
specific functions within systems. In Earth science, students delve into the geosphere and hydrosphere and describe how patterns within each system might change over time. In physical science, students explore matter and how its subatomic particles interact with each other and determine its physical and chemical properties. In addition, students use the nonfiction text *My Life with Chimpanzees* by Jane Goodall to support scientific literacy and analyze human impact on systems. Throughout the class, students are encouraged to use scientific reasoning and think of science as a creative and innovative method of solving problems and not merely a pre-existing body of information.

**8th Grade Integrated Science - Exploring Stability and Change in Systems**

The 8th grade curriculum uses stability and change in systems to provide a deeper study of the various dynamic systems and processes that exist in our universe. Students learn about genomics, the fossil record, as well as the evolution of the solar system and space. An in-depth study of these topics will help students answer the questions, “How can conditions within or forces acting on a system change it?” and “Is there such thing as an undesirable outcome?”. In physical science, students learn to describe how objects, energy, or even systems themselves change due to unbalanced forces of motion or energy. To highlight the real-life implications of change in systems, students read the nonfiction text *Outbreak* and analyze how infectious and noninfectious disease impact living organisms. Students will be encouraged to question everything, maximize their problem solving skills, and engage in engineering practices.

**Modern Language: Spanish**

In its Statement of Philosophy, New Roads School “acknowledges a continuing need to evaluate the essential skills” all graduates must have. Over the years, New Roads has debated what language it should offer to students to prepare them for the world and to increase their understanding of other world views and cultures. According to the most recent United States Census Bureau, the population in Los Angeles is 48.5% Latinos who speak Spanish as their primary language. By the year 2045, the Latino population in the United States will be 24.6% Hispanic. Given the context created by these demographics and our desire to have our students develop and use their skills and knowledge in a real-world context, we have decided to offer only Spanish as a foreign language option in the Middle School. It is our belief that it is critical for all students, living in Los Angeles and the United States, to have some exposure and knowledge of Spanish; this choice will also enable us to design experiences that cut across an entire grade and the division.

The middle school program emphasizes not only attaining proficiency in listening, reading, writing, and grammar skills but developing basic conversational fluency. Our goal is to teach students an appreciation for the Modern Language and culture so that their intrinsic motivation to speak increases. Teachers utilize a variety of second language acquisition techniques that actively involve our students in comprehension and language production. Methods include creating and acting out dialogues, singing, memorizing poems and lyrics, and identifying words that name everything around them so that they can develop speaking vocabularies that facilitate meaningful, real-world communication. The Spanish program is dedicated to a pedagogical approach based on Stephen Krashen’s Comprehensible Input theory. Our goal is that students acquire the language, not only learn about it. This means that all classes are taught in Spanish that is comprehensible to the students; one of our main methods is Teaching Proficiency through Reading and Storytelling (TPRS) pioneered by Blaine Ray and Contee Sealy. We read novels written for Spanish learners, and they adapt the vocabulary to everyday situational needs while participating in engaging projects to help them learn to use various vocabulary words when speaking and writing. Although speaking and listening are given slightly more emphasis, reading and writing are also central to each class.

Our Spanish program supports students as emerging speakers of another language, regardless of their backgrounds with other languages. As with all programs at the Middle School, our Spanish program takes advantage of the living, dynamic language laboratory available to all students living in Los Angeles. Learners of Spanish participate in authentic experiences, which encourage true contextual use of the foundational knowledge and basic skills acquired through various pedagogical strategies used in class. Assignments are differentiated to challenge students based on individual readiness in the language, and teachers incorporate a variety of tools including textbooks and eStudio.

As students transition to the Upper School, they will have a wider range of choices for language—French, American Sign Language, Mandarin, and Spanish. Students who studied Spanish in the Middle School will have the opportunity to reach Spanish 7.

**Language Sequence: A, B, AB**

Like Math, language skills are built on a foundation of previous, essential knowledge. Language demands immediate recall of grammar, syntax and vocabulary. We realize that practice, repetition and constant opportunities for practice are needed, but growth occurs at different rates that are not necessarily sequential or predictable for each learner. Because of this, we offer A, B and AB courses in Language study to be responsive to the needs and desirable level of challenge for each student. The pace of A and B courses offer students more time for mastery of the content. AB covers the material more quickly—in one year’s time.

**Spanish A**

This class introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is on the development of basic vocabulary, listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with basic grammar to spoken and written Spanish. Talking about daily activities using regular -ar, -er, and -ir ending verbs. Describe themselves and others, express emotions. Interactive and creative lessons, including the use of videos, music, games, and craft activities,
familiarize students with the diversity of peoples and cultures that form the Spanish-speaking world. LO (Homework) assignments are an integral part of this class as they not only reinforce concepts and skills that are introduced in class, but also enable students to participate in class discussions. This class uses TPRS (Teaching Proficiency through Reading and Storytelling), which is a dynamic strategy, utilizing the Comprehensible Input strategy. Through the use of common words, students will share stories to build conversations that drive increasingly complex language skills. Additionally, students will read short novels in Spanish, such as Berto y sus buenas ideas and Pobre Ana.

**Spanish B**
Spanish B will be using Comprehensible Input (CI) strategies, (storytelling and retelling, story writing, reading novels, etc.) to help the students acquire Spanish language skills. Acquiring a language is different from learning about the language; acquiring happens to you as you listen to the language and gradually begin using it. That is why we spend nearly all of the class time in Spanish. Each class session will incorporate activities designed to develop the students’ communication skills and overall comprehension of the Spanish language. This class uses TPRS (Teaching Proficiency through Reading and Storytelling), which is a dynamic strategy, utilizing the Comprehensible Input strategy. Through the use of common words, students will share stories to build conversations that drive increasingly complex language skills.

**Spanish I/II**
Spanish I/II is a course that continues basic communication skills mastered in the Spanish A and B. Students will study more advanced vocabulary and grammatical concepts for increased proficiency in listening, speaking, reading, and writing in Spanish. Students will increase this understanding with an exploration of the geographical, historical and cultural aspects of Hispanic communities in the United States and the Spanish-speaking world. It is essential that all students arrive to class prepared to participate in daily class work and homework assignments, individual projects, research and oral presentations, partner and group activities, lectures and discussions, movie presentations, audio-visual activities, singing and games. This class uses TPRS (Teaching Proficiency through Reading and Storytelling), which is a dynamic strategy, utilizing the Comprehensible Input strategy. Through the use of common words, students will share stories to build conversations that drive increasingly complex language skills. Additionally, students will read short novels in Spanish, such as Los Ninos Detectives and Pobre Ana Bailo Tango.

**Spanish for Bilingual Speakers**
This course emphasizes speaking, reading and writing for the bilingual student. Through a variety of texts including novels, short stories, poems, and newspapers, students expand their vocabulary and learn more advanced grammatical and analytical skills by focusing on the language structures and thematic ideas found in the materials. Special attention is given to individual student expressions. This class is conducted entirely in Spanish.

**ELECTIVE PROGRAM - MIDDLE SCHOOL**

**The Arts**
Our Arts program is diverse, reflecting our philosophical commitment to the value of the nonlinear creative process and the full development of each unique individual and their creative thinking as well as expression. New Roads has developed an elective arts program that allows students to choose from among several arts classes each semester. Although different in style and modality, our hope is that all students begin to learn and explore the ways our common humanity and cultural differences are expressed in artistic creation and perception.

**Visual Arts**
Middle School students have the opportunity to explore the visual arts in a variety of ways during the school year. The department offers a variety of classes designed to allow middle school students to experience the many different ways artists can express themselves such as, 2D art, 3D art, Photography, Illustration and Graphic Design. Students are encouraged to expand their understanding of the visual arts by using a variety of materials, tools, techniques and ideas to create work that develops skills and self-expression. We ask our students to approach every class and project with an open mind and an understanding that we are all “new artists,” seeking greater understanding of ourselves and others in the context of visual art.

**Foundations in Art**
Foundations in Art is primarily a materials and methods course with an emphasis on making, and process, (discovering by doing and then reflecting.) Most of the projects are 2D works on paper using a variety of media. There are also class discussions/presentations/lectures/ contextualizing our art process within the larger community and global culture.

**Art & Architecture**
This course is an introduction to the fundamentals of art and architecture. Students will develop appreciative perceptions,
technical, and creative skills using a variety of media to explore the essentials of drafting, development, building and model making. Students will learn the basic principles and elements that comprise visual literacy in the world around them and develop vocabulary to make, discuss and analyze spaces and structures.

**Yearbook**
The yearbook is a record of the year, but also a reflection of our community. Our goal is the creation of a unique, interesting and inspirational book that has the flavor, personality, and voice of the school, while challenging the norms of a traditional yearbook. Essentially, this will be an art class; we will be using photography, drawing, painting, and both traditional and digital design to create the content of our book. In addition to creative skills, organizational and management skills are emphasized as we strive to complete an ambitious and comprehensive book under deadline.

**Photography**
This is an introductory to intermediate level photography course that emphasizes the elements and principles of digital photography. Students will build upon and refine their photographic skills through technical workshops, creative assignments, slide shows and discussions. They will learn a variety of techniques and concepts including: navigating your camera, metering and exposure, composition strategies, alternative photographic strategies, color theory, contemporary methods and more. Students will complete creative projects inspired by pivotal photographers, as well as mixed media contemporary artists who incorporate photographic techniques into their practice. Throughout the course, the class will also explore the history of photography and photographic processes.

**A Picture's Worth a Thousand Words**
A Picture's Worth a Thousand Words is a class designed to acquaint students with the variety of media, styles and subjects used in contemporary illustration. From graphic novels to animation; artists have explored many different ways to tell stories with pictures, moving or still. This subject has infinite possibilities and hopefully engages and encourages students to go beyond the basic and find their own illustrative voice.

**Woodwork**
Students will use fine motor skills to forge a strong connection between the hands and the mind. This elective class values the process over the product, and students are encouraged to try new ideas, to exercise their imagination and creativity, and to make mistakes in a safe environment. The projects increase in difficulty as the session progresses, and students will learn how to plan, prepare and execute projects. In addition to developing basic carpentry skills, fundamentals of structural integrity, and various applications of screws and nails, students learn how to think outside of the box. This class hopes to instill in students a sense of pride in and value for working with their hands to complete practical projects.

**Performance Art**

**Music**
Music is a universal form of expression. Students benefit from studying music because it uniquely develops forms of intelligence and experiences unlike any other art. Music making promotes self-growth and self-knowledge while uniting people with values that benefit individuals and societies. The Middle School music program offers young musicians a variety of opportunities to explore their interests and be challenged as individuals and as ensemble members.

**Guitar (Level 1 & 2)**
Students will get a solid foundation for making guitar a part of their lives. Our goal is to teach students to play guitar, but also to be good musicians who can eventually choose to play any style they want at the highest level or just for personal enjoyment. Beginner students will first learn the basics of guitar: string names, how to hold the guitar properly and some great exercises to get their fingers warmed up and ready to rock. They are expected to learn "little" chords and as many of the popular "open" chords as they can while working on songs for the Winter and Spring Concerts. Other skills may include "power chords", how to read "Tab and/or basic musical notation and if time permits, an introduction to 12 Bar Blues form using a basic "boogie woogie" style. The song selection for concerts has traditionally been a group decision and usually combines popular songs as well as pieces that demonstrate the various skills students learn in class.

**Strings**
Introduction to string ensemble playing for non-beginner violin, viola, cello, or double bass players Students work on building note reading skills, instrument playing technique, ensemble skills, music theory, and developing an understanding of different musical styles. Level appropriate improvisation will be a part of the curriculum; however, the emphasis will be on performance of contemporary and classical chamber music repertoires and arrangements.

**Percussion (Level 1 & 2)**
Percussion Class will explore the basics of rhythm and dynamics through exercises incorporating percussion instruments as well as body movement. Students will work together in an ensemble setting learning all of the instruments of the ensemble: djembe drum, shakers, bells or claves. The majority of the playing will be done on the djembe drum, and other percussion instruments will be added later in the semester. New students will focus on the basics while returning students will focus on improving technique and improvisation on rhythms that they have learned previously. Students will learn some basic African rhythms and are encouraged to create and share their own unique grooves. Returning students will also be encouraged to develop soloing concepts.

**Glee / Vocal Music**
Nothing is quite as magical as making music by singing together. In this class, students sing for the joy of it, for the love of performing, and to improve their ability to sing well, as well as to be comfortable singing in front of a group of
people. The songs we sing and perform are chosen in part by the instructor, but also in part by the students themselves.

**Brass & Winds**
MS Brass and Winds class is designed to allow students to continue to develop their instrument skills. The class is comprised of many different types of wind and brass instruments, which means that the students will have the opportunity to experience playing with instruments unlike their own. Most of the work in class will be geared toward performing songs, whether it be as a soloist, or in a duet, trio, or even full ensemble format. We have the flexibility to cover whatever genres students like during class, as long as we can make an arrangement work for the instruments in class. Various quizzes and tests may be given as needed to ensure that the students are keeping up with their basic music theory and general music knowledge.

**Keyboard**
In this introductory class, students learn to understand and play the piano keyboard. The keyboard is a great place to begin to understand how music works, because the notes are all laid out in a pattern that is easy to recognize once you know what to look for. Besides learning to play some songs in class, students will develop an understanding of how music works so that they can learn on their own from a variety of sources.

**Pop Ensemble**
Students in Pop Ensemble learn, rehearse and perform music of various styles that suit the instrumentation and abilities of the group. Students learn and apply the skills of improvisation, organization, preparedness, listening, chord playing, music reading, and mutual respect. This class is not for the beginning student, but rather for students who have acquired skills on keyboard, guitar (acoustic, electric and bass) drums, woodwinds, brass and vocals. Students perform throughout the year.

**Drama**
Middle School Drama offers students an opportunity to delve into the fundamentals of both story and stagecraft. Students study theater styles and text from a wide range of sources, including the Greeks, Shakespeare, contemporary theater, and improvisation. In “Improv” students focus on scene, character and relationship development, story structure and short form games. They learn to perform in space, time and a reality that they invent completely in the moment on stage. Their work will culminate in two showcases; one at the end of each semester. Improvisation skills may be introduced as the course progresses, based on student progress. The goal is for students to feel free, fearless and confident in being their most authentic, most dynamic selves on stage in front of an audience.

**Advanced Drama**
Beginning improvisation with focus on scene, character and relationship development, story structure and short form games. We will be working on fearlessness, focus, listening, and saying yes. Students will learn to perform in space, time and reality that they invent completely in the moment on stage. Their work will culminate in two showcases; one at the end of each semester. Improvisation skills may be introduced as the course progresses, based on student progress. The goal is for students to feel free, fearless and confident in being their most authentic, most dynamic selves on stage in front of an audience.

**Wellness/Physical Education**
To help instill a lifelong habit and practice of wellness, when students reach middle school, each student begins to design her own wellness plan by choosing how to exercise and nourish her body. Some of our current Wellness offerings are listed below.

**Group Games**
This class will explore games of all types based upon the interests of students. In addition to learning about playing, assessing and designing games, students will apply techniques for focused listening and speaking, working cooperatively and behaving with respect toward themselves and others.

**Dance Fitness**
Dance Fitness class consists of energetic, exciting, and fun dance routines choreographed with Latin rhythms and easy to follow moves to create a fun workout! This class is designed for students with little or no dance experience. Students will learn fundamentals of Latin rhythms timing, basic footwork, turns, patterns, shines, and the ultimate goal will be to have fun while we workout as well as building the habits for life-long physical and emotional wellbeing.

**Sports Fundamentals & Specializations**
Physical Education at New Roads provides students the opportunity to learn through a developmentally appropriate, comprehensive, and sequentially planned curriculum. The goal of all physical education classes is to promote the knowledge and long-term habits that will lead to a healthy lifestyle. Students analyze skills for effective movement, are able to understand the physiological, and social benefits of physical activity, as well as the importance of individual excellence. Ultimately, students develop a personalized fitness plan through assessing personal needs, interests, abilities, and opportunities in the area of fitness. A core part of the middle school physical education program revolves around fitness, strength training, endurance, sports fundamentals,
skills and specialization and nutrition. Classes also emphasize appreciating the talents and interdependence of a group, working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

**Yoga**

Yoga class is designed to bring both strength and flexibility to each of its students, while offering tools to relieve the stresses of daily life and to cultivate radiant health. It allows each student to focus on themselves in a safe environment and helps each student to find the balance between pushing their boundaries and accepting where they are today. We will focus on fostering personal development in a community-based setting. Students can expect lively instruction that guides them towards a serious yoga study. We will explore yoga poses (asana), meditation (dhyana), breathing (pranayama), yogic philosophy as well as Qigong and Tai Chi/martial arts principles. All of these practices are designed to allow the students to develop into yogis experiencing a deeper sense of self, empowerment, joyful presence, radiant health, and overall wellbeing. Students learn to develop tools to take their yoga ‘off of the mat’ and into their everyday life.

**New Roads Dance Program** (in the MS, part of the Wellness program) emphasizes exposure to a wide variety of styles, techniques and methods to enable students of all levels to expand their understanding of dance as a global art form. We offer classes in Hip Hop, Jazz, Modern, Ballet, and Improvisation. Beginning students can learn fundamentals and build basic movement skills, while more experienced students can create their own projects and challenge themselves according to their interests. Every class includes an element of Dance History, encouraging students to learn about the culture and origin of all the various dance forms.

**Foundations of Dance**

Students will learn technique based on Ballet, Modern, Jazz, and Contemporary Dance. Students will learn warm up exercises, across-the-floor sequences, and choreographed combinations for rhythm, coordination, flexibility, balance, and creative physical expression. Students will learn to perform together as an ensemble, developing spatial awareness and listening skills. Performances in the school’s Town Halls, Scene Afternoons and Spring Dance Concert are some of the opportunities available for participants to bring their skills to fruition.

**Hip Hop**

These courses are a beginning study of Hip-hop dance. The Level 1 course will focus on the foundation of various Hip-hop/Street Dance Styles, such as Hip-hop Social Party Dances also known as The Golden Era and Locking. Level 2 builds on the skills in Level 1 and adds additional styles, such as Breaking. Both courses emphasize core strength building exercises for stamina, fitness, and flexibility. The historical context of Hip-ho Culture in relation to the movement will also be emphasized, and choreographed routines will be learned for performance.

**Creative Movement**

There are many methods, structures, and forms of discovering dance. Somatics and mind body connection are becoming increasingly popular and important for artistic and personal expression as well as healing. In this class we will explore and develop methods of expression and understanding through creative movement and physical improvisational exercises.

**Film, Digital Media, and Computer Science**

The New Roads Film, Digital Media, and Computer Science program introduces students to the latest techniques and application of technology. Courses help nurture their self-expression through creativity, strengthen their technical skills, develop their problem-solving skills, and provide students with foundational theories and procedures to create/understand thought-provoking media.

Our main goal is to allow Film, Digital Media, and Computer Science students the opportunity to learn by “doing.” Students who are new to the digital arts won’t get lost and advanced students are able to hone their skills. Whether they’re creating their own short films, exercising their film analysis skills, creating animations, websites, video games, apps, writing code or enjoying any of our course offerings, every student will be given the chance to bring their imagination to life.

**Coding**

Learn computer science fundamentals the visual way with Processing, a programming language designed for artists, designers, and hobbyists. We’ll take digital art to the next level by creating live generative art with code. While exploring this high tech medium for visual expression, we’ll learn the basics of programming including variables, conditionals, loops, functions, and much more. By the end of this class, Students even explore Kinect motion sensing to interact with their creations.

**Video Shorts (Level 1 & 2)**

This yearlong course will meet twice weekly and will teach students the basic fundamentals of video production. Students will focus on creating two main projects. Video Short: Students will create a 5 min film. They are allowed to work individually or within groups consisting of no more than 3 students. Through class lectures, workshops, and doing, students will learn skills such as: screenwriting, acting, directing, storyboarding, producing, lighting, camera work, and nonlinear editing.

**Introduction to Animation**

This year-long course meets once a week for an entire school year and is an introduction to basic animation. Students will learn the basic principles of animation and will create their own 2D Animations through various media. They will create these animations through traditional stop motion and also through an open source program called Pencil Animation. Many of the projects will focus on simple hand methods. Along the way, students will examine the history of the moving image and the power and influence of animation and computer-generated imagery in our contemporary culture.
**Introduction to Digital Media**
This semester long course meets once a week. It is an introduction to multimedia using various open source software programs that are available to the public. Students will learn the basic fundamentals of a variety of programs that will help prepare them for a fast-paced world filled with constantly changing technology. This course introduces the students to the basic components of multimedia: video production/editing, animation, text, graphics, graphic design, web design, computer science, computer programming, video gaming, and basic phone applications. Techniques taught in this course are foundational to understanding multimedia. The course emphasizes the design aspects of multimedia projects. Creative work is supported by traditional art and design principles, consideration and critique of mass media, historical study of contemporary multimedia artists and designers. Students will also learn about the power of communication through multimedia. By the end of the school year, students will have an online portfolio of their multimedia projects.

**Film Theory**
Films have been around since the birth of cinema in the late 1800s. In this class, students will watch films ranging from the Silent Era to Modern Day in order to begin to shape their taste and critical thoughts about this medium. This course enables film theory students to explore a variety of subjects and styles through films from past and contemporary filmmakers. The course combines weekly feature length viewings with lectures, advanced group discussions and written assignments.

**Academic Electives**

**Creative Writing**
By reading and studying a variety of poems and stories and writing and revising our own, we will learn more about what good writing actually entails and discover its value to us. Participants will produce a portfolio of new work through the emulation (or imitation) of great literary works. Writing will also be generated through a series of writing prompts.

**Study Hall**
Study Hall is an elective designed to provide a chance to catch up, understand more deeply or reinforce learning. Each day, students will plan to spend the entire Study Hall period working on LOs (i.e., Learning Opportunities) or asking questions about LOs. Study Hall is specifically for students who would like time to work on their school work. Many students have a very busy schedule after school, and Study Hall gives time to get work finished before the end of school and to develop a routine. Sometimes, students want to use Study Hall to take a breather from a busy and sometimes exhausting day of learning and engaging in class. That’s fine...sometimes. Study Hall is not kick back and relax time. Students do quite a bit of group work, and that’s fine, too, but everyone should work quietly and purposefully in order to use LO Lab.

**STrEAM**
The STrEAM (Science, Technology, Relationships, Engineering, Arts, Math and Media) elective taps into the scientific and artistic curiosity of students who have questions they would like to explore or a problems they would like to solve employing STrEAM disciplines. Students research scientific fields and topics of interest, complete a research project exploring what it takes to be a scientist in these fields and what field trip or guest speaker opportunities might be possible. With the teacher as mentor, students will choose a topic or field that particularly interests them and schedule guest speakers and/or field trips in this discipline. In this class, students learn how to communicate with scientists and how to determine what materials and resources are needed for the independent (or small group) major science project, knowing that the project might take more than just class time to complete and perhaps even multiple semesters.

**Robotics Club**
Robotics Club is both an elective class and a commitment to participate in the Robotics team. The First Lego League focuses on imaginative thinking, teamwork, and using robotics to solve real-world problems. This hands-on exciting class is similar to the formerly offered Robotics class; the main difference is enrolling in this elective is also signing up to participate on a team. This will include some after school practices as well as occasional weekend practices and competitions.

**Speech & Debate**
Debate students learn the process of constructing formal arguments by providing credible facts and evidence to back up opinions. Students learn to form and assess opinions, analyze information, and reason effectively to prove points. Students improve their public speaking and analytic writing skills, learn the skills of persuasion, and maximize their ability to influence others. Debate students focus on becoming better listeners, team players, problem solvers, and work on critical thinking and conflict resolution skills.

**Book Club**
This course offers students the opportunity to participate in a small discussion based class where we can all enjoy a love of books together. The goal is for students to learn something new about literature (styles, genres, etc.) as well as get a better idea of their own individual preferences. This should be a fun and relaxed class, yet thought provoking and mentally stimulating. We will spend time reading, sharing, presenting, and learning about others’ relationship with books. According to student interest, there will also be occasional film showings, guest speakers, and visits to the public libraries throughout the school year. Students participate in selecting books for consideration to be our community read.

**MIDDLE SCHOOL AFTER SCHOOL OFFERINGS**

**Athletics**
New Roads believes organized sports can be very valuable in the overall development of a young person, offering opportunities for problem solving, teamwork, discipline and other life lessons. During the course of the year more than 60% of our students participate in after-school athletics. Our offerings include:

**Fall:** Girls Volleyball, Girls Tennis, Boys & Girls Cross-Country, Co-ed Swimming
**Winter:** Boys & Girls Basketball, Co-ed Soccer

**Spring:** Boys Baseball, Girls Softball, Boys & Girls Track & Field

To accommodate varied skill levels, we create teams according to ability-level.

(New Roads has the flexibility to apply eligibility rules in a way that we believe best assists our students. Ideally everything in which a student participates at school works to enhance a complete and well-rounded education. However, sometimes young people have a difficult time balancing participation in athletics, drama, music and other “extra” activities with the academic demands of middle school education. When a student becomes unable or unwilling to maintain satisfactory grades and/or behavior, he or she may become ineligible and lose the privilege of participating (practice, rehearsal, game, performance) in extracurricular activities.)

**Performance**

Students are able to participate in two productions. There is a Middle School play every Fall, and an Upper School-Middle School musical in the Spring. Students attend rehearsals after school, and occasionally on weekends as performance times draw near.

**Learning Opportunity (LO) Lab:** New Roads teachers conduct homework labs several days each week from 3:15 to 4:30 p.m. This is an opportunity for students to ask for help in any academic or studentship area, and/or to sit in a relatively quiet space to do homework or get organized. Students can receive one-on-one time by requesting it in advance, or by simply showing up and adding themselves onto a request list. It is particularly useful for students to attend tutorials that are conducted by their core academic teachers.

**Other Activities:** In addition, we offer other after school activities. Among these may be:

- Coordinated community service projects and workshops:
  - Food, Glorious, Food
  - Blue Roads
  - Explore LA
  - Dance in Action
  - Tastes of LA
  - Words in Action

- Clubs of student interest such as the Film Club, Car Club, Anime Club, X-Wing Club, Magic Club
UPPER SCHOOL GRADES 9-12

THE PROGRAM
The aim of the Upper School program is to prepare students for college, career, life, and civic engagement for the greater good. Through our program, students will develop habits of mind, habits of character, an ever expanding awareness of the human situation, and the tools needed for [intellectual], social, political and moral participation as well as personal fulfillment, and they will attain the student outcomes, outlined in our Statement of Philosophy. Our implicit and explicit curriculum seeks to cultivate the unique talents of our students as well as to develop them into socially conscious people who embrace the full spectrum of humanity and invent a more equitable, inclusive future for our global community.

To graduate from New Roads High School, a student needs to complete the requirements listed below. In addition, all students need to take a minimum of 7 credits in residence each year, at least 4 of which are academic. This means a minimum of four academic classes, two elective classes, Workshop and Mysteries. To make a student more competitive for college entry, we recommend that most students enroll in 5 academic classes each year. In addition, students must have attended High School or its equivalent for eight (8) semesters in order to be eligible to receive a diploma.

Our Graduation Requirements, which give students a thorough grounding in the science, social sciences, humanities, and arts, are more rigorous than high school graduation requirements at many other schools, and exceed those of the University of California system. Although life at New Roads is fun, exciting, and engaging, it is demanding and prepares students for college and life. Students pursue their passions at New Roads School in their academics, their electives and extracurricular work. College admission requirements are competitive; fulfilling only the minimum requirements may place you at a disadvantage when it comes time to apply to college. We encourage you to challenge yourself academically as well as in the areas of electives and extracurricular activities within the context of maintaining a sense of wellbeing. While our expansive program, mirroring that of a small liberal arts college, calls for students to fulfill many requirements, it leaves room for students to explore areas of curiosity in a sustained way and to personalize their educational path to their individual interests and talents.

English 4 years
History/Social Science 4 years (must include World Civilizations 2 and US History)
Mathematics 3 years through Algebra 2 required; 4 (years recommended)
Science 3 years of laboratory sciences (4 years recommended, including physical and biological science)
Language Other than English 3 years of the same language (4 years recommended)
Arts Each year in attendance
Physical Education 2 years
Freshman Families Grade 9
Workshop Grades 10, 11, 12
Human Development (Mysteries) Each year in attendance

Homework/Schoolwork
Work is assigned on a regular basis as an integral part of all courses. In addition to reinforcing what has been studied and preparing students for future classes, long-term projects are also assigned to give the students an opportunity to budget and plan their time effectively. It is extremely important for students to become responsible for completing assignments by their due dates. Students should develop a plan for staying current with their assignments. Upper School students should gain increasing independence and take responsibility for their own work.

Grading
The Upper School courses use the A through F grading system, not because we believe this is a better system, but because most colleges and universities still speak this language. New Roads will not rank students for the purpose of application to another institution.

A: Awarded to students whose performance has exhibited academic excellence. A grade of "A" signifies a level of independent performance that greatly exceeds the standard of performance of the course.
B: Awarded to students whose performance is above the standard of the course.
C: Awarded to students who meet but do not exceed the standard of performance of the course.
D: Awarded to students whose performance is below the standard of the course. Although a passing grade for the purpose of a high school diploma, it indicates inadequate achievement. The University of California and State University systems and many four-year schools do not recognize a “D” as a passing grade in courses required for freshman entrance. A grade of “D” or below earned at the end of any semester may not be accepted by a college. We
urge students to retake the course for any semester grade (grade of record) of “D” or below.

F: Indicates that a student has failed to meet minimum standards of performance of the course, and therefore will receive no credit toward graduation for that course. Required courses in which a student earns a grade of “F” must be retaken.

Plus and Minus Grading: Used in cases when a student has achieved slightly above or below the reported letter grade. Plus and minus grades will be recorded on transcripts and reflected in the overall Grade Point Average (GPA). New Roads will not award A+ grades for semester grades of record.

Grading/Assessment
All grades are available on our online portal, “MyRoads”. Families are also alerted to class updates and grades every 6 weeks via the same portal. Teachers write narrative comments to students at the end of the Spring term, which some colleges may select to view as part of a student’s entry into their institution. Grades are calculated for a grade point average and official transcripts are available through the school’s Director of Academic Support Services.

Letter grades and their calculations are listed below:

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<th>Grade</th>
<th>Calculation</th>
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<tbody>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
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<tr>
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<tr>
<td>F</td>
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Upper School GPA
Calculating GPA is more an art than a science. Different colleges and universities have their own guidelines, and these do not necessarily mesh with one another. For instance, although we may acknowledge honors/advanced classes at the 9th and 10th grade (some of which earn an additional GPA point), many colleges do not. All colleges and universities of which we are aware will recalculate GPAs according to their own guidelines. Questions about GPAs should be directed either to the College Counselor or Director of Academic Support Services. It is important to note that colleges will see all of your grades, even if you have retaken a course for a higher grade.

Please understand that we do not believe that this form of evaluation tells the whole story of a student’s learning and development. However, colleges, universities, and other high schools rely on this form of assessment, and we believe students should know the currency by which many others will evaluate them in the future.

GPA is calculated by using the following scale:

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<thead>
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<th>Grade</th>
<th>Calculation</th>
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<tr>
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Honors/Advanced Placement Policy
New Roads does not offer Advanced Placement (AP) classes, instead offering Advanced or Honors classes of our own design. The impetus to do so came from two sources. First, although we recognize that standardized curriculum and testing have their place in education, it seemed a net loss to us to impose standardized curriculum and testing on our curious and capable students when they are at their most advanced point in their high school education. In addition we continued to hear from our AP teachers that the AP emphasis on time and coverage – students will be tested on (and so teachers must cover) a set quantity of material on a certain date in early May – forced them to teach a superficial course. The overwhelming majority of our AP teachers longed for classes that could opt for taking the time to explore a subject deeply rather than one that always had to choose superficial coverage “in order to cover the course material by the test date.” Every one of them believed that he or she could create a more interesting, intellectually stimulating, worthwhile, and meaningful class and learning experience if they were not “constrained by the AP exam.”

Although we are not alone among independent schools in this step, “dropping the AP” is not something to do lightly. The primary concern: “Will it diminish our students’ chances of gaining entry to college?” (In many cases, taking an AP class offers a student a GPA advantage.) Since many of our courses are approved by the University of California system, our students do receive an extra GPA point for Honors and Advanced courses that have been reviewed and accepted and that fall within its eligibility requirements for the extra GPA point. We did not make our decision until after we completed independent research with colleges and universities. The post-secondary response to our inquiries regarding whether eliminating AP classes would in any way hinder the chances of our students to gain admissions to college were consistent: ranging from “utterly indifferent” to “positively gleeful.”

Several years into this change, we are sure this has had absolutely no detrimental impact on our students’ college admissions. We are quite certain that our Honors and Advanced classes offer our students a far richer and more rewarding experience for our students. *

* Any student can sign up and sit for an AP exam. Interested students should speak to their counselors for guidance on the process.
**SIGNATURE PROGRAMS: HUMAN DEVELOPMENT AND THE COMMON GOOD**

**Mysteries**  
Our Human Development classes – called Mysteries in grades 9 through 12 acknowledges that these years are dynamic and developmentally active. We are committed to helping our young people sort through personal, social and moral challenges and enhancing their sense of character, well-being and personal responsibility. Human Development classes are designed to enhance self-esteem and to teach a variety of techniques that enable students to cope effectively with life’s changes and to make healthy, life-affirming and responsible choices in their own lives. In the process of understanding the ethical nature of their own values and choices, students begin to accept responsibility for making decisions regarding family, friendship, personal privacy and safety, digital wellbeing, school, sexuality, drugs, alcohol and tobacco use and the variety of other choices that confront them at this time in their lives.

In addition to teaching techniques for focused listening and speaking, working cooperatively and behaving with respect toward themselves and others, Connections and Mysteries ask young people for their honest attention to the deeper questions and seemingly unfathomable mysteries in their lives in the context of a safe and confidential environment.

**Mysteries, 9th grade**  
**Identity and Empathy**  
Mysteries 9 is a class where students are introduced to concepts of emotional intelligence, empathy, and community-themes that will be carried through senior year. Key foci include Council, mindfulness, stress management, identity, relationships, and empathy.

**Mysteries, 10th grade**  
**Relationships, Communication, Community**  
In sophomore year, students will begin to examine their tendencies toward particular roles in a group, team, or a general social setting. What type of leader and team member are you, and how is each position necessary for a functioning community? Mysteries 10 will incorporate council practice, team-building initiatives, trust activities, and experiential problem-solving to explore themes of emotional intelligence, healthy and assertive communication, relationships, identity, and managing emotions.

**Mysteries, 11th grade**  
**Social Impact, Diversity, Acceptance, Inclusion**  
Mysteries 11 will enhance students’ process of conscious decision-making to incorporate the theme of social impact and responsibility. Mysteries 11 will gain skills to strengthen relationships, emotional intelligence, and a sense of empowerment and responsibility. Students will gain deeper insight into their patterns of thoughts, feelings, and behaviors, and will learn skills around emotional regulation. Through the implementation of Council and didactic and interactive classroom activities, students will move toward intentionality and a sense purpose.

**Mysteries, 12th grade**  
**Metamorphosis**  
Mysteries during senior year is a space to acknowledge and celebrate everything that comes along with the students’ transition out of New Roads. Themes will include emotional intelligence, communication, human sexuality, mental health, life skills, relationships, social impact, and empowerment. Mysteries 12 will offer a space for students to ask for what they need to prepare them for a conscientious, supported transition into the next phase of their journey.

**Freshman Families**  
Freshman Families is an advisory program for freshman at New Roads. It consists of a peer group of 8-9 students and meets weekly for the entire year. The purpose of this program is to provide an equitable experience for each student in the 9th grade class, to ensure that each student is known and connected, and to support students in their transition through their first year in high school. The role of the advisors is to keep a loving eye on their charges and to ensure that academic needs are met and that social/emotional concerns are addressed.

It is the role of the advisor to nurture two important human relationships:
- the relationship between the advisor and the student, and
- the relationship that forms among the students within the advisory group.

**The Workshop for Social, Economic, and Ecological Change**  
Our Workshop Program takes a community and service focused approach to teaching and learning that fosters “a personal dedication to learning, a respect for independent thinking, and an expanding curiosity about the world and its people.” Within Workshop, students are introduced to the “tools needed for social, political and moral participation as well as personal fulfillment.”

Each workshop must link to at least one element of our school pillars - diversity, social justice, environmental stewardship, and academic excellence. The Workshop must have a Service Learning component, if it is not a complete Service Learning experience in itself.

**Topics of investigation might include:** Homes & homelessness; wealth, privilege and poverty; race & ethnicity; prejudice and respect; sexism, racism, homophobia, ageism; population and overpopulation; children’s rights; global distribution of wealth; animals, cruelty and the environment; food, water, energy, housing, personal and household chemicals and products; recycling at New Roads; purchasing responsibly for the school and home; waste and garbage; redesigned power systems for the school; ecological audits of home, of school; cities of the future; mathematics and social justice; issues of overpopulation; international human rights; health issues.

Each such course focuses on a different topic or issue and is intended to lead students from an understanding of an issue to action or meaningful service. Workshop is a required class,
every year; students must take Workshop every year while in attendance at New Roads. A failing grade in a Workshop class results in 15 hours additional community service for each unsuccessful semester.

**Independent Study Program (ISP)**
The Independent Study Program (ISP) offers unique opportunities for inspired learning. By shaping and pursuing their own educational experiences, participants gain the skills and confidence to function as resourceful scholars, original thinkers, and thoughtful citizens.

New Roads ISP serves students who have demonstrated significant diligence and want to pursue a subject area in greater depth. Sometimes a student wants to study in an area outside of regular coursework and curriculum; sometimes a student wants to advance his or her understanding well beyond classroom curriculum; sometimes a student is simply interested. Independent Study courses are a year in length and may include a combination of academic, artistic, vocational, or other meaningful experiential and/or intellectual pursuits. All require students to move beyond a single discipline and toward an exploration that brings together the tools and knowledge of various disciplines—to learn as it occurs in the real-world.

To enroll in an ISP class, a student must submit an application to the Director of Interdisciplinary Studies. Applicants must outline a proposed course of study, identify a mentor to supervise the project, and articulate why they can handle this additional and substantial academic load. Successful applicants (not all proposals are accepted) will be asked to work with their mentors to draft a contract listing specific tasks and deadlines. Students must be aware that an approved Independent Study Program class constitutes a serious commitment; those who fail to meet their goals will forfeit academic credit, earn a poor grade, and may lose the privilege of enrolling in additional independent study courses.

**College Counseling**
The college process is based on reflection and self-advocacy, factors which are cultivated throughout our New Roads curriculum and culture. When our students formally begin working with their college counselor, they are conscientious students who possess a deep understanding of themselves and concern for others beyond themselves. In the college application process, we encourage students to reflect on how their personal and academic experiences have contributed to shaping their identities and their future aspirations.

All students are assigned a college counseling class in the spring semester of 11th grade. The class meets every week and focuses on all components of the college application process:

- understanding the different types of colleges;
- knowing the components of a college application;
- creating a resume;
- building a college list;
- understanding of standardized tests and testing-optional colleges;
- writing the college essay;
- compiling a list of activities;
- preparing for admission interviews;
- requesting recommendations;
- the process for applying to scholarships and financial aid.

By providing a comprehensive understanding of the admission landscape and the application process, students are adequately guided to find colleges that best fit their learning preferences and major(s) of interest. Importantly, we are focused on building life skills during the college application process. The application process serves as a preview of the first year of college, where students will be required to advocate for themselves, maintain an organized schedule, track deadlines and know how to find support when they need assistance.

In addition to individualized college counseling for students and families, the College Counseling Department hosts college information nights, in English and Spanish, for families throughout the year. These programs focus on the application process, financial aid, applying to visual and performing arts programs, standardized testing, and exposure to colleges through college fairs and college application simulation programs. We understand that finding the right college is a personal process, and we acknowledge that not all students will follow the same path. While the vast majority of our students pursue a higher education immediately after high school, we also work closely with students who pursue a gap year or other interests after graduation. Because it is a personalized process, we encourage family meetings to assure that parents, students and the college counselors work together to reach students’ college goals.

**Finals, Portfolios, and Demonstrations**

Conventional education is often an endeavor geared toward a final number or letter grade. The more information a student can accumulate and recall in a given amount of time, the “better” or “smarter” that student is, the “better he or she will do on the test,” and the higher his or her grade. Although New Roads students take exams and learn to fill in the correct bubbles when they need to, it is our hope that neither the exam, the grade, the number, nor the table of contents of a textbook drives the course or shapes our curriculum.

We are dedicated to helping students think about, make informed decisions, and develop a vocabulary to express how they learn. We value the learning **process** as much as the end **product**.

**Portfolios**

Portfolios: New Roads uses non-traditional and conventional practices that build basic skills, while also creating a culture of innovation, exploration and activism that meets students where they are as learners. At the Upper School, final portfolios or demonstrations are our effort to explore other methods of meaningfully ending a course and for students to demonstrate their learning. At the end of each year, teachers may ask students to prepare for final portfolios and/or demonstrations that emphasize reflection, revision, synthesis, and application of content and capacities that students have been developing all year long. There is no permitted or proper form that portfolios and demonstrations take; different teachers,
working with different classes, explore different approaches. All involve students thinking about and extending the work they have done throughout the year.

**ACADEMIC PROGRAMS- UPPER SCHOOL**

**English**

An English course at New Roads School is a place of imaginative exploration. At every grade level, students are encouraged to examine diverse themes, as well as many relevant social issues. In this rich environment, students read, write, emulate, speak, listen, interpret, and think critically. The multicultural curricula includes both carefully chosen texts, as well as a vibrant independent reading program that fosters proficiency and discovery. The course of study at all grade levels integrates the classic and the contemporary, including works of fiction, nonfiction, drama, and poetry from distinct time periods and geographical locations and representing a range of voice, including those that have been traditionally marginalized or ignored. Teachers in the English Department at New Roads help students build effective communication skills for various contexts and audiences. Students are taught to value and integrate critical thinking and creativity both in writing and textual analysis.

**English 1: Grade 9, 1 year English credit.**

Freshmen English includes the study of short stories, poetry, nonfiction, and the novel. Through the use of multicultural texts, students are encouraged to explore the meaning of identity and personal growth, as well as the values of empathy, diversity, and creativity. Reading a range of voices, students craft emulations. They also practice expository, narrative, and analytical writing, receiving specific guidelines on these forms and feedback on their writing. In the Fall, students read a contemporary novel, short stories, and poetry. The goal of the first semester is to establish a shared reading and writing experience in preparation for the second semester. In the Spring, students are exposed to dramatic literature, non-fiction, and the classic novel. They also practice deeper literary analysis, mastering the formal academic essay and developing their own style.

**English 2: Grade 10, 1 year English credit.**

This course introduces students to world literature. Students examine socially relevant themes (such as oppression, authoritarianism, and gender inequality), exploring the human condition from various perspectives around the globe. Through exposing students to the literature of diverse cultures, this course also seeks to cultivate a greater sense of empathy and understanding. Additionally during their 10th grade year, students will work toward strengthening their skills in critical writing and rhetoric, including but not limited to discursive thinking, close reading and interpretation of a text, research, the sustained analytic essay and communication.

**English 3: Grade 11, 1 year English credit.**

This course has three primary intentions. First, students consider some of the foundational texts of American literature and learn about the major themes of American literature. Second, they consider the complex historical and cultural context of American literature and the value in exploring this context through literature. Third, they deepen their critical thinking skills by examining the personal and political concerns of a wide variety of American writers, both classic and contemporary. Students are asked to discuss and write about various topics that expand their sense of the American imagination: How has American Literature developed over the centuries? What are the central themes of American Literature? What socio-political concerns drive these texts? Along with being encouraged to think thoughtfully about such content, students have ample opportunity to develop their communication skills in the form of class discussions, creative projects, journal writing, oral presentations, critical thinking assessments, and expository writing and essays.

**English 3 Honors: Grade 11, Department Approval Required**

Honors English covers many of the same elements as English 3, with the aim to dig deeper and travel further. The theme of this course is, The American Dream/The American Nightmare. The units of study focus on a broad spectrum of American literature, politics, religion, and philosophy in order to gain a greater understanding of the human condition and American cultural history. Students have ample opportunity to translate this understanding and analysis of American Literature into informed and sophisticated writing on relevant topics from Puritan to Modern times. The class revolves around deep intentional reading, analytical writing, and the Socratic seminar. The goal of this practice is to hone and sharpen critical thinking skills that prepare them for college and beyond. We presuppose that students enrolled in Honors English 3 have mastered and applied the use of Standard English grammar and demonstrated a high level of studentship that makes them ready for a fast paced environment. These skills are built upon as they enhance their ability to use grammatical conventions appropriately to develop stylistic maturity in their prose.

**English 4: Grade 12, 1 year English credit.**

For their final year of English study at New Roads School, 12th Grade students choose among several offerings within the discipline. While each year-long elective course examines a different set of texts, all the courses offer a similarly rigorous training in writing, reading, critical thinking and literary analysis. Elective courses highlight different bodies of literature, critical angles, genres. The program offerings include: African-American Literature; An Inquiry into Films, Novels, and Theories; American Noir v. the British Crime Novel; Dissecting Narrative Nonfiction; The Environmental Imagination; Existentialism: Women's Lit and Gender Studies; Philosophy; and Multicultural Literature.

**English 4 Offerings (courses are not offered every year)**

**English 4: African-American Literature**

This class investigates the changing narratives of African-American authors and considers questions of personal and cultural identity. Through the rich and varied works of writers from the Harlem Renaissance to the end of the 20th century and Nobel Laureate Toni Morrison, students broaden their worldview and deepen their understanding of American society.
English 4: An Inquiry into Films, Novels, And Theories
In this course, students learn about and engage in the study of literary theory, applying their knowledge to a range of texts across disciplines. They are introduced to literary theories that deepen their appreciation of literature. Students self-select the literature and films they wish to examine and to which they will apply the theories.

The term "Noir" was coined by the French in the 18th century to describe the British Gothic (or "black") novels of the time. By the 20th century, Noir referred to the hard boiled detective novels that had become popular in the U.S. In this course, students focus on comparing American and British detective novels of the twentieth century.

English 4: Dissecting Narrative Nonfiction
How and why do autobiographers translate life experiences into writing? What’s the difference between narrative nonfiction and creative journalism? Is truth necessary to – or even possible in – autobiographical writing? Through the texts in this course, students consider questions of identity and memory while studying narrative style as readers and as writers.

English 4: The Environmental Imagination
This course examines how writers across the globe have approached ecology and the natural environment. This includes a range of literary endeavors from meditations on the power of nature to documentation of environmental degradation at the hands of industry.

English 4: Existentialism
This course focuses on texts and writing of various genres that address issues of existentialism: alienation, absurdity, authenticity, choice, anxiety, despair, loneliness, solitude, education, ambiguity, and ethics. While students explore the European roots of existentialism, they also examine its effects in societies across the globe.

English 4: Women’s Literature & Gender Studies
This course examines a variety of genres by women writers including novels, memoirs, short stories, plays and poetry. Some of the themes and issues to explore include: gender, race, class, sexuality, and identity.

English 4: Philosophy
"Philosophical Investigations" is an entirely new approach to the “tradition of philosophy.” It is more than just the history of philosophy: it is an intellectual recasting of intellectual philosophical traditions through an honest look at philosophical questions both from within the field of philosophy and from the perspective of other disciplines, such as behavioral economics and cognitive science.

English 4: Multicultural Literature: Underrepresented Voices
All literature exists within a social, historical and political context—both when it was written and when it is read. The literature study in this course attempts to center voices and experiences that have often been marginalized in U.S. culture. Students read and discuss literature, write, and work diligently to develop their critical thinking. They are encouraged to make parallels between what is studied in class and what they see in the outside world.

English 4 Honors: Grade 12, Department approval required
English 4 Honors provides a forum for advanced reading, writing, and analysis. Students who enroll in this course are expected to have demonstrated their commitment to advanced study and their ability to work in an accelerated environment. Students are also expected to craft narrative essays, persuasive essays, mixed genre compositions, and research essays in preparation for the volume of writing that will be expected of them in college and beyond. The readings, which span a wide range of genres and time periods, challenge students to think creatively and critically about the worlds they inhabit.

The purpose of this course is to engage students in thoughtful analysis, so that they understand the value of reading and writing as a way to engage with meaningful questions about life. Consequently, this course exposes students to literature where the protagonists and/or writers are trying to make sense of existence, a theme that is particularly relevant for seniors as they prepare to leave high school. The course also challenges seniors to explore multiple genres through their own writing as they develop a more nuanced awareness of tone, style, mood, and voice. Students who have taken English 4 Honors should expect to leave New Roads School with a deeper appreciation for rigorous reading and writing, as well as the confidence to articulate a thoughtful position on just about anything.

Creative Writing 1 & 2:
Students participate in creating a true writer’s salon, sharing work, reworking their pieces, and feeding the creative process by reading, listening to and commenting on the written works of others in class. Through exercises, readings, writing and discussion, students are encouraged to see language as a vehicle to see, explore and express unique personal and cultural insights. Students who elect to take Creative Writing are expected to prepare work for the literary magazine and for readings. See English offerings for more specifics.

History and Social Science
The New Roads History and Social Science program encourages students to develop essential skills and core knowledge that will help them become and remain informed participants in a global society. Through an inquiry-based approach, students learn to read and engage with challenging texts, to evaluate the validity of evidence and sources, to think critically, to communicate effectively, and to develop the knowledge and tools to engage in an informed, thoughtful way the essential questions of history and contemporary society. As is the culture of New Roads, the study of civilization continues to invite not only the conventional story, but those stories often unheard, silenced, and marginalized so that students can make sense of the stories for themselves and develop a more complete understanding. Each is examined in light of how it reveals our common and unique situations.
World Civilizations 1: The Emergence of Modernity – Grade 9, 1 year History/Social Science credit.
The first course of this two-year sequence seeks to involve students in a global inquiry of human civilizations. With a focus on the emergence of modernity and the attendant cross-cultural contacts, students examine the evolution of political and economic systems, the relationship between the arts and society, and the effects of technological innovation. Students develop critical analytical skills through the use of maps, and the evaluation and interpretation of historical evidence; they write analytical essays, hone their debate skills, and engage in scholarly research.

World Civilizations 2: Power & Resistance – Grade 10, 1 year history/social science credit.
Continuing the study begun in World Civilizations 1, this course engages students more deeply in an examination of the events and ideas that shape our contemporary world. Through an examination of historical texts and artifacts, students explore the impact of industrialization, the reach of Western imperialism, and the consequences of nationalism. This course examines the global conflicts of the twentieth century and weight of their legacies on the world that young people inherit.

United States History : U.S. Histories – Grade 11, 1 year history/social science credit.
This one-year course offers an overview of United States History from a variety of perspectives. Depending upon who is telling the story, that story can be very different. Students will be asked to familiarize themselves with both the "party line" and with stories told by long excluded voices from the American past. Students should expect a great deal of reading, writing, and independent research projects, culminating in a substantial research paper using primary and secondary sources. Students will be asked to read, write, think, speak and offer presentation both alone and in concert with others.

Honors United States History – Grade 11, 1 year history/social science credit, *Department approval required
This course is designed to provide students with the analytic skills and factual knowledge necessary to critically approach issues and themes in United States History. Students will learn to assess historical materials – both primary and secondary documents – in terms of their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship. Students are asked to analyze historical material, synthesize their own ideas, and evaluate the ideas of others. This course will demand a great deal of reading, writing and research.

Society and Ethics – Grade 12, 1 year history/social science credit, fulfills senior requirement.
Each section of this one-year course for seniors considers social and cultural diversity, distribution of economic and political power and the use of media and communication(s) and asks students to examine fundamental ethical issues that emerge from serious investigation into an area of study. The areas of study reflect the interest and expertise of instructors and may include: modern philosophy, media and the press, psychology, political economy, women's studies, race, gender studies, comparative religion, conflict and cultural diversity, ethics and morality.

Media Literacy – Grade 12, 1 year history/social science credit, fulfills senior requirement.
Our inquiry will consider many issues related to media, technology and the role of the United States as the sole postmodern superpower. The course will introduce basic media literacy and video production and will include a variety of hands-on activities to learn visual literacy, sound editing, story development, the production process and the basics of editing video. Students will create “digital essays” to research and present information.

Law and Society – Grade 12, 1 year history/social science credit, fulfills senior requirement.
Similar to Society and Ethics, this one year course for seniors considers social and cultural diversity, the distribution of economic and political power and the use of media. Law and Society places an added emphasis on the role of law, government, and economics in societies generally and in American society in particular. Students look carefully at the relationship between law and ethics and what ‘the rule of law’ means both within American culture and as the United States of America engages with other countries.

Modern Middle East – Grade 12, 1 year history/social science credit, fulfills senior requirement.
This course provides students with insight into the complex issues that face the Middle East today. Students explore the historical origins of political, social, demographic, and economic challenges that confront individuals and institutions across the region. In addition, this course will provide context for conflicts that dominate headlines and extend well beyond the Middle East. Students examine multiple perspectives in order to deepen their understanding of this dynamic region. Through their study of the Middle East, students will work to strengthen key skills in social science, including but not limited to critical thinking, close reading, research, and communication.

World Religions – Grade 12, 1 year history/social science credit, fulfills senior requirement.
This course provides an overview of world religions, including indigenous traditions, Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. We will work to understand how the various religious traditions came to be and study what insights they have discovered regarding the human condition and how individuals and societies can define and live a meaningful existence. The course will also study the state of religions and the role of spirituality in general in light of the modern scientific world we now live in. We’ll examine the relationship between religion and science and also discuss how religion, spirituality and ethics could possibly make a contribution to a more ecological worldview in the hope of creating a sustainable and restorative future. Students will be asked to reflect on their own beliefs and values and to discuss them with others in an arena of mutual respect and dialogue.
Psychology – Grade 12, 1 year history/social science credit, fulfills senior requirement.
This year-long introductory psychology course focuses primarily on "Clinical Psychology" (all things psychotherapy-related, including theories of personality, mental health and illness, and treatment). What we know of today as "psychotherapy" began with Freudian "psychoanalysis," which to this day privileges the unconscious and investigates invisible depths within each of us. Once we have found our way into a psychodynamic orientation, we will engage the seminal thinking of several key proponents within psychodynamic theory, first creating our own initial understandings of Freud, and then attending to others who followed. Along the way, we will no doubt run into the brain and nervous system, cognition and perception, learning, conditioning, memory, dreams, sleep-wake cycles, theories of development, and all sorts of other delightful stuff which we will engage enthusiastically just like Alice did with her newly discovered friends down the Rabbit Hole.

Philosophy – Grade 12, 1 year history/social science credit, fulfills senior requirement.
This course provides a survey introduction to academic philosophy and is designed to help students develop their reasoning skills in order to think, talk, and write critically about issues of social, political, and intellectual relevance. Some pertinent philosophical issues that are treated within the course are the problem of knowledge, the nature of reality, free will, the problem of truth versus belief, and the nature of god, the soul, and consciousness. The primary goal is to foster critical thinking about these issues, not to transmit any particular belief about them.

East Asia Studies - Grade 12, 1 year history/social science credit, fulfills senior requirement
This senior social science course offers students the opportunity to better understand East Asia past and present. Students will study various disciplines within social science-cultural studies, history, international relations, political science, economics, etc. Current events will be addressed throughout the course, and students will rely upon historical analysis to make sense of the East Asia of today.

Mathematics
In addition to providing a solid grounding in the fundamental and essential pre-algebra and algebra skills needed to excel at higher levels of math study, the goals of mathematics classes are to provide opportunities for growth in creative and logical thinking, increased ability to work with abstractions, appreciation for the structure of our system of conceiving quantities and their meaning, application of quantitative reasoning to meaningful, real-world problems and decision-making, and a sense of excitement that comes with discovering patterns and relationships. These goals are accomplished through presentation of new materials by the teacher, group work, projects, and labs that use mathematical thinking in relation to science, and real-world problem solving and analysis. In addition to mathematical problems, students can expect to chart data, build models and solve puzzles and games.

Mastery of pre-algebra concepts and skills brings with it the organizational skills required in problem solving and making practical applications. The study of algebra and advanced algebra and trigonometry introduces more advanced material such as factoring polynomials, solving quadratic equations and expressions containing multiple variables. Students are placed in mathematics according to math-level readiness, not grade level, by means of diagnostic tools and student/faculty interviews.

Courses (not every course is offered every year)

Algebra 1 (Intensive) 1 year math credit. Prerequisites: none.
This course is designed for students who need to strengthen foundational math skills to support mastery of Algebra 1. This course meets 6 hours per week. This course helps students become familiar with basic algebraic topics (fractions, decimals, percents, expressions, equations, etc) and vocabulary. The course then moves into more complex Algebra 1 topics (graphing, systems, quadratics, etc). Students successfully completing this course will advance to Geometry.

Algebra 1 - 1 year math credit. Prerequisites: credit or grade of C or better in Pre-Algebra or Introductory Algebra.
This is the beginning course in the sequence of advanced mathematics, preparing students for future work in both Geometry and Algebra 2. The course covers variables, properties of addition and multiplication of variables, linear and quadratic equations and their applications, operations on polynomials, absolute value, factoring polynomials and solving systems of equations. Students successfully completing this course will advance to Geometry.

Geometry - 1 year math credit. Prerequisites: grade of C or better in Algebra 1 or Algebra 1 (Intensive), with placement test, teacher recommendation.
Geometry examines the properties of shapes. The course covers angles, parallel and perpendicular lines, triangles and congruence, quadrilaterals, similarity, proofs, right angles, trigonometric ratios, circles, constructions, areas and volume. Algebra concepts are reinforced through visualization and critical thinking skills. Students successfully completing this course will advance to Algebra 2 or Intermediate Algebra and Trigonometry.

Algebra 2 - 1 year math credit. Prerequisites: grade of C or better in Geometry and Algebra 1 and teacher recommendation.
This course continues and extends the progression from Algebra 1 and integrates geometry concepts. Students learn to solve and manipulate more complex mathematical expressions, functions and relations. The course covers linear functions, systems of equations, matrices, and quadratic functions. Students successfully completing this course will advance to Pre-Calculus.

Intermediate Algebra and Trigonometry - 1 year math credit. Prerequisites: grade of B or better in Geometry and Algebra 1, placement test, and teacher recommendation.
This course frequently refers back to concepts learned in Algebra 1 and Geometry. Major units covered include linear functions and relations, systems of equations and inequalities,
graphs in space, polynomial and rational functions, rational exponents, roots and radicals, complex numbers, exponential and logarithmic functions, and graphing conic sections. Trigonometry topics covered include trigonometric and circular functions, right triangle trigonometry, Laws of Sines and Cosines, and solving general triangles. Students successfully completing this course will advance to Pre-Calculus or Advanced Pre-Calculus.

Pre-Calculus- 1 year math credit. Prerequisites: grade of C or better in Algebra 2 or equivalent and teacher recommendation.

This is a pre-calculus course intended for students who wish to continue a college prep curriculum. Topics covered include a review of factoring, quadratic functions, polynomial functions, imaginary numbers, inverse functions, exponents and logarithms, and radical expressions and equations. The second semester focuses on new material, including trigonometric functions and trigonometric identities. Students successfully completing this course will advance to Advanced Pre-Calculus (Honors) or Probability & Statistics.

Advanced Pre-Calculus (Honors) - 1 year math credit. Prerequisites: grade of B or better in Intermediate Algebra and Trigonometry or Pre-Calculus, and teacher recommendation.

This is an advanced Pre-Calculus course intended for students who wish to continue a college preparatory mathematics program and subsequently take a Calculus course. Topics covered include linear and quadratic functions, polynomial functions, rational functions, inverse functions, exponential and logarithmic functions. Students learn to graph all these functions as well as their many features and characteristics. Additionally, students learn trigonometry topics, including right triangle trigonometry, graphs of trigonometric functions, algebraic properties of trigonometric functions, trigonometric identities, and trigonometric equations. Students successfully completing this course will advance to Calculus A (Honors).

Calculus A (Honors)- 1 year math credit. Prerequisites: grade of B or better in Advanced Pre-Calculus (Honors) and teacher recommendation.

In this course students explore limits and the tangent line problem, and how they relate to derivatives. Students will derive the rules and techniques for differentiation such as power rule, product rule, quotient rule, chain rule, and exponential and logarithmic differentiation. Students learn optimization to maximize and minimize cost functions. Students will analyze graphs to determine intervals of increase/decrease, extreme values, domain and range, concavity, and local maxima and minima. Students will approximate the area under a curve using the sums of rectangles and trapezoids; they will relate this to integration with the Fundamental Theorem of Calculus, and they will use the properties of an infinite Riemann sum to discover the area under a curve as a definite integral with the Fundamental Theorem of Calculus. Students successfully completing this course will advance to Calculus B (Honors).

Calculus B (Honors)- 1 year math credit. Prerequisites: grade of B or better in Calculus A (Honors) and teacher recommendation.

Students will apply differentiation to related rates problems that involve distance, velocity, and acceleration. Students will use integration to find area, volume, surface area, and arc length. They will graph a function and use integration to find the area underneath the curve or between two functions. Functions are rotated about lines and axis to create 3D figures whose volume can be found using disks, shells, or washers. Students use all properties of derivatives to derive rules for techniques of integration such as substitution, integration by parts, trigonometric substitutions, partial fractions, and power rule.

Probability and Statistics - 1 year math credit. Prerequisites: grade of C or better in Algebra 2 or equivalent and teacher recommendation.

This course provides an opportunity to explore and understand the statistics that abound in daily life. Emphasis is on basic concepts including descriptive and inferential statistics, probability, organizing and analyzing data with appropriate statistical tests and making predictions based on principles of probability.

Computer Science 2: Advanced Programming (Math)- prerequisites: grade of B or better in Algebra I

This is an introductory course that teaches basic computer programming. Students will be able to explore core ideas and skills that they’ll need in any programming language. Students will learn foundations of computer science, fundamental concepts, computer programming terms, and several programming languages, such as (HTML, CSS, Java, Javascript, C++, Python). Students will design, write and debug computer programs throughout the course. Students will work in pairs to create a project (app, program, website). By the end of the course, students will be familiar with the basic programs, be able to read/write basic code, implement basic programming solutions including statements, control structures and methods.

Science

New Roads science study seeks both to ground students in fundamental understandings of physical, life and earth-based sciences, and to reveal how evidence is discerned, assessed, and used to create compelling understandings of reality. We encourage students to learn science, not only by studying scientific understandings of the world, but by participating in the process we call “doing science.” Lab safety, microscopic technique, paper chromatography and microbiological work, including sterile technique, are a few of the topics covered in our labs. Plant taxonomy (in biology) is one example of investigation that requires us to venture into the field where population dynamics and the impact of invasive species are discussed. Ultimately, we hope students feel the awe of the mystery and insight that comes with true scientific investigation and lab work both in and out of the classroom.

In order to graduate from high school and qualify for most college entry, students need to have taken at least three and
preferably four laboratory sciences. The most common timing for science class offerings at New Roads is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology- Ecological</td>
<td>9th Grade</td>
</tr>
<tr>
<td>Biology- Molecular</td>
<td>10th Grade</td>
</tr>
<tr>
<td>Honors Biology-Molecular</td>
<td>9th Grade</td>
</tr>
<tr>
<td>Advanced Honors Biology</td>
<td>11th or 12th Grade</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>10th - 12th Grade</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>11th or 12th Grade</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10th or 11th Grade</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>10th or 11th Grade</td>
</tr>
<tr>
<td>Advanced Honors Chemistry</td>
<td>11th or 12th Grade</td>
</tr>
<tr>
<td>Physics</td>
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</tr>
<tr>
<td>Honors Physics</td>
<td>11th or 12th Grade</td>
</tr>
<tr>
<td>Advanced Honors Physics</td>
<td>11th or 12th Grade</td>
</tr>
</tbody>
</table>

Unlike some academic schemes, the order in which science courses are taken is not as important to New Roads as the demonstrated mathematics aptitude required to find success in the course. This is particularly true with Chemistry and Physics, which are disciplines of applied math.

Courses (not every course is offered every year)

**Biology-Ecology, 1 year lab science credit**
This year-long course focuses on an in-depth study of Ecology, ecosystems and organisms and the interactions between them within the biosphere. Students perform lab experiments, begin to interpret data, and form generalizations. Our goals are to understand the complexity of life and appreciate the interactions that produce the living organism as well as the interactions between living organisms and their world. We look at the impact of human beings on the globe, both positive and negative. While we study life as a science, we hold it in high regard and appreciate the sanctity of all life forms.

**Biology-Molecular, 1 year lab science credit.**
This is a full-year laboratory science course that follows Biology-Ecology. The course topics of study span basic chemistry and the formation of organic molecules through cell formation and the transfer of heritable traits to organisms that form unique species interacting within ecosystems of our biosphere. Students perform individual experiments, interpret data, and form generalizations. Our goals are to understand the complexity of life and appreciate the interactions that produce the living organism as well as the interactions between living organisms and their world. We look at the impact of human beings on the globe, both positive and negative. While we study life as a science, we hold it in high regard and appreciate the sanctity of all life forms.

**Honors Biology-Molecular, 1 year lab science credit - Prerequisite: concurrent enrollment in Geometry or completion of Algebra 1.**
This course is unique in that it covers topics studied in both “Biology-Ecology and Biology-Molecular” with more depth and asks the student to make broader applications of the information covered. This is a full-year laboratory science course that examines the unique properties of living organisms that allow them to exist throughout the earth. The course topics of study span basic chemistry and the formation of organic molecules through cell formation and the transfer of heritable traits to organisms that form unique species interacting within ecosystems of our biosphere. Students perform individual experiments, interpret data, and form generalizations. Our goals are to understand the complexity of life and appreciate the interactions that produce the living organism as well as the interactions between living organisms and their world. We look at the impact of human beings on the globe, both positive and negative. While we study life as a science, we hold it in high regard and appreciate the sanctity of all life forms. This course is not weighted on a 5-Point scale for GPA.

**Advanced Honors Biology, 1 year lab science credit - Prerequisites: Biology and Chemistry**
In this field studies class, students explore the environment first-hand in the context of population biology, ecology, natural history, taxonomy and systematics. This year-long class will discuss the ecological and evolutionary processes responsible for generating and maintaining biological diversity. The course will compel the students to initiate and complete long-term projects that demonstrate their understanding of the importance of biodiversity in our complex, ever more crowded world.

**Environmental Science, 1 year lab science credit - Prerequisite: Biology**
This is an elective Environmental science course. The primary objective of this course is to allow the student to understand the world they live in and appreciate their impact on that world. We begin with a refresher of basic biology and general chemistry and then undertake the task of applying information to the real world. Appreciating how the abiotic world interacts with the biotic world in an ecosystem is key. This course has a strong component of activism built in as students are asked to and given the opportunity to apply what they are learning to assist established programs, such as Tree People, or begin their own.

**Marine Biology, 1 year lab science credit - Prerequisites: Biology and Chemistry.**
This Marine Biology course builds upon and extends biological concepts developed during earlier science courses. Students will examine the physical, chemical, and geological characteristics of the world’s oceans; they will then investigate the structure, functions, behaviours, adaptations, and classification of a variety of plant and animals that live in the marine environment, and learn how energy flows and matter cycles through the Earth’s ocean system, and they investigate the impact of human beings on that system. Instructional strategies will include laboratory explorations, field trips, non-fiction readings, simulations, mock trials and debates, and project-based learning assignments, and summative assessments will include writing, field notebooks, laboratory reports, mid-term and final exams, and rubric-based evaluation of projects. A minimum of 20% of the class will be composed of hands-on and inquiry-based laboratory activities that involve observation, analysis, and write-up, and explicitly address safe and ethical practices that relate to the environment, society, and scientists; these labs will include virtual dissections, experimentation, data collection, and data.
Analyzing that develop scientific investigation and scientific thinking skills. Field trips to Ballona Wetlands and Malibu lagoon will also be included.

Chemistry, 1 year lab science credit
Prerequisite: 1 year of science, completion of Algebra 1 with a C average or better, and concurrent enrollment in Algebra 2 or Geometry.

This course is a full-year introduction to the properties and interaction of matter. Through lectures, reading, discussion, demonstrations and hands-on experimentation, students gather and formulate information on the nature and the interactions of matter, and come to understand the organization of this information. The course covers such topics as gas laws, chemical periodicity, chemical bonding and reactions, and acid-base chemistry. Relevance to real-world application is stressed throughout the course.

Honors Chemistry, 1 year lab science credit - Prerequisite: 1 year of science, completion of Algebra II and Chemistry with a grade of B- and/or teacher recommendation

This full-year lab-based introduction to chemistry. Through lectures, discussion, demonstrations and hands-on experimentation, students gather and formulate information on the nature and interactions of matter. As an honors class, students are expected to assimilate and apply covered concepts at a faster rate, leaving more time for laboratory work. The course covers topic, such as atomic structure, electron configurations, gas laws, chemical periodicity, chemical bonding and reactions, equilibrium, acid-base reactions and electrochemistry. Stoichiometric calculation is stressed throughout the course. This course is not weighted on a 5-Point scale for GPA.

Advanced Honors Chemistry, 1 year lab science credit - Prerequisite: completion of Algebra II and Chemistry with a grade of B and/or teacher recommendation

This full-year course allows advanced students to experience a rigorous, in-depth study of general chemistry. Laboratory work will emphasize analytic techniques, while lectures will stress quantitative problem-solving skills as well as precise analytical thinking. Topics include structure and bonding, patterns of reactivity, kinetics, equilibrium, thermodynamics, electrochemistry, and introductory organic chemistry.

Physics, 1 year lab science credit - Prerequisite: 1 year of science, Geometry and concurrent enrollment in Algebra II.

This course enables students to deepen their understanding of the concepts and theories of physics. They will develop inquiry skills through the designing and conducting of experiments. This, along with the understanding of the basic principles involved in physics theories, will be the major goals of the course. Consequently, the course will utilize guided inquiry and student-centered learning to foster the development of critical thinking skills. Students will also consider the impact on society and the environment of technological applications of physics.

Honors Physics, 1 year lab science credit - Prerequisite: 2 years of science, completion of Algebra 1 and Geometry with a B average or better, and concurrent enrollment in Alg 2 Trig.

This course is a more in-depth version of the Physics course. This course will also focus on investigating “WHY.” Physics attempts to answer “WHY?” by developing a theory that explains and predicts experimental results. This year-long course has a strong emphasis on laboratory investigation, interpretation of data, and problem-solving. Recognizing that different students learn in a variety of different ways, students will be challenged not only to understand and organize material that appears in books, but to use that knowledge to construct models and extend their study through independent scientific investigation. Students will be exposed to more challenging problems to build and develop their analytical skills.

Advanced Honors Physics, 1 year lab science credit - Prerequisite: Concurrent enrollment in Calculus A, and/or teacher recommendation.

The Advanced Physics course is a calculus-based physics course that covers kinematics, dynamics (linear and rotational), systems of particles, and equilibrium. As a lab science, this class develops skills in measuring, error analysis, data representation via graphs, and presentation. Computer networking is integrated into the class at each student’s pace.

Modern Language

The Modern Language Department at New Roads School focuses its approach to language as revolving around an active engagement of conversational strategies, cultural studies, and grammar, linguistic, and literary analysis. We offer American Sign Language, Spanish, French, and Mandarin. As New Roads acknowledges the plethora of learning styles that exist among students, the notion of diversity is central to our language program and is reflected in numerous forms. Our instructors are encouraged to employ various mediums—such as art, film, literature, music, performance art, TPRS, etc. - in the effort to inspire students to improve their speaking abilities. Instructors at New Roads operate under the assumption that students must continually participate in active engagement of the four major language skill areas—speaking, listening, comprehension, reading comprehension, and expository composition—in order to approximate a functional employment of the target language.

Spanish

The Spanish department is dedicated to a pedagogical approach based on Stephen Krashen’s Comprehensible Input theory. Our goal is that students acquire the language, not only learn about it. This means that all classes are taught in ways that are comprehensible to the students; one of our main methods is Teaching Proficiency through Reading and Storytelling (TPRS) pioneered by Blaine Ray and Contee Sealy. In our Spanish classes, we read novels written for Spanish learners in levels 1-4 and a variety of authentic literature from Spanish-speaking countries in the upper levels. We also use short films, music and the experiences of the students as a source of language. We focus on the most frequently
used words and structures in the language and build learning activities that allow students to engage in authentic communication. Time is built into the program for self-guided reading during class in levels 1-4; students select readings from our in-class libraries. In levels 1-7, our themes are aligned with the New Roads pillars of diversity, social justice and ecological stewardship and we use the language to explore these themes.

We guide students to develop interpretive, interpersonal, and presentational communication skills as defined by the American Council for the Teaching of Foreign Language (ACTFL). Classes are teacher led but student centered. Classroom culture and teaching revolves around an active engagement of conversational strategies, cultural studies, grammar, linguistic, and literary analysis. Most students at New Roads School, including native speakers, study Spanish. However, other Modern Language courses of study are available through our independent study program. As New Roads acknowledges the plethora of learning styles that exists among students, the notion of diversity is central to our Modern Language program and is reflected in numerous forms. Not only are our instructors encouraged to employ various mediums—such as art, film, literature, music, performance art, etc. - in the effort to inspire students to improve their speaking abilities, but we also expose students to diverse forms of spoken Spanish within the classroom environment.

**Spanish 1, 1 year Modern Language credit, prerequisite:**

Students who have earned a grade below C- are often required to repeat this class prior to enrolling in Spanish 2.

This class introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is on the development of basic vocabulary, listening, speaking, reading, and writing skills. Acquiring basic contextual communication skills through TPRS (Teaching Proficiency through Reading and Storytelling) which is a dynamic strategy which utilizes the Comprehensible Input strategy, is the goal of this course. Through the use of common words, students will share stories to build conversations that drive increasingly complex language skills. In addition, students will read three novels that coupled with culture and geography lessons will allow students to explore and appreciate the diversity of the Spanish-speaking world.

**Spanish 2, 1 year Modern Language credit, prerequisite:**

Spanish 1 with a grade of C or better.

Spanish 2 begins with an exploration of how students spent the summer; as always, students are a main source of content for the course. During the year, students read three novels that take them from Spain, Guernica and the power of art as a means of social protest and historical documentation, to Mexico and the importance of the quinceañera as a rite of passage celebrated by the whole family, to Guatemala to explore the role of political repression that pushes families to seek a better life outside of their home country. These readings are coupled with culture and geography lessons as well as opportunities for students to develop their interpretive, interpersonal, and presentational skills. These abilities are also developed through the use of feature length films, songs, art. Although grammar is not an organizing consideration, we tend to work in the present, preterite and present subjunctive tenses of high frequency structures and those required for each lesson.

**Spanish 3, 1 year Modern Language credit, prerequisite:**

Completion of Spanish 2 with a grade of C or better and teacher recommendation.

The third year class puts even greater emphasis on students acclimating themselves to a course taught almost entirely in Spanish. Students will continue to develop their interpretive, interpersonal, and presentational skills through TPRS activities and the reading of more complex Spanish novels. These abilities are also developed through the use of feature length films, songs, and art. Students will primary work with the present, past, future, and conditional verb tenses of high frequency structures and those required for each lesson.

**Spanish 4, 1 year Modern Language credit, prerequisite:**

Completion of Spanish 3 with a grade of C or better and teacher recommendation.

As the class is conducted in primarily in Spanish, we will use Spanish to communicate within the class setting. Students can use circumlocution, ask questions of the instructor and classmates and, consult a dictionary. Acquiring a language is different from learning about the language; acquiring happens to you as you listen to the language and gradually begin using it. Throughout the course of the year students will explore the language and its nuances through the themes of Personal & Public Identities (Las identidades personales y públicas), Families and Communities (Las familias y las comunidades) and Global Challenges (Los desafíos mundiales). In this process, we will be using the Comprehensible Input (CI) theory of acquiring language through storytelling and retelling, story writing, reading novels, etc. to help the students build more advanced Spanish language skills.

**Spanish 4 Honors 1 year Modern Language credit, prerequisite:**

Completion of Spanish 3 with a grade of B+ or better and teacher recommendation.

As this is an Honors level course, we will use exclusively Spanish to communicate within the class setting in preparation for Spanish 5 Honors. Throughout the course of the year students will explore in depth the language and its nuances through the themes of Personal & Public Identities (Las identidades personales y públicas), Families and Communities (Las familias y las comunidades) and Global Challenges (Los desafíos mundiales). In this process, we will be using the Comprehensible Input (CI) theory of acquiring language through storytelling and retelling, story writing, reading novels, etc. to help the students build more advanced Spanish language skills.

**Spanish 5 Honors - Clash of Empires: Independence, Revolution, Resistance**

This course is taught entirely in Spanish and begins with students understanding of the historical perspectives of the ancient empires of the Americas as well the Spanish empire, and analyzing how these molded their interactions at the end of the 15th through the 18th Centuries. Further, students
will have the opportunity to investigate based on their own interests, inspired by the course content. As a result, they will develop their own perspective and, in turn, create work that reflects this newly formed point of view. As the course progresses students will turn their attention to Contemporary Latin America in all of its growth, struggle, and potential.

**Spanish 6 Honors - Race and Class in Latin America and Beyond Spanish Literature, 1 year Modern Language credit, prerequisite: completion of Spanish 5 with a grade of C or better and teacher recommendation.**

This course, taught entirely in Spanish, is designed as an introductory literature class in Spanish that focuses on indigenous, Black and female voices and related themes. Throughout this year, students will demonstrate understanding of the historical and present day political, social, and economic developments in Spanish-speaking countries through the analysis of poetry, short story and essay. As a result, they will develop a working vocabulary of literary terms and will be able to engage in discussions as well as expository writing. Film and art are integral to the course.

**Spanish 7, Power and Gender in Latin America and Beyond Spanish Literature, 1 year Modern Language credit, prerequisite: completion of Spanish 6 with a grade of C or better and teacher recommendation.**

This course is the companion course to Spanish 6 Honors and focuses on the themes of power and gender as represented in novels and plays. Again, students demonstrate understanding of the historical and present day political, social, and economic development in Spanish-speaking countries through the analysis of significant literary works by García Márquez, García Lorca, Laura Esquivel and more. The focus is on discussion, literary analysis and creative expression. Film and art are integral to the course.

**French**

French at New Roads School aims to introduce students to the world of French culture, an appreciation of the french language, and a study of french societies. Students are encouraged to explore the language through film, literature, current events, and self directed projects. Students are often asked to participate in the target language through class discussion, group work, and in class dialogues.

**French 1, 1 year Modern Language credit, prerequisites: students who have earned a grade below C are often required to repeat this class prior to enrolling in French 2.**

French 1 is an introductory course in the French language which develops basic language proficiency and provides a basis for continued study of French in advanced classes. Students will learn basic vocabulary and grammar that will allow them to communicate in authentic settings. Through varied activities and assignments, they will develop and practice skills for reading, writing, listening, and speaking in French. In addition, students will learn about the customs and history of francophone societies.

**French 2 1 year Modern Language credit, prerequisite: French 1 with a grade of C or better.**

As with all Modern Language classes taught at New Roads, French 2 begins with a cursory drill and review of French 1. After acclimating themselves to even more spoken French within the classroom, students will learn the combination of direct and indirect pronouns, reflexive pronouns, commands, two simple past tenses, the future, an introduction to the present subjunctive, and how these verb tenses are used in real-life contexts. In-class participation and homework remain central to achieving success in the course. Moreover, through challenging projects, reading, writing, and class discussions, students enhance their understanding of the language and its cultures.

**French 3 1 year Modern Language credit, prerequisite: French 2 with a grade of C or better.**

In French 3, Students will continue to build and develop their French reading, writing, speaking and listening skills. Student will expand their vocabulary skills using oral and written assignments. Student will enhance their listening and speaking skills using teacher instruction, peer conversations, audio, video and digital programs such as Duolingo. Students will expand their knowledge of French culture, French idioms, and appropriate communication skills for conversations with native speakers.

**French 4, 1 year Modern Language credit, prerequisite: French 3 with grade of C or better.**

French 4 continues to develop a student’s French speaking, listening, and reading skills, as well as their cultural understanding of the various francophone countries and cultures. French 4 is an advanced level course that helps prepare students for advanced and college level language study. French 4 students will practice and review previous skills, working towards fluency with the language. Verb tenses and other components of grammar undergo vigorous review, are utilized in extended contexts, and are applied to various Francophone frameworks and text types. The main goal of this course is for students to develop their use of the language such that their receptive and expressive skills will continue to develop so that they develop an ease with communication in the language and a further understanding of the diversity and cultural complexity of French speaking nations.

In French 4, reading and writing in the language will be emphasized as major components of the class. To prepare and assess students (grammatical/lexical accuracy and French cultures knowledge), reading/writing/listening and speaking assignments will be given regularly to students, organized around the objectives required for to pursue higher levels of French language study.

**American Sign Language**

American Sign Language is the fourth most widely used language in the United States. By the time students complete all four years of American Sign Language, they will be quite fluent in ASL. Some students even go on to Interpreter Training Programs to become sign language interpreters.
American Sign Language 1 (introductory class, no prerequisite). Students will learn to communicate without using their voices. This course will teach to develop communication skills using American Sign Language, grammatical facial expressions, and body language. Students will learn the American Fingerspelled Alphabet, American Sign Language, and the Deaf Culture and history.

American Sign Language 2 (C+ or above in ASL 1 required). Further studies in ASL. Building on the skills of ASL 1, students will gain through increased practice, greater ease with communication without using voice. This course will teach them to develop communication skills using American Sign Language, gestures, facial expression, and body language. Increased emphasis on vocabulary and the nuances of meaning.

American Sign Language 3 (C+ or above in ASL 2 required). Further studies in ASL. Building on the skills of ASL 2, students will through increased practice gain greater ease with communication without using voice. This course will teach them to develop communication skills using American Sign Language, grammatical facial expressions, and body language. Increased emphasis on vocabulary and the nuances of meaning.

American Sign Language 4 (C+ or above in ASL 3 required). Further studies in ASL. Building on the skills of ASL 3, students will through increased practice gain greater ease with communication without using voice. This course will teach them to develop communication skills using American Sign Language, grammatical facial expressions, and body language. Increased emphasis on vocabulary and the nuances of meaning.

Mandarin
Mandarin courses are immersive and taught with an introduction to Pinyin and Chinese phonetics. Students learn the target language through vocabulary, grammar and cultural customs. The courses in Mandarin are interactive and help students learn to navigate themselves within everyday situations in Chinese. Mandarin not only focuses in speaking situations, but also in real life cultural situations. Students will also learn to appreciate different parts of Chinese speaking regions and geography through the length of their time in mandarin courses.

Mandarin 1 (introductory class, no prerequisite).
The class will focus on pronunciation, grammar, practical vocabulary, and basic facts on the geography, customs and culture of modern day China. It is designed for the complete beginner, structured to help students understand and communicate sufficiently well in Mandarin Chinese to function effectively in basic everyday situations, both business and social. Students will also be learning the Chinese writing system. Students will gain insight into the Chinese cultures of the People's Republic of China, and other Chinese speaking regions such as Singapore, Taiwan and Hong Kong. This interactive course will also combine sophisticated technology, CDs, as well as contemporary movies from the Chinese-speaking world.

Mandarin 2, 1 year Modern Language credit, prerequisite: completion of Mandarin 1 with a grade of C or better and teacher recommendation.
Building on the skills acquired in Mandarin 1, this course will introduce students to more complex sentence structures in Mandarin and expand on vocabulary and expressions appropriate to different occasions. By the end of the course, the students are expected to speak Mandarin with improved accuracy, and to be able to understand and sustain simple conversations with others on topics beyond one's immediate environment (e.g. sports, fashion, shopping, cuisine, entertainments and vacation). The students should also develop a good understanding of Chinese culture in general and begin to appreciate Chinese arts and literature.

Mandarin 3, 1 year Modern Language credit, prerequisite: completion of Mandarin 2 with a grade of C or better and teacher recommendation.
The purpose of this class is to continue to build on the reading, writing, speaking and listening skills promoted in the first two years. After completing this course, students should be able to more fluidly engage in conversation about themselves and others, making accurate use of the four tones. They will be expected to build on the rudiments of Chinese grammar and syntax acquired during the first two years, and develop a reading and writing ability of approximately 450 Chinese characters. They will be able to read and respond to level-appropriate reading selections and further grow in their cultural understanding through these readings.

Mandarin 4, 1 year Modern Language credit, prerequisite: completion of Mandarin 3 with a grade of C or better and teacher recommendation.
This course covers advanced studies of Mandarin. Equal emphasis is placed on the four performance skills - listening, speaking, reading, and writing - through natural examples of the language incorporated into conversation and reading materials. The main objective is for students to communicate in a natural way and to comprehend Mandarin at a natural speed. Students also continue to expand their knowledge of Chinese characters, building of vocabulary skills, and appreciation of Chinese culture. Classes are conducted almost fully in Chinese.

Honors Mandarin 5, 1 year Modern Language credit, prerequisite: Completion of Mandarin 4 with a grade of C or better and teacher recommendation
This advanced level course builds upon mandarin 4 coursework. Equal emphasis is placed on the four performance skills - listening, speaking, reading, and writing - through natural examples of the language incorporated into conversation and reading materials. The main objective is for students to communicate in a natural way and to comprehend Mandarin at a natural speed. Students develop communicative skills through varied authentic content such as literary excerpts, modern texts, and idioms. Students also continue to expand their knowledge of Chinese characters, build vocabulary skills, and to deepen their understanding of Chinese culture. Classes are conducted primarily in Chinese. Students will enhance their fluency in Mandarin and
demonstrate higher level thinking skills on various topics of study throughout the school year. They will be able to read, write and discuss the unit topics utilizing more detail, complexity, and nuance.

**ELECTIVE PROGRAM - UPPER SCHOOL**

While many academic departments offer elective classes that provide students with choice within their course of study, New Roads also offers a stunning array of electives that emphasize an integrated approach to knowledge and enable students to explore areas of curiosity, to build skills and knowledge in a sustained interest, and to personalize their education. Electives offerings vary from year to year.

**Digital Media, Computer Science and Film**

Our Digital Media program combines creativity with exercises and activities that result in fluency in the language of technology and in employing it to innovate. Each student to learn basic computer functions, including programming and website development, and our graduates are recognized innovators in the digital world, creating of programs and applications that change the way people live and work.

**Introduction to Coding**

This is a year-long course that introduces fundamental structured and object-oriented programming concepts and techniques, using Java. Topics covered include variables, arithmetic operators, control structures, arrays, functions, and classes. Program design and testing are also covered, in addition to more advanced object-oriented concepts, including inheritance, polymorphism, encapsulation, as time permits. This course will take advantage of cloud IDEs (Repl.it, Cloud9) for development and online resources for supplemental reading material (free pdf textbook) and tools for practice (CodeWars, CodingBat). This course may also survey other programming languages and technology such as HTML, CSS, JavaScript, C/C++, and Python.

**Computer Science 1: App Academy**

This course will teach students the processes and tools necessary to make mobile and web applications. Students will begin by learning basic programming principles using Java in Eclipse to become familiar with working within a standard IDE and object-oriented programming. Students will then be introduced to Processing, with which they will learn to utilize various libraries and develop apps specifically for mobile android devices. The last unit will revolve around web development, and include HTML, CSS, and Javascript to make interactive web sites. Projects will help students develop skills in two primary areas: computer programming, and user interface design. Students will work together to brainstorm ideas and produce design documents to serve as guides for eventual implementation.

**Computer Science 1: Intro to Programming**

This year-long course will teach young game and app developers how to utilize their knowledge of coding, design, human integration and technology in order to develop functioning programs for digital devices. Students will learn the complete process of developing a digital app while learning programming fundamentals in Python, Java, and Swift programming languages.

The first half of the course will focus on the basics of design & app development, iterative prototyping using block coding, the foundations of text-based coding and an introduction into Python, Java, and Swift. Through these topics and exercises, students will generate an understanding of the programming environment and recognize, where in it their own passions, interests, and skill sets lie. This process will be research and prototyping heavy with the objectives of developing MVPs (Minimum Viable Products) with set specific goals that feature function over form.

Throughout the course students will learn the software development process as well as numerous methodologies implemented around the world. Once a foundation of app development is laid, students will follow the app development process in small teams to create a fully functioning and fully designed program for the end of year showcase. App Academy will instill strong teamwork, communication, and organizational skills paired with high level programming and user interface design. Students will get a chance to try multiple roles: programmer, UI designer, art director, and project manager. Exposure to the process of developing their own program will develop coding proficiency, and exposure to design implementation, hands-on prototyping, and long/short-form iterative development methodology as well as collaborative learning.

**Introduction to Photoshop**

This class gives students the tools to create their own graphic novel or comic book. Beginning with an exploration of a variety of graphic novels, students will be exposed to different styles, themes, cover designs, color palettes, and story lines. This graphic design class is also an introductory class in Adobe Photoshop. Students will learn the fundamentals of the program, including layers, masking, retouching, sharpening, blending modes and more. Advanced topics will also be touched on, including Adobe Bridge and RAW images.

**Film**

We offer two different class “trees” for students of film. Film Theory prepares students with the language and background to critically assess film. These classes vary year-to-year in the content of the films considered, according to the instructor’s discretion. Film Production is for students interested in making movies.

**Animation 1**

This course is an introduction to basic animation. Students will learn the basic principles of animation and creating their own 2D animations through traditional stop-motion and also through an open source program called pencil animation. Many of the projects will focus on simple hand methods. Students will also examine the history of the moving image and the power and influence of animation and computer generated imagery in contemporary culture.

**Animation 2**

This is a full-year course and further strengthens the students’ knowledge of basic animation. Students will begin by
cementing their knowledge of basic animation and progress forward toward an advanced level. Students will review and continue learning the 12 principles of animation and focus on animating in computer-based programs such as Adobe Photoshop and Adobe Animate. Using Photoshop, students will see how they can turn their tangible animations into digital files. They will immerse themselves in a further study of movement in character with emphasis on specific scenes and actions. This is a project-based course and will give the students the experience of creating their own characters and stories. Student’s will also be watching animated films from around the world in order to broaden their perspectives on what type of Animator they would like to be in the future.

**Film Production 1: Intro**
This course teaches students the basic fundamentals of video production. Through class lectures and workshops, students will learn skills such as: screenwriting, acting, directing, storyboarding, producing, lighting, camera work, and non-linear editing. Key concepts in the class include:
- Conceptualization: development of a storyline and characters.
- Screenwriting: create dialogue, scene breakdowns, settings, screenplay format.
- Pre-Production: assembling crews, dividing tasks, scheduling, casting.
- Visualization: location scouts, storyboards, props, wardrobe, makeup.
- Production: actors blocking, directing, style, lighting, cinematography, execute plans, review and plan for re-shoots (pick-up shots).
- Post Production: review footage, editing, special effects, sound editing, music.
- Promotion: advertise films (posters, word of mouth), film festivals.

**Film Production 2: Video Shorts**
This year-long course will teach students advanced video production skills to produce video short projects. Through a series of workshops, students will learn in-depth manual functions of digital video cameras (aperture, shutter speed, ND filter, f-stops and gain); special effects (camera and computer); lighting techniques (how to use the Lowel kit with hard and soft lights); how to use microphones (wireless and boom); non-linear video editing (Final Cut Express) and screenwriting (Celtx Open Source software). In addition, students will learn basic screenwriting and storyboard layout. Equipment will be provided for students to check-out and use after passing a series of proficiency tests. This course will prepare students for shooting and editing footage for their final video short projects that will be showcased at an end-of-the-year video shorts festival.

**Film Production 3: Director’s Workshop**
This year-long course will teach advanced film students how to utilize their knowledge on the basic fundamentals of filmmaking. Students will understand and appreciate the artistic process and skill necessary to create meaningful films. Using their developing ideas of style, tone, and artistic taste, students are encouraged to produce meaningful narratives/documentary films of their own. Through a series of workshops, students will learn advanced filmmaking techniques/theories such as emotional P.O.V, tone/style, mise-en-scene, visual theme, control of camera, visual composition, subtext, etc. Students will also learn advanced technical skills (camera lenses, filters, camera technique, editing styles, post-production skills, sfx, music composition, scoring, etc.). There will be a heavy emphasis on P.O.V and Mise-en-scene, which will ultimately help film students strengthen their storytelling.

**Film Production 4**
Over the course of a semester, advanced film students will be guided by their instructor to develop and produce a feature film. With the help of the instructor, a feature film will be developed, written and prepared for production. The students will work as crew members and actors to help produce this film. This course will demystify the process of making a feature film and allow students to learn every aspect of filmmaking. Students will be able to apply their filmmaking knowledge to the film and learn more about long-term filmmaking goals. Students will also learn about the different stages of how a film will be made and will learn the ins and outs of production. During each stage of production, students will learn about the different departments and roles on a film set. They will take turns working the different roles. Students will leave this course having a better understanding of how individual job roles fit into the wider crew, have a strong understanding of industry jargon and set etiquette.

Throughout this year-long course, Industry professionals will visit to speak with students about their profession giving students insight and tips into the industry.

**Film 1: Theory**
This course enables students to better understand films that have developed into sequels and trilogies over time. The class will profile dozens of filmmakers and film franchises to better explore society's need for familiar characters, never-ending stories, strong themes, and escapism through decade-long entertainment outlets. By viewing and analyzing the films, students will not only get an idea of the development of filmmaker’s careers but will also get a vivid sense of achievements in each film and what each film has done for its audience. Students will discuss film-making ideas and also study the heavy social and historical influences seen in these films. The course combines weekly feature-length viewings with lectures, group discussions, written assignments, and group presentations.

**Film 2: Literacy**
The story of the "Hero" has been around for centuries. Originally introduced through myths and legends of ancient Greece, these larger than life figures have embodied courage and protected others without fear through countless stories. Stories eventually transferred to the silver screen introducing the cinema world to characters such as: Indiana Jones, Atticus Finch, and T.E. Lawrence. This course enables advanced film theory students to explore some of the greatest HEROES in film history, along with their opposing VILLAINS. Students will better understand the moral dilemmas and social/historical issues presented through these films. The class will profile dozens of films to better explore society’s need for powerful characters, stories, and themes. Students will
discuss film-making ideas and also study the heavy social and historical influences seen in these films. The course combines weekly feature-length viewings with lectures, advanced group discussions, written assignments, and multiple group presentations.

Screenwriting 1
The Art of Storytelling is the earliest form of communication. At the heart of every good book or screenplay lies a powerful story. How do you transform a simple idea or experience into a compelling narrative? In this course you will explore essential storytelling methods, including story structure, subtext and character development. What you will end up with is an original screenplay, written by none other than yourself.

Screenwriting 2
This class builds on the conventions and skills developed in the first year Screenwriting class. Students are required to work at a 10-page a week clip. Parts are assigned and the scenes are critiqued, in this way developing a greater understanding of the form. By the end of the year each student will have produced a full screenplay.

Screenwriting 3
Screenwriting 3 is for advanced students who have completed Screenwriting 1 & 2. It is a thesis style, independent class designed for students to complete one major work of their choosing. Students can write a complete feature-length screenplay, pilot episode for a show, or a several short scripts. Students will leave this course having studied and analyzed scripts and also having produced a finished script that they can continue to revise or start pitching to the industry. The objective of the course is to outline, structure and compete various drafts of their scripts over the course of the school year. This class requires extensive writing and attention to deadlines. Students must commit to their writing and delivery of pages.

This course will also assist advanced screenwriters in their creative process, time management skills and their understanding of the fundamentals of screenwriting. By the end of the course, students will have a stronger understanding of their voice, the types of scripts they want to write and how to execute them.

Performance Art
Our Performance Arts program is diverse, reflecting our philosophical commitment to the value of the nonlinear creative process and the full development of each unique individual. Although all of our young people study our core academic subject matter, not everyone learns best in the same way. New Roads has developed an arts program in which students can choose from among several arts classes: some have prerequisites while others do not. Although different in style and modality, our hope is that all students begin to find their own unique creative voice as well as to learn and explore the ways our common humanity and cultural differences are expressed in artistic creation and perception.

Drama
The central focus of our upper school Drama program is to tell stories that matter on stage and to help students develop the tools they need in order to tell those stories. Our coursework includes classes in scene study, improvisation, directing, and technical theater. These, along with mainstage performances, offer students a wide range of opportunity and experience. Students are taught to approach their work with the understanding that an actor is his/her own instrument, and so it is essential to train both physically and vocally. We emphasis listening, presence, and preparation. Students are exposed to both classical and contemporary dramatic literature including works by Euripides, William Shakespeare, Martin McDonagh, Anna Deavere Smith, and Sarah Ruhl. Learning to be an active, engaged part of an ensemble is also a key component to our program. We want our students to be their most authentic and dynamic selves on stage in front of an audience and to understand that art can be powerful and potent force in this world.

Drama 1: Introduction to Drama
Each student in Drama 1 will examine elements of character, story, and stagecraft. Students will analyze how dramatic structure works – how exposition is laid out, how conflict is established and heightened, how character is developed, and how resolution and catharsis are achieved. This exploration will include delving into Theater History. We will take a look at The Greeks and Shakespeare, as well as more Contemporary Theater. Along with our scene work, students will also create Compositions based on Anne Bogart’s Viewpoints.

Drama 2: Continuation in Scene Study
Each student in Drama 2 will continue to further examine elements of character, story, and stagecraft. Students will analyze how dramatic structure works – how exposition is laid out, how conflict is established and heightened, how character is developed, and how resolution and catharsis are achieved. This exploration will include delving into Theatre History. We will take a look at French Farce and Shakespeare, as well as Chekhov and other American Contemporary Theatre. Along with our scene work, students will also practice Anne Bogart’s Viewpoints and create Devised Compositions with an Ensemble. (Drama 1 required)

Drama 3: Improvisation
This class will focus on basic improvisation, starting with the fundamentals, and then dedicating most of the year to long-form improvisation. First semester is dedicated to rules, guidelines and skills related to stage presence, storytelling, scene work, emotional and character work, games and a basic long-form structure. In the second semester we will focus on long form, single story genre improvisation, tailored to the group.

Drama 4: Performance
Throughout the coming year, each student in Drama 4 will complete their close examination of character, story, and stagecraft. Students will also study, act in, and direct various dramatic scenes. They will analyze how a play works – how exposition is laid out, how conflict is established and heightened, how character is developed, and how resolution and catharsis are achieved. Performances will take place throughout the year and include solo as well as ensemble work. The focus of our second semester will be the staging of
a contemporary American play. Along with our scene work, students will also create compositions based on Anne Bogart’s Viewpoints. (Drama 2 required.)

**Drama: Improv Team**
The objective of Drama 3 Improv Team as a yearlong course - is to expose students to the art of acting through improvisation, sketch comedy and stage combat. Each class will consist of a warm-up followed by exercises and games to develop the actors’ imagination and physical characterizations. Every class will have a specific focus or area of concentration as well as ensemble work. Throughout the year students will learn how to fine-tune their improvisational acting skills learned in previous Improv classes, how to utilize their voice.

**Dance**
New Roads Dance Program emphasizes exposure to a wide variety of styles, techniques and methods to enable students of all levels to expand their understanding of dance as a global art form. We offer classes in Hip Hop, Jazz, Modern, Ballet, and Improvisation. Beginning students can learn fundamentals and build basic movement skills, while more experienced students can create their own projects and challenge themselves according to their interests. Every class includes an element of Dance History, encouraging students to learn about the cultural background and origin of each technique and approach.

**Dance Studio**
This course is geared toward serious students with some previous dance experience. The class has a focus on exposing students to a variety of choreography and styles. The year long syllabus will includes explorations of rhythm (ie: Tap, Stepping, Bollywood, Afro Cuban Dance...) as well as a focus on traditional Western Techniques of Modern and Contemporary Dance as well as Jazz and Musical Theatre repertoire.. Each semester, guest artists bring their styles and choreography to the class for 2-3 week master class units. Some of this material will be chosen for the Dance Concert performance. The class also includes curriculum about important figures in Dance History as well as Composition and Choreography.

**Dance Technique/Ballet/Modern**
This is a ‘process’ oriented class, where the focus is all about learning the ‘How-to’s’ of dance technique to help you balance, turn, jump, and connect movement. The class is appropriate for all levels and beginning and advanced students will benefit from developing a practice. Develop a strong vocabulary, discipline, and be able to visualize your own body in space, learning how to self-correct and ‘feel’ music and movement as one. Improve your understanding of dance inside and out. Focus is on Ballet and Modern technique with specialty classes in Folk and Jazz.

**Hip Hop 1 and 2**
This course is a study of Hip-hop dance for beginning and advanced students. This course will accommodate multiple levels with a focus on a variety of Hip-Hop/Street Dance Styles, with an exploration of Locking, Breaking, and House. Class will include strength and conditioning warm ups and breakdown of steps, as well as choreography, formations, and sequences across the floor. The historical context of Hip-hop Culture in relation to the movement will also be emphasized. Students will develop an understanding of the four elements of Hip-hop culture (DJ, Rap, B-Boy, Graffiti). They will develop an awareness of posture and alignment and be further challenged to explore the relationship of rhythm, coordination, and performance. Students will have additional performance opportunities to become part of a team as well as participating in the final Spring dance concert.

**Music**
Music is a universal means of expression. By exploring and preserving global musical heritages our students are able to experience the realms of emotion, imagination and creativity that lead to new levels of knowledge, skills and understanding. Our department strives to recognize and value each student’s identity. Students will have the opportunity to develop their own talents while learning to effectively collaborate in ensembles, build theory practice and learn the value of discipline through practice. By experiencing the rigor and perseverance that is required to achieve excellence, we aim to build a community of artists who are able to affect the world in profound ways since music allows for artists to touch the soul, express their being and “speak” to others through the transformative power of this medium.

**Chamber Music**
This class is limited to students with intermediate or advanced skills in woodwinds, strings, or piano. Chamber music from various time periods (Baroque to Twentieth Century) is examined through performances, listening exercises, and theoretical and historical studies of the literature. Public and private performances of selected works are required of all students.

**Chorus**
This class focuses on developing singing, sight-singing, listening, and music theory skills through a varied repertoire of classical and contemporary vocal music.

**Jazz/Blues Ensemble(s)**
This class offers students the opportunity to learn performance and listening skills through active participation in a jazz band within a relaxed classroom setting. Songs performed are Jazz classics. Class are skill-level specific – both beginning and more advanced performers on keyboard, guitar (acoustic, electric, and bass), drums, woodwinds, horns, and vocals.

**Music Theory I**
Intended for students with little or no understanding of music, this class is an introduction into musical elements, terms, and basic compositional techniques. Students gain an understanding of scales, rhythmic patterns, notation, triads, seventh chords, secondary functions, chord progression, modulation, and analysis. Compositional techniques of Baroque and Classical composers are examined and imitated. (Taught in conjunction with Jazz Ensemble)

**Music Theory II**
This course reviews some of the material studied in Music Theory I, but with a larger focus on composition, orchestration, and analysis. The course also extends students' understanding...
of chord functions and modulation, and introduces students to chromaticism and twentieth century compositional techniques. (Taught in conjunction with Jazz Ensemble)

**Music Production 1**

In this course, students will learn to use Ableton software to create their own music. To fully understand and master the software, students will learn about tempo, meter, rhythm, pitch, interval, scale, major and minor triads, and how these fundamental music concepts are used in creating music and edited in the application. Students will learn to sight-read basic musical patterns written in graphic notation as preparation for learning to record their own music in GarageBand using the internal metronome and a MIDI keyboard. Students will learn the basics of multi-track MIDI recording, editing, mixing, and production. Students will also learn about using, editing and modifying Apple loops to assist in creating their music, the basic structure of a song (verse, chorus, bridge, etc.), and basic instrumentation (drum kits, bass, guitar, keyboard, lead). Besides GarageBand, students may also use other music software (e.g. Logic, Ableton) when creating their own projects, providing that high-level understanding of the fundamental coursework has been demonstrated.

**Music Production 2.**

This course is designed for students who have some familiarity with music technology, some familiarity with playing an instrument, and some familiarity with music theory. The class will be "project" oriented, with a focus on musical compositions. All projects will have due dates, and every student is expected to share their work publically either via a recording or live performance. Students will compose music based on musical or creative parameters defined by the instructor, or agreed upon by the instructor and student. In this course, students will use GarageBand or Logic to create their own music, as specified by the instructor. Students will deepen their understanding of musical fundamentals such as tempo, meter, rhythm, pitch, timbre, scale, key, major, and minor, and how/where these fundamental music concepts are used and edited in the applications. Students use of loops will be limited at times in order to facilitate the students understanding of music composition without relying on pre-constructed musical ideas.

**Music Production 3**

This course is meant to be both a) a lab in which the student works independently on their own creative musical projects with guidance from the instructor, and b) a course designed to get the student to the point that they are able to work independently. This course is designed for students who have some familiarity with music technology, playing an instrument, and music theory. In this course students will create their own music, in styles of their own choosing. Some of these projects will be externally inspired (i.e. in response to a situation or guidelines given by the instructor), and others will be purely of the student’s choosing. However, all projects will have due dates, and every student is expected to share their work publicly either via a recording or live performance. Weekly exercises will be given in music technology and in musical dictation.

**World Music/Percussion:**

Students are exposed to Western and non-Western drumming styles through instruction, rehearsals, and performances of music from Asia, Africa, Latin America, and European cultures. Students gain an understanding of basic rhythmic patterns and syncopation found in percussion music and a window into these cultures and worldviews.

**Visual Arts**

Students participate in a wide variety of visual arts experiences – drawing and design, book arts, and cartooning. They gain self-confidence as they are encouraged to take creative and expressive risks, solve problems, and think expansively. They learn how thoughtfully to "read" and analyze their own work and the art of others, as they learn how to edit and re-work their endeavors. Designed to learn visual awareness, students work in a variety of media as they are encouraged to learn new ways to look at their world and, with color, shape, line and texture, to share what and how they think about and see their world in order to express their unique voices and perspectives.

**Visual Art 1**

This class provides an overview of the main elements of drawing, painting, and design, including line, shape, color, value, texture, composition, and form. Every four to six weeks a new topic is addressed and explored in depth through a series of projects. A variety of art materials are investigated, from the traditional (i.e. pen and ink, charcoal, acrylic paint) to the more experimental (i.e. sandpaper, molding paste, forks). The goal is to strengthen the student’s ability to see, add tools to his/her creative tool belt, and to use new skills to make inspired work.

**Visual Art 2**

This class focuses on the act of drawing and learning to see. Early on the class will focus on observational drawing and the learning of basic methods, such as how to draw in perspective, how to use tone, how to explore line, and how to render from life. Following this period of attaining a drawing vocabulary come projects that come more from the students’ imagination and allow them to explore and expand their vocabulary of art in a more personal way. During the second semester the focus will shift to painting and learning about its unique properties. We will copy from the paintings of masters in order to better understand layering, brushwork, composition, and color. That will be followed by the creation of a painting that reflects the student’s own interests. The final month of the class will consist of observational life drawing from the model which will further hone the students drawing skills and powers of observation as well as giving them a good sense of what awaits them in Art 3. (VA I required)

**Visual Art 3**

This class is dedicated to focusing on the fundamentals of drawing and the study of life drawing from the human figure. The objectives of this class are as follows:

To eliminate the preconceived notions of drawing and explore the many uses and types of drawing through observational and life drawing; to improve the ability to observe, to
develop motor skills and dexterity in freehand drawing, to introduce ways of realizing three-dimensional space on a two-dimensional surface; to review the role of drawing and figure drawing in art history and contemporary art, to develop a sense of competency in the use and exploration of media and materials including, drawing, collage and mixed media; to encourage an individual intuitive response to materials and subject matter; to implement creative problem solving solutions through the understanding of aesthetics and conceptual intent; to develop the ability to understand the fundamentals of color theory, design and composition and interpret its use through aesthetic, fundamental and symbolic contexts; to develop a professional manner in presenting, exhibiting, organization and care of artwork; and to show the ability to formulate effective communication and critique of artwork. **(VA I and II required)**

**Visual Arts 4**

Visual Arts 4 is for highly motivated students who are interested in further study in the visual arts. It is recommended that students have previous experience and training in drawing and design. In this class you will develop a more sophisticated approach to understanding, developing and presenting your artwork. This class will give you the opportunity to explore art making with an intensity and focus, enabling you to develop a personal and conceptual language. The class also allows the student to develop a portfolio of artwork that will be presented and submitted to universities and art schools of your choice. **(VA 1, 2, & 3 required)**

**Printmaking**

Printmaking is a class designed to introduce beginning students to a variety of low-tech printing processes including, monoprints, colographs, linocuts, woodcuts, frottage, pochoir and silkscreen. Class time will be used to explore the variations of many of these techniques with the intent of producing editioned prints, books and broadsides. Class discussion will focus on the elements of art and design, such as line, form, color and composition. These topics will be explored in each project. Some projects will include the production of artists’ books. Content development, including text and structure, will encourage students to think beyond the static print. Class time will include discussion of historic examples of print techniques, planning and design of print projects production of the printing media, printing and finishing. All work will be done in class, so consistent attendance is essential.

**Graphic Design 3: Yearbook**

The Yearbook class is challenged with the responsibility of producing a document that not only defines the personality of our school but challenges the more traditional yearbook and what it represents. Students choose a theme and then work for most of the year to build the component parts of a large book that is then published commercially. Students explore both the art and the business of creating a book that is both complex and forward thinking. Skills in both traditional and new technologies are taught and more importantly, students are empowered to create a book that eliminates stereotypes and out of date ideas. **(Instructor permission required.)**

**3D Design 1**

We will utilize various media to explore the art of 3D Design as it is applied to jewelry, figurines, dolls and vessels. Along the way, we will explore how other subjects impact artworks, as well as explore the use of jewelry as a statement of social justice and ecological sanity. The primary media of the class will be polymer clay. 3D 1 students will explore introductory techniques in polymer clay (Caning, sculpting, vessel making) wire (simple chain making, findings), recycled materials, and other materials, as time allows, to produce mixed media 3D art pieces.

**3D Design 2 & 3**

These classes utilize various media to explore the art of 3D Design as it is applied to jewelry, figurines, dolls and vessels. Along the way, we will explore how other subjects impact artworks, as well as explore the use of jewelry as a statement of social justice and ecological sanity. The primary media of the class will be polymer clay. 3D 2 students will build upon the introductory techniques that they learned in 3D 1 with advanced caning techniques, advanced wirework, and other materials and techniques as time allows, in order to produce 3D art works. 3D 2 students will also complete IE projects that push them to new depths in 3D Design. 3D 3 students will continue to develop their advanced caning techniques, wirework skills, and fabrication techniques as they explore assigned and independent projects.

**Sculpture**

In Sculpture, Students will use basic sculptural processes and readily available materials to investigate three-dimensional ideas and decision making. Using the principles of three-dimensional thinking, students will create work that investigates and challenges the interaction between form and space, as well as color, pattern and texture. Students will explore the history of sculpture from early artifacts and tools, to modern and contemporary examples. Assignments will explore the relationship between design, materials, techniques, and art movements and historical periods. Assignments will allow for personal exploration, collaborative work, and for use of critiques as a means to inform their art processes. Students will develop skills in basic sculptural techniques using paper, wood, wire, textiles, clay, plaster, and found objects to create relief work, sculpture in the round, and costumes.

**Conceptual Clothing**

This class explores clothing from a societal perspective and as an art form. Students will consider the historic uses of clothing and how it has changed from simply protection to commentary about the wearer and his/her place in society. They will also consider the enormous changes in technology that have changed both the art and uses of clothing. Students will learn to create clothing as works of art, addressing prompts both playful and serious. Exploring a variety of techniques such as printing, sewing, felting, embroidery, pattern drafting and drawing, students will build wearable garments and other ornaments during the school year.
Photography 1
Photography at New Roads will consist of technical, aesthetic and historical study. Students will become proficient with the tools and techniques of contemporary photography. Class time will be spent with digital presentations, discussion, critique of student work and historic study. Emphasis will be on guided viewing and creative camera work. Topics for the year include the technical foundation of making a great photograph, depth of field, shutter speed, framing, panning, composition, understanding the quality of light (front light, side light, back light, shadows, etc.)

Photography 2
Enhancing students art of seeing and develop their aesthetic photographic vision. Through digital presentations, discussions, critiques, hands-on demonstrations, and historical study, students will learn more in-depth technical aspects of photography with the emphasis on repeatability, creative camera work and fine art presentation. Skills and concepts emphasized during the second year include use of flash, low light photography, shutter speed, panning, mood, shadows, line, form, weight, movement and self-expression.

Photography 3
Students in the third year of photo will master and fine tune their technical skills, develop and strengthen their individual style with emphasis on strong visual impact. Students will choose four personal topics that will culminate in a portfolio of 80 final prints, and a published photo book.

Interdisciplinary Electives
Botany & Horticulture
Botany & Horticulture is a full-year elective course that combines art with science. Botany is the scientific study of plants and their relationship to the environment, while horticulture is the branch of agriculture that deals with the art, science, technology, and business of growing plants. In this course students investigate the science of plants and algae, explore what it takes to grow plants, and explore the impact that plants have on our culture and daily lives. Laboratory and outdoor experiences complement classroom activities.

Bio-Imagery
Bio-Imagery is an elective class meeting for two hours once per week. This class is limited to Juniors and Seniors who have received at least a "B" in Biology. The class is designed to look at and record the living world from the subcellular level through images of the biosphere. This is a class that focuses its attention on bringing the living world into focus using all methods of recording images. While the class principally deals with digital recording, using especially rare microscopes that take stills of the subject observed, those interested in silk-screening and capturing images of life through cut printing blocks are encouraged to do so as well. Students are encouraged to bring art into their Science and science into their Art. The class incorporates microscopy, still photography, time-lapse photography, videography and documentary production.

Business 101
Business 101 is an introductory class regarding all facets of the business world. Via in-class discussions on various texts, a guest speaker series, and the creation of actual for-profit companies, students learn about entrepreneurship, corporate structure, and everything else there is to know about how to build and run a business.

Journalism (print)
Journalism students, also known as the JAG RAG staff, produce (at least) three campus publications, each with a specific focus. Students are assigned staff titles, and each will be expected to meet responsibilities, such as learning about, participating in, and/or executing the following: principles of page makeup, design and layout for print, copy editing and proofreading, how to research and fact check, principles of photography (and submitting photographs). The class also focuses on media literacy. Each class member will be required to read and critique current magazines, newspapers, journals and online sites for a weekly discussion. In addition, staff members are required to share their work and collaborate on ideas for the publications; work together and individually on content; create a lineup for each publication and web content; write, edit, interview, report, acquire art and design layout; copy edit, and contribute in other ways to the publications.

Robotics
Robotics introduces students to the world of robots, the world of the future. Students learn to design, program, and build robots that perform simple or complex tasks. This class offers a hands-on opportunity for students to be involved in an innovative program of technology, creativity, and collaboration. Robotics students can choose to participate in FIRST Robotics, an international robotics competition in which New Roads robots have excelled.

Speech and Debate
Speech and Debate students learn fundamentals of public speaking, with opportunities to practice and improve through classroom activities and participation in several interscholastic debates. They will learn to state a case, with an assertion supported by reasoning and evidence, and to refute by systematically and specifically answering the opponent’s claim; they will practice the art of listening and note-taking and will learn how to research a debate topic so that they can argue either side. Debate builds vital leadership skills: critical thinking, active listening, research, knowledge of public issues, the ability to organize thoughts, and the power to persuade, both orally and in writing. The benefits of these academic skills will be seen in better scholarship, analytic writings, and more effective citizenship throughout the secondary school years and beyond.

Speech and Debate: Competition (Speech and Debate 2)
The course covers the same content as Speech and Debate. This course explores a range of individual events and debate events. Preparation is for speech events including, but not limited to, Original Oratory, Extemporaneous Speaking, and Oral Interpretation. Debate events include Parliamentary, Public Forum, and Lincoln Douglas. Students exercise skills in research, writing, listening, argumentation, and refutation through targeted exercise and debates. Our nationally recognized team competes in local and circuit competitions with the goal of being as competitive as possible.
**Student Leadership Congress**

The Student Leadership Congress (SLC) is composed of youth leaders who actively promote the school’s primary values—i.e., social justice, ecological sustainability, and diversity. In keeping with the New Roads philosophy, a youth leader is a young person who recognizes and deeply values the uniqueness of our environment and institution and therefore mindfully participates in their enrichment and preservation. This individual is willing to invest energy devising dynamic opportunities for other youth to express their voice and maximize their experience in and impact on our community.

SLC is New Roads’ premier student leadership organization. Broadly speaking, it is a venue and platform where student leaders develop their skills as social justice activists (e.g., volunteering, organizing, communications, vision mapping, action planning, etc.). The team itself is a snapshot representation of the many expressions of diversity that constitute our community. Students are diverse at the levels of age, race, class, gender, SES, ability, sexual orientation, primary language, and academic performance. The organization is divided into two groups. The first group is known as the youth leaders. Their central responsibility is devising and hosting fun community building events and activities that bring everyone together to bond around some shared value. It is within this space that students develop their principal leadership skills—viz., calendaring, organizing, mobilizing, communicating effectively, personal storytelling and resonating, conflict resolution, etc. The second group is known as the ambassadors. Their principal responsibility is devising and staging meaningful social justice campaigns, in order to keep their classmates engaged and agitated around relevant youth issues. Furthering their education around community building, these students are asked to “hold” the youth culture of the school, if you will, insofar as they are instructed to think about culture on an intentional level and consciously reason around the commitments they have made about the type of social environment they want to create.

**Physical Education, and Wellness**

**Physical Education (PE) / Wellness**

For more than sixty years, modern Western medical and biological sciences have acknowledged the close and interdependent nature of mind and body. Similar insights have appeared in Western and non-Western cultures for millennia. New Roads acknowledges the importance of physical development and wellbeing as well as discovering, developing and enhancing young people’s awareness of the connection between mind and body.

Students are offered an array of physical activities, including PE (team games/fitness), yoga, and dance/movement during their daily school schedule. After school activities may include: swimming, basketball, volleyball, baseball, golf, running, soccer, tennis, and movement. Surf (not offered every year), softball, football, team handball, and a variety of newer and older games have been offered as well. Each sports unit includes basic skills instruction, drills and practice, and games or play. 9th through 12th grade students must complete two years of physical education to graduate.

Participating in an interscholastic team for New Roads High School is considered physical education. Each full season of participation is considered the equivalent of a semester of PE credit. No credit is given for participation for less than a full season. Our hope is that students will come away with a greater appreciation of bodily wisdom as well as an understanding the value of physical exercise to promote physical, emotional, and mental wellbeing.

**UPPER SCHOOL AFTER SCHOOL OFFERINGS**

**Athletics**

The New Roads Athletics Program offers a vital learning experience for the advanced and developing athlete alike. New Roads student-athletes are taught to thrive in our unique school culture and learning environment, and to apply those teachings to appreciate the privilege and responsibility of athletic competition at the highest level. Our goal is for students to become better people while at the same time striving in the most competitive arena. Students participating in athletics at New Roads are instilled with the principles of teamwork, integrity, dedication, balance, and how to push themselves beyond their own expectations—values that enhance their pursuit of success on and off the field of play.

We offer the following interscholastic sports:

- Basketball, Boys and Girls
- Volleyball, Boys and Girls
- Softball, Girls
- Baseball, Boys
- Track & Field, Boys and Girls
- Cross-Country, Boys and Girls
- Soccer, Boys and Girls
- Tennis, Boys and Girls
- Swimming, Boys and Girls
- Golf, Co-ed

To accommodate varied skill levels, we create teams according to ability-level.

New Roads has the flexibility to apply eligibility rules in a way that we believe best assists our students. Ideally everything in which a student participates at school works to enhance a complete and well-rounded education. However, sometimes young people have a difficult time balancing participation in athletics, drama, music and other “extra” activities with the academic demands of middle school education. When a student becomes unable or unwilling to maintain satisfactory grades and/or behavior, he or she may become ineligible and lose the privilege of participating (practice, rehearsal, game, performance) in extracurricular activities.

**Performing Arts**

Students are able to participate in two productions in our Drama Department that meets in the afternoons. There is an Upper School play every Fall, and an Upper School-Middle School musical in the Spring. Students attend rehearsals after
school, and occasionally on weekends as performance times draw near.

**Clubs at the Upper School**

Students at the Upper School can create clubs around a variety of interests. Student clubs are required to appoint a president, secretary, and at least two participating members. Unlike our institutional affinity groups, which are viewed as collaborative endeavors between students and educators, student clubs are almost exclusively facilitated by students. Some clubs utilize a faculty adviser; however, they are not required to have one. Club facilitation represents the most basic form of student leadership participation. Accordingly, the qualifications for club leadership are not as numerous as those for both SLC and Newfinnities. In terms of school culture, the primary purpose of the student clubs program is to create an environment in which students are encouraged to take the lead in pursuing their interests and sharing their passions with others. Through clubs, students learn that, with little effort and sufficient support, they can impact the creation and culture of their environment.

Some examples of the Student Clubs offered this year are:
- The Multiracial Student Union
- Speech and Debate
- Animation Club
- The Jaguardian
- Human Rights Watch: Student Task Force
- Black Student Union
- Asian Student Union
- Latinos Unidos
- The PC Computer Building Club
- Afro Chick
- Dungeons and Dragons
- Art Club
- Girls Who Code
- Jags Cheer Squad
- Film Society
- Feministas

**Other Activities:** In addition, we offer other after-school activities. Among these may be:
- Coordinated community service projects
- Organized class trips
- After-school peer tutoring programs
- Sports
- Spring or Fall Drama Production- Musical/ Theater Production