

Visual Art Program – Sheridan School

Philosophy

Sheridan School believes that all our students are artists. Our program supports students as they develop an individual artistic vision that is informed by their own experiences, ideas, and understandings, as well as being grounded in the fundamental elements and principles of Art. Each step of the process, from conception to creation, is valued and encouraged. In collaboration with the teachers and their classmates, students seek to comprehend and communicate visual ideas in their own unique manner through a process of observation, discussion, exploration, revision, and reflection. Students consider the role of Art and of the artist in a variety of cultures, from ancient to contemporary, as part of their investigation into artistic techniques and media. The Art classroom is rich with opportunities for exploration, innovation, and reflection, encouraging a respect for the materials, tools, and ideas the community shares. This learning environment facilitates students' inquisitive and open journey through the world of Art.

Mission

Our mission is to develop students will be able to independently use their learning to:

- Create engaging and purposeful artistic expressions in forms that vary in terms of media and style.
- Communicate ideas, experiences, and stories through art.
- Respond to the artistic expression of others through global understanding, critical stance, personal connection, and interpretation.
- Respond to technical and conceptual challenges of his/her own.
- Develop an independent artistic vision.

Beliefs about Learning

To support our mission, we are committed to:

- Creating a community of artists
- Building a classroom environment that inspires independence, imagination and innovation
- Making connections between students' art, their personal lives and the larger world
- Inspiring each child's development as an artist by exposing them to a variety of cultural and historical artwork
- Encouraging experimentation, the development of ideas and revision
- Supporting students' self-reflection
- Assisting students in the act of connecting, critiquing, and responding to the work of others
- Providing multiple avenues for students to represent their artistic thinking

Science Program – North Slope Borough School District

Mission

Our mission is to develop students will be able to independently use their learning to:

- Apply knowledge of science and engineering to engage in public discussions on relevant issues in a changing world.
- Conduct investigations, individually and collaboratively, to answer questions.
- Evaluate scientific claims for validity.
- Think systemically.

Learning Principles

1. Learning with understanding is facilitated when new and existing knowledge is structured around the major concepts and principles of the discipline.
2. Learners use what they already know to construct new understandings.
3. Learning is facilitated through the use of metacognitive strategies that identify, monitor, and regulate cognitive processes.
4. Learners have different strategies, approaches, patterns of abilities, and learning styles that are a function of the interaction between their heredity and prior experiences.
5. Learners' motivation to learn and sense of self affects what is learned, how much is learned, and how much effort will be put into the learning process.
6. The practices and activities in which people engage while learning shape what is learned.
7. Learning is enhanced through socially supported interactions.

Source: Committee on Programs for Advanced Study of Mathematics and Science in American High Schools

Social Studies Program – Grand Island School District

Philosophy

The goal of social studies education is to prepare students to be responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies disciplines, students will acquire necessary knowledge, skills, and attitudes as they become lifelong learners. Social Studies provides content that students will use to understand political, social, and economic issues and apply their knowledge and skills to make effective personal and public decisions. A standards based social studies curriculum builds knowledge of specific discipline content, thinking skills, commitment to democratic values, and citizen participation, all essential to maintaining a democratic way of life.

Mission

Our mission is to develop students will be able to independently use their learning to:

- Understand how recurring patterns in history can inform judgments about current events and other issues.
- Analyze and resolve conflicts in order to work and live cooperatively with others.
- Understand how physical and human geography can inform responsible interactions with environment.
- Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- Critically appraise historical and contemporary claims/decisions.

Beliefs about Learning

- **Students learn best through a variety of relevant experiences.**
Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- **Active learning is essential.**
Therefore, we will provide students with a variety of active, student centered, multi-sensory learning opportunities.
- **Instruction should be relevant, meaningful, and based on students' experiences.**
Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- **The world is constantly changing.**
Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- **We live in a culturally diverse society.**
Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- **Assessment should be ongoing, diagnostic, and aligned with instruction.**
Therefore, we will provide multiple authentic assessment tools.
- **The use of community resources is essential for effective instruction.**
Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.

Philosophy Program – The American School of Paris

A. AIM, PHILOSOPHY & BELIEFS:

1. AIM: The aim of the Philosophy Program is for students to leave ASP having learned how to question, think, and argue in critical and open-minded ways about the great issues of our time and about their own personal affairs.

2. PHILOSOPHY: Why study Philosophy in a pre-collegiate schooling? Because young learners are natural philosophers: they question, they ask why, they struggle with ethical issues, they wonder about justice and beauty - just as the professionals do. Philosophy also is centered on logical argument, a cornerstone of collegiate and professional work and achievement. Philosophy thus strongly supports the ASP Mission (with its emphasis on a “challenging and innovative program”), and the Common Core Standards in English with their emphasis on intellectual argument.

What is fair? How should life be lived? What can be known? Our approach to philosophy is to ask students to philosophize in increasingly careful and precise ways (rather than to become merely expert in the thinking of others through difficult texts, as in many college courses).

3. BELIEFS: We believe that sustained student engagement and successful learning in Philosophy occur when students philosophize. Our emphasis is on strengthening student questioning and reasoning faculties. We believe that even the youngest of children can wonder, consider, discuss, and reach thoughtful conclusions on deep questions, if the issues are presented via developmentally appropriate media, problems, puzzles, and texts.

B. GOALS:

To achieve these aims and honor these beliefs, our program is designed to achieve the following goals at all levels of schooling:

- ABILITIES: Successful students of Philosophy at ASP are able to –
 - Make sound arguments, on academic as well as everyday topics
 - Analyze arguments read and heard, and accurately discern both strengths and weaknesses flaws in them
 - Determine when conceptual language is used in unclear or confusing ways, and effectively clarify meanings, to advance communication
 - Develop their own ideas about truth, ethics, justice; and defend those ideas while also open-mindedly listening to those who have other ideas
 - Question unexamined assumptions and work to make implicit beliefs and ideas explicit

- Develop refined and defensible theories about the meaning of facts, feelings, and phenomena
- UNDERSTANDINGS: it is our goal that learners at all ages understand that –
 - Opinions and beliefs require arguments based on evidence if they are to be effective
 - A thinker is above all else a persistent questioner – especially in situations where others merely accept what is said
 - Powerful thinking requires empathy and open-mindedness, not just analytical and critical skill
- HABITS OF MIND: it is our goal that students leave with the following mature habits of mind: Students are –
 - Respectful of the ideas and arguments of others
 - Not satisfied with an answer that lacks evidence or reasoning behind it
 - Open to changing their minds
 - Cautious about jumping to conclusions
 - Mindful of the temptation to rationalize prejudices and beliefs

Specific knowledge and skill objectives can be found in the syllabus for each course of study in our Program

A. AIM, PHILOSOPHY & BELIEFS: Physical Education

1. AIM:

The goal of the **Physical Education Department of the American School of Paris** is to ensure that students have the necessary skills and passion for lifelong fitness, physical activity and personal development to establish healthy choices and lifestyles.

2. Philosophy:

Every activity has equal value regardless of level or popularity or rigor.

3. Belief:

We believe that learning occurs best when all students can play, be creative and have a positive experience in games and activities.

B. Goals:

Students will:

1. Understand how to improve their fitness and how to facilitate their progress.
 - a. Know the components of physical fitness and how to measure and record their progress.
 - b. Be able to improve their fitness and how to facilitate their progress.
 - c. Be physically fit in order to participate in various activities.

2. Benefit from participating in a wide-range of sports and activities.
 - a. Acquires all the motor skills to participate in a variety of physical activities.
 - b. Demonstrates understanding of movement concepts, rules, strategies and tactics as they apply to the learning and performance of physical activities.
 - c. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
 - d. Seeks out extra-curricular opportunities to increase their physical activity and develop their interests.

3. Appreciate and implement in their daily lives the varied skills they have acquired.
 - a. Develop sportsmanship, interpersonal, problem-solving, and leadership skills.

- b. Use fundamental movement skills and patterns in a variety of activities.
 - c. Apply their skills in school and within the local community.

- 4. Understand the components of a healthy lifestyle and acquire the tools and self-discipline to make sensible choices.
 - a. Possess the self-awareness and problem-solving skills to address situations where there are pressures to act counter to a healthy lifestyle.
 - b. Have a full understanding of the components of a healthy lifestyle based on achieving the goals of the health curriculum and advisory program (in addition to the goals of the Physical Education Program).