Greenwood’s Mission and Vision

Our mission is to support Missouri State University as a laboratory of best practices in teaching and to prepare students who are knowledgeable, creative, caring and engaged citizens.

Our vision, is that our students will become citizens of enhanced character who are

- competent in their abilities to contribute to society,
- sensitive to the needs of their community,
- committed to civic engagement, and
- civil in their habits of thought, speech, and action.
## Table of Contents

School Improvement Plan/Five Year Plan .................................................................................. 5-12
Greenwood’s Mission, Vision and Values .................................................................................. 14

**Elementary Program** ........................................................................................................... 14
  - Registration Lists ................................................................................................................. 14
  - Class size and composition .............................................................................................. 15
  - Description of Elementary courses .................................................................................... 16
  - Elementary Specialty Classes ............................................................................................ 16

**Secondary Program** ............................................................................................................ 17
  - Differentiated Diplomas ..................................................................................................... 17
  - Graduation Exhibition .......................................................................................................... 18
  - Honor Merits ....................................................................................................................... 18
  - Scholar Merits .................................................................................................................... 18
  - Grading and Grade Point Averages .................................................................................... 19
  - Dual Enrollment/Dual Credit ............................................................................................ 19
  - Advanced Placement Classes ........................................................................................... 19
  - International Baccalaureate (IB) ....................................................................................... 19
  - Weighted Grades .............................................................................................................. 20
  - Graduating Class Ranking ................................................................................................. 20
  - ACT .................................................................................................................................. 20
  - SAT .................................................................................................................................. 20
  - Concurrent Enrollment ....................................................................................................... 21
  - Final Examinations ............................................................................................................ 21
  - Math Sequence at Greenwood .......................................................................................... 22
  - Science Sequence at Greenwood ...................................................................................... 23
  - Foreign Language Sequence at Greenwood .................................................................... 24

Service Area I: The Education of Youth

Initiative 1. Provide a high quality academic curriculum which develops students who are knowledgeable, creative, caring and engaged citizens.

Goal One: Develop an innovative and comprehensive K-12 curriculum that meets or exceeds national standards.

Objective 1: Increase student achievement through inquiry learning

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>1</td>
<td>Institute eMints program in grades 3 &amp; 4</td>
<td>COE &amp; GLS administration and teachers</td>
<td>2009</td>
<td>2009</td>
<td>Completed 2009 - ongoing</td>
</tr>
<tr>
<td>EL</td>
<td>2</td>
<td>Add eMints program in grades 5 &amp; 6</td>
<td>COE &amp; GLS administration and teachers</td>
<td>2009</td>
<td>2010</td>
<td>Deleted 2010</td>
</tr>
<tr>
<td>EL</td>
<td>3</td>
<td>Provide training in inquiry learning for K-2 faculty</td>
<td>Administration and teachers</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>4</td>
<td>Institute service learning requirement in grades 9-12</td>
<td>HS core subject teachers</td>
<td>2009</td>
<td>2009</td>
<td>Completed 2009 - ongoing</td>
</tr>
<tr>
<td>HS</td>
<td>5</td>
<td>Offer Advanced Placement Spanish IV</td>
<td>Spanish teacher</td>
<td>2009</td>
<td>2009</td>
<td>Deleted 2010</td>
</tr>
</tbody>
</table>

Objective 2: Improve spelling in written communication

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>1</td>
<td>All teachers will implement the Four Block method of instruction</td>
<td>K-2 Faculty</td>
<td>2009</td>
<td>2009</td>
<td>Completed 2009 - ongoing</td>
</tr>
<tr>
<td>EL</td>
<td>2</td>
<td>Students will implement and use Sight words, word patterns, onset and rimes, blends, and other strategies deemed appropriate for grade level</td>
<td>K-2 Faculty</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>3</td>
<td>All teachers will learn the multi-linguistic model for analyzing spellings to determine word-study needs</td>
<td>3-7 Faculty</td>
<td>2009</td>
<td>2009</td>
<td>Deleted 2010</td>
</tr>
<tr>
<td>Level</td>
<td>Strategy #</td>
<td>Strategy</td>
<td>Responsibility</td>
<td>Start Date</td>
<td>Implement Date</td>
<td>Advanc-Ed Standard</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>--------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>EL</td>
<td>4</td>
<td>Teachers will use SPELL recommendations to determine word-study needs by a majority of their students</td>
<td>3-7 Faculty</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Deleted - 2010</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>5</td>
<td>Classroom and small group word study activities will be supported via consultation by professors and students in Comm Sciences &amp; Ed</td>
<td>3-7 Faculty</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Deleted - 2010</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>6</td>
<td>Adopted Word Wisdom Curriculum For Spelling/Grammar</td>
<td>3-6 Faculty</td>
<td>2009</td>
<td>2011</td>
<td>Implemented - ongoing</td>
</tr>
<tr>
<td>EL</td>
<td>7</td>
<td>Adopted Zaner-Bloser Handwriting Curriculum</td>
<td>K-5 Faculty</td>
<td>2009</td>
<td>2011</td>
<td>Implemented - ongoing</td>
</tr>
</tbody>
</table>

**Objective 3: Improve student achievement in social studies, communication arts, science, and math**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>1</td>
<td>Departmentalize social studies instruction</td>
<td>5th &amp; 6th grade teachers</td>
<td>2009</td>
<td>2010</td>
<td>Completed 2010-ongoing</td>
</tr>
<tr>
<td>EL</td>
<td>2</td>
<td>Departmentalize science Instruction</td>
<td>5th &amp; 6th grade teachers</td>
<td>2009</td>
<td>2010</td>
<td>Completed 2011-ongoing</td>
</tr>
<tr>
<td>EL</td>
<td>3</td>
<td>Move science instruction to high school laboratories</td>
<td>5th &amp; 6th grade teachers</td>
<td>2009</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>EL/MS</td>
<td>4</td>
<td>Offer Algebra I to students in grades 5-8</td>
<td>HS math teacher</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>5</td>
<td>Explore Advanced Placement courses in social studies, science, and math</td>
<td>HS teachers</td>
<td>2009</td>
<td>2011</td>
<td>Explored: not implemented</td>
</tr>
<tr>
<td>HS</td>
<td>6</td>
<td>Improve ACT scores</td>
<td>HS teachers</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>7</td>
<td>Adopted ‘Math Connect’ curriculum</td>
<td>K-5 Faculty</td>
<td>2011</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>8</td>
<td>Adopted ‘Sangari’ Active Science Curriculum</td>
<td>K-4 Faculty</td>
<td>2011</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>9</td>
<td>Adopted Differentiated Diplomas</td>
<td>Administration</td>
<td>2011</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>HS/MS</td>
<td>10</td>
<td>Split classes into two sections</td>
<td>Administration</td>
<td>2011</td>
<td></td>
<td>ongoing</td>
</tr>
<tr>
<td>EL</td>
<td>11</td>
<td>Moved science instruction to Certified instructor</td>
<td>Administration</td>
<td>2011</td>
<td></td>
<td>ongoing</td>
</tr>
</tbody>
</table>
### Objective 4: Increase student accessibility to high school courses

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>AdvancEd Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>1</td>
<td>Utilize correspondence and/or virtual school classes for students who are out of sequence w/grade level</td>
<td>Administration &amp; HS counselor</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>2</td>
<td>Offer courses online: Physical Education, Personal Finance, Health</td>
<td>Administration, HS H counselor, &amp; teachers</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>4</td>
<td>Added World Geography</td>
<td>Administration</td>
<td>2012</td>
<td></td>
<td>ongoing</td>
</tr>
</tbody>
</table>

### Initiative 2: Provide a high quality curriculum which enhances social, emotional, and physical development

**Goal One: Develop curriculum to address the affective domain**

**Objective 1: Improve social and emotional development in students**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>AdvancEd Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>1</td>
<td>Implement MO Comp. Guidance program</td>
<td>Elementary counselor</td>
<td>2009</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>3</td>
<td>Implement middle school advisory program and team building activities</td>
<td>Middle school faculty</td>
<td>2009</td>
<td>2009</td>
<td>Deleted 2009</td>
</tr>
</tbody>
</table>

**Objective 2: Increase parent and student awareness of alcohol abuse and internet security issues.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>AdvancEd Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL/ MS/ HS</td>
<td>1</td>
<td>Offer parent meetings on the topics of alcohol abuse among youth and internet security issues</td>
<td>Administrators &amp; PTA Exec Board</td>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS/ HS</td>
<td>2</td>
<td>Offer assemblies for middle school and high school students on topic of alcohol abuse</td>
<td>Administrators</td>
<td>2009</td>
<td>2010</td>
<td></td>
</tr>
</tbody>
</table>
**Objective 3:** Offer courses year-round to promote healthy life-style

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>1</td>
<td>Offer physical education course online</td>
<td>Administration &amp; online teachers</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>HS-Ms</td>
<td>2</td>
<td>Added Health class to summer School-online</td>
<td>Administration</td>
<td>2009</td>
<td>2010</td>
</tr>
</tbody>
</table>

**Initiative 3:** Provide evaluations of student achievement that include using reliable and valid assessment tools

*Goal One: Provide students the opportunity to demonstrate what they have learned through a variety of assessment strategies*

**Objective One:** Administer local, state and national assessments

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL/MS/HS</td>
<td>1</td>
<td>Administer MAP tests at all levels, K-12</td>
<td>Counselors, faculty</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>HS</td>
<td>2</td>
<td>Administer Missouri End of Course exams</td>
<td>Counselors, faculty</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>MS/HS</td>
<td>3</td>
<td>Administer PLAN, ACT and EXPLORE exams</td>
<td>Counselors, faculty</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>HS</td>
<td>4</td>
<td>Implement Graduation Exhibition</td>
<td>Secondary faculty</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>5</td>
<td>Analyze data for program improvement</td>
<td>Administration, counselors, faculty, PTA Exec Board</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td>HS</td>
<td>6</td>
<td>Offer ACT Prep Workshop</td>
<td>Counselor</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>EL MS HS</td>
<td>7</td>
<td>Created Assessment Plan</td>
<td>Administration</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>HS</td>
<td>8</td>
<td>Administer Missouri End of Course exams</td>
<td>Counselors, faculty</td>
<td>2013</td>
<td>2013</td>
</tr>
<tr>
<td>HS MS EL</td>
<td>9</td>
<td>Administer Scholastic Reading Inventory</td>
<td>Administration</td>
<td>2012</td>
<td>2012</td>
</tr>
<tr>
<td>MS EL</td>
<td>10</td>
<td>Administer Scholastic Math Inventory</td>
<td>Administration</td>
<td>2012</td>
<td>2012</td>
</tr>
</tbody>
</table>
**Initiative 4: Develop an appreciation for the responsibility of lifelong citizenship and global awareness**

**Goal One: Provide authentic opportunities for students to contribute to the community**

**Objective 1: Increase application of student learning through service learning**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL/MS/HS</td>
<td>1</td>
<td>Establish a K-12 Public Affairs Committee</td>
<td>All faculty, parents &amp; students</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>2</td>
<td>Implement community service and service learning activities in the curriculum, K-12</td>
<td>All faculty &amp; MSU Office of Citizenship &amp; Service-Learning</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>3</td>
<td>Offer new social studies course in 8th grade: Foundations of Public Affairs</td>
<td>Administration &amp; social studies teacher</td>
<td>2009</td>
<td>2009</td>
<td>Changed to 7th grade</td>
</tr>
<tr>
<td>MS</td>
<td>6</td>
<td>Created Civitas Descendo Curriculum</td>
<td>Social studies teachers, Public Advisory Comm</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>4</td>
<td>Increase graduation requirements to include four service learning activities in grades 8-12</td>
<td>Secondary faculty, Public Affairs Advisory Committee</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>5</td>
<td>Design and implement a new required course for seniors: Service Learning Capstone Course</td>
<td>Social studies teachers, Public Advisory Comm</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>

**Goal Two: Provide opportunities for student nearing graduation to practice good citizenship as evidenced by enhanced character, sensitivity to needs of the community, contributions to society, and civility in habits, thoughts, speech, and action**

**Objective 1: Provide opportunity for seniors to research and plan their own service learning activity in the community.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>1</td>
<td>Require the ½ credit Service Learning Capstone course for all seniors</td>
<td>Administrators and social studies faculty</td>
<td>2005</td>
<td>2009</td>
<td>Completed-ongoing</td>
</tr>
</tbody>
</table>
**Goal Three: Provide opportunities for students to increase their understanding of and respect for other cultures**

**Objective 1: Improve foreign language proficiency**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advance-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL/MS</td>
<td>1</td>
<td>Spanish instruction in all elementary grades, K-6 (2X weekly in 2008)</td>
<td>Part-time Spanish teacher</td>
<td>2005</td>
<td>2009</td>
<td>Completed-ongoing</td>
</tr>
<tr>
<td>MS</td>
<td>2</td>
<td>Design and implement a World Languages course for 7th and 8th grades</td>
<td>Spanish and French teachers</td>
<td>2007</td>
<td>2008</td>
<td>Deleted 2011</td>
</tr>
<tr>
<td>MS/HS</td>
<td>3</td>
<td>Implemented 7 &amp; 8 Spanish Course for HS credit</td>
<td>Administration</td>
<td>2010</td>
<td>2011</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 2: Increase student cultural awareness**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advance-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS/HS</td>
<td>1</td>
<td>Initiate student exchange program between Greenwood and Leonardo da Vinci School in Mará, Ecuador</td>
<td>COE &amp; GLS administrators, Spanish teacher</td>
<td>2004</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>MS/HS</td>
<td>2</td>
<td>Implement a Public Affairs Symposium to expose students to speaker from a variety of cultures</td>
<td>Public Affairs Committee &amp; Chair, COE &amp; GLS administrators</td>
<td>2007</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>3</td>
<td>Increase Spanish instruction K-6 to three times weekly</td>
<td>Elementary Spanish teacher, administrators</td>
<td>2008</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>4</td>
<td>Offer World Languages course at 7th &amp; 8th grades</td>
<td>Spanish and French teachers</td>
<td>2008</td>
<td>2008</td>
<td>Deleted 2010</td>
</tr>
<tr>
<td>HS</td>
<td>5</td>
<td>Initiate Culture Club for high school students</td>
<td>Club sponsor &amp; students</td>
<td>2007</td>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>

**Initiative 5: Enhance learning performance of students through collaboration of students, teachers, and families**

**Goal One: Increase opportunities for dialogue among students, teachers and families**

**Objective 1: Improve communication among teachers, students, and parents**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advance-Ed Standard</th>
</tr>
</thead>
</table>
### Goal 2: Provide an optimal learning environment for all Greenwood Laboratory School students

#### Objective 1: Provide high quality faculty and technology

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL/MS/HS</td>
<td>1</td>
<td>Provide experienced faculty at all levels (minimum requirements of Masters Degree and teaching Experience)</td>
<td>COE &amp; GLS administrators</td>
<td>2005</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>2</td>
<td>Provide access to technology (computers in classroom, two computer labs, SmartBoards in every classroom, mobile class set of laptops)</td>
<td>MSU, COE &amp; GLS administrators, faculty, parents &amp; grandparents</td>
<td>2005</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>3</td>
<td>Expand funds available for professional development</td>
<td>COE &amp; GLS administrators</td>
<td>2004</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>4</td>
<td>Create and implement a Professional Develop Plan</td>
<td>Administration</td>
<td>2012</td>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>
**Initiative 6: Integrate technology across the K-12 curriculum**

**Goal One: Provide opportunities to develop essential technology skills in all students**

**Objective 1: Integrate technology into instruction in all Greenwood classrooms**

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategy #</th>
<th>Strategy</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Implement Date</th>
<th>Advanc-Ed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL/MS/HS</td>
<td>1</td>
<td>Provide access to technology to aid in learning (computers in classroom, two computer labs, SmartBoards in every classroom, mobile class set of laptops)</td>
<td>COE &amp; GSL administrators and faculty</td>
<td>2004</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>2</td>
<td>High school students have library privileges at MSU’s Meyer Library (including Greenwood library)</td>
<td>MSU administration and library staff</td>
<td>2005</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>3</td>
<td>Require all high school students to provide a laptop computer for school work</td>
<td>Administrators and faculty</td>
<td>2008</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>4</td>
<td>Adopt one-to-one technology Students bring their own devise (BYOD)</td>
<td>Administrators and faculty</td>
<td>2012</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>EL/MS/HS</td>
<td>5</td>
<td>Adopt electronic textbooks</td>
<td>Administration</td>
<td>2012</td>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>
Greenwood Laboratory School

CURRICULAR
ELEMENTARY PROGRAM
SECONDARY PROGRAM

2012-2013
GREENWOOD LABORATORY SCHOOL

PROGRAM OF STUDIES: ELEMENTARY AND SECONDARY

Our **mission** is to support Missouri State University as a laboratory of best practices in teaching and to prepare students who are knowledgeable, creative, caring and engaged citizens.

Our **vision** is that our students will become citizens of enhanced character who are:
- competent in their abilities to contribute to society,
- sensitive to the needs of their community,
- committed to civic engagement, and
- civil in their habits of thought, speech, and action.

Our **values** are designed to offer our students and parents the kind of quality education they expect by:

- PARTICIPATING in a Public Affairs program of community service
- PROVIDING a rigorous, challenging curriculum of classes
- PROMOTING individual academic readiness in which students take classes when ready

**ELEMENTARY PROGRAM**
(Grades Kindergarten through Six)

Greenwood Laboratory School, in accordance with state statutes, will accept students for kindergarten who are 5 years old before August 1. To enter first grade, students must be 6 years of age before August 1. The initial Kindergarten application is recorded and filed in the appropriate class based on the age of the student. The decision to delay a student’s placement will be based on the results of the Kindergarten screening and the professional judgment of Greenwood administration and faculty/staff.

**Registration Lists**

Three (3) registration lists are maintained in chronological order by the date of the application for registration in each category. The definition of each category follows:

- Category I: children of full-time MSU faculty or other full-time employees of the University as defined in the MSU Employee Handbook, particularly Section 8.4 Educational Opportunities; 8.4.a. Credit Course Fee Waivers.
- Category II: children of families who are not full-time MSU employees, but who have siblings currently attending Greenwood.
- Category III: other students who do not meet the specifications of Categories I or II.

Once a placement offer is declined, a new application must be completed in order to restore eligibility for future enrollment. The new application date will determine eligibility in the established chronological order of applications.
Class Size and Composition

An approximate class size of thirty (30) students will be maintained, as registration lists permit, in each grade level, third through twelfth grade. Twenty-five (25) students may be enrolled in the kindergarten class, twenty-six (26) students in the first grade class and twenty-eight (28) students in the second grade. Students will be admitted by date of registration with one-third of the students selected from each category.

Elementary Organization

Greenwood has one class for each grade level, kindergarten through sixth.

In each class, the core subjects of language arts, mathematics and social studies are taught. The methods of instruction emphasize the development of critical thinking and inquiry based on constructivist theories rather than rote learning. The rigorous curriculum, which is determined by the Greenwood faculty, emphasizes the application of learning through hands-on activities.

To facilitate this kind of instruction and learning, grades 3 and 4 have been equipped as eMINTS (enhancing Missouri’s Instructional Networked Teaching Strategies) classrooms. This program, sponsored by the Department of Elementary and Secondary Education (DESE), and the Missouri Research and Education Network (MORE net), transforms elementary classrooms into places where teachers and students use multimedia technology to better understand the world, work together and achieve at higher levels. The Office of Social and Economic Data Analysis (OSEDA) serves as the principal investigator for the project and has verified that significant gains in achievement have been realized in eMINTS classrooms.

Elementary students receive instruction from specialized teachers in the following areas: general science, music, art, wellness, library, Spanish, guidance, and computer science.

In each classroom, students will benefit from interacting with university pre-service teachers. One or more pre-service teachers may be assigned to faculty members based on 8 or 16 week sessions.

Technology Use-Greenwood has implemented a one-to-one technological instructional delivery mode in grades 5 and 6. Students in grades kindergarten through four use classroom sets of iPad to supplement the grades five and six Bring Your Own Devise (BYOD). Fifth and sixth graders are expected to bring a laptop computer to school. Fifth and sixth grades classes are available through the internet on Missouri State’s Blackboard platform.
Description of Elementary Courses

**Language Arts (Reading, Writing, Spelling, Grammar)**—Work in the content fields of reading, writing, and grammar is scheduled at each grade level. Zaner-Bloser curriculum materials for writing are used to expose students to both block and cursive writing skills. Word Wisdom materials have been selected to assist with grammar proficiency. Reading instruction takes the “whole” child approach. The Scholastic Reading Inventory (SRI) is used to assess student reading and assist with instructional delivery. Focusing on mastering public speaking skills begins in kindergarten and continues through high school.

**Mathematics**—The *Connect Math* curriculum by McGraw-Hill has been adopted at Greenwood to prepare student for success in high level mathematics challenges. The Scholastic Math Inventory (SMI) is used to assess student achievement and assist with placement on Greenwood’s mathematics continuum. Students move through mathematics courses based upon their “readiness” for challenging work.

**Social Studies**—Grades kindergarten through three emphasize foundations of public affairs and their relationship to democracy. *Scholastic Magazine* and *National Geographic* Magazines are used to supplement instruction. Missouri history is taught in fourth grade and a visit to Jefferson City, Missouri and the state capitol culminate the year. Grades five and six use McGraw-Hill’s *Exploring Our World* curriculum materials.

**Elementary Specialty Classes**

**Science**—Greenwood offers science instruction with a certified science teacher in our dedicated science laboratory. Students receive instruction twice a week in the science laboratory. Curriculum from Sangari Science is used to provide students with “hand-on” science experiences.

**Vocal Music**—Students are encouraged to increase their understanding of music and to develop their singing voices. Music classes are held in a dedicated vocal music classroom which contains a variety of musical instruments and sound equipment. Classes perform at the annual Holiday Program and at various school functions.

**Instrumental Music**—Exposure to instrumental music begins during the fourth grade when students move to the high school band room for instruction using “recorders.” Students select from a variety of brass and woodwind instruments during fifth grade and begin whole class instruction in band. Individual instruction is available to students as Greenwood utilizes Missouri State Band students during their practicum experience. Students are integrated into the high school band in ninth grade.

**Wellness (Physical Education)**—This class is designed to help students relate to the value of health-related fitness. The class will encourage students to make intelligent decisions concerning positive lifestyle choices. It will also help students to discover his or her needs for achieving and maintaining high levels of physical fitness. Class is held in Greenwood's high school gymnasium which has plenty of space for students to participate in a variety of exercise games and activities.

**Spanish**—Instruction begins in Kindergarten. Classes meet twice a week in Greenwood’s dedicated Spanish classroom. Students are given the opportunity to acquire knowledge of the Spanish language through the use of the following skills: listening, comprehension, speaking, reading, and writing.

**Library**—Elementary students meet two times a week with the school librarian. The librarian will read books to younger children and assist classroom teachers with reading and reading comprehension skills. Students are
given the opportunity to check-out books from Greenwood’s library. The library is also connected to the Missouri State University collection and Springfield Public Libraries.

Art- Students will explore elements of art through drawing, painting, sculpture, art history, music, dance and theatre. Students prepare projects in Greenwood’s art classroom.

Guidance - Greenwood’s Guidance Counselor meets twice weekly with all elementary classes.

Computer Science- Twice a week, elementary classes from grades K through 6 receive instruction in one of Greenwood’s computer laboratories. Instruction begins with introduction to the computer and keyboard through work with Micro-Soft Office Suite. Students are expected to master typing skills prior to moving to junior high school.

SECONDARY PROGRAM
(Grades 7 through 12)

Differentiated Diplomas: Greenwood graduates may earn any one of FOUR different diplomas. Each of the four diplomas represents a level of academic achievement. The highest academic achievement earns the Public Affairs Honors Diploma with Endorsement. The remaining three diploma levels include the Public Affairs Honors Diploma, Public Affairs Scholars Diploma, and the Greenwood Scholars Diploma.

Requirements for each of the diplomas are as follows:

1. **Public Affairs Honors Diploma with Endorsement**
   - Missouri State University credit
   - Four scholar merits
   - Four honor merits
   - Membership in the National Honor Society
   - Two endorsements from Natural and Applied Science, Arts and Letters or Fine Arts

   *The Greenwood Honor Seal appears on the graduation diploma.*

   *The National Honor Society seal appears on the graduation diploma.*

2. **Public Affairs Honors Diploma**
   - Missouri State University credit
   - Four scholar merits
   - Four honor merits

   *The Greenwood Honor Seal appears on the graduation diploma.*

   *The National Honor Society seal appears on the graduation diploma.*

3. **Public Affairs Scholars Diploma**
   - Four scholar merits
   - Honor merit
4. Greenwood Scholars Diploma

- State requirements met for high school graduation

**DEFINITIONS:**

**Graduation Requirements.** Requirements include 26 credits, honor merits, scholar merits, and mastery of all components of the Graduation Exhibition. Units of credit requirements are shown in the table below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Math</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Science</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2.0 units</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Health</td>
<td>.5 unit</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>.5 unit</td>
</tr>
<tr>
<td>Core Electives</td>
<td>7.0 units</td>
</tr>
</tbody>
</table>

**Graduation Exhibition.** Students must master all components of this rigorous project including: a research paper on a current topic, a related service project in the community, and a final public presentation including public speaking, a media presentation comparing the search topic to the service learning experience and a Q & A session.

**Honor Merits.** An Honors Merit may be a student proposed service learning activity; earned by performing 30 clock hours of volunteer work, or an instructor-proposed service learning activity.

A) Student-proposed service learning activity- Students wishing to propose a service learning activity must:
1. Identify a faculty mentor whose course relates to the activity, and who will supervise as students plan, implement, reflect and share results of service learning
2. Identify a contact person in the community who will sponsor the activity
3. Submit a proposal to the PACC during the quarter preceding the planned activity
4. Plan, implement, reflect, and share results of the service learning activity
5. Obtain final approval from faculty mentor

B) Instructor-proposed service learning activity- Instructors of non-designated courses and/or organizations wishing to propose an embedded service learning activity must:
1. Submit a proposal to the PACC during the quarter preceding the planned activity
2. Supervise as students plan, implement, reflect, and share results of the service learning activity
3. Submit list of students who earned Honors Merits to PACC. Also include a list of students who did not earn the Honors Merit with brief explanation.

C) Student volunteer hours- Students wishing to earn an Honors Merit through volunteer hours must:
1. Identify a contact person in the community who will sponsor volunteer work
2. Complete volunteer work (total of 30 hours required for Honors Merit)
3. Obtain verification signature from community contact person and submit the verification form to PACC

**Scholar Merits.** Scholar Merits are earned in four designated classes, one each year, in grades 9-12. Beginning with the freshman year, one or more required courses each year will be deemed a Designated Public Affairs Course in the Greenwood Program of Studies. Each designated course will include an embedded service
learning activity as part of the regular course curriculum. A Scholar Merit will be awarded based on successful completion of the following steps:

1. plan and/or participate in a service learning activity
2. submit a 2-page, double-spaced, typed reflection paper that includes
   a) one-paragraph description of activity,
   b) 3-4 paragraph personal response, and
   c) 3-5 paragraph analysis of relation to curriculum
3. share service learning experience (in class, in school setting, in community setting, etc.)

Designated courses are: Algebra I, English II, American Government, Public Affairs Capstone Course

**Grading and Grade Point Averages.** A letter grade system is used for permanent records and transcripts. All courses are considered when grade point averages are determined. In computing a student’s grade point average, the following grade distributions are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>A-</td>
<td>3.3</td>
</tr>
<tr>
<td>B+</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B+</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>Below Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Failing</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Concurrent Enrollment.** Greenwood students may enroll at Missouri State University when their ACT score is a 21 or greater. Greenwood students earn college credit that may be counted as “transfer” credits when enrolling in colleges or universities after graduating from Greenwood.

**Dual Enrollment/Dual Credit.** Credit is earned on the high school campus. In some cases, rather than students leaving high school to attend college classes, some colleges recognize credit for courses offered at a high school during the regular school day in which the teachers have been appointed as adjunct college instructors. Dual credit courses are generally available to juniors and seniors who meet the requirements established by the individual colleges offering the dual credit courses. Greenwood does not offer Dual Enrollment/Dual Credit since students have access to Missouri State University classes.

**Advance Placement (AP).** Advanced Placement is a national program developed by Educational Testing Service which allows academically accelerated high school students to pursue college-level studies and to receive credit or appropriate placement from participating colleges or universities. Students working for Advanced Placement college credit are REQUIRED to take an examination. The examination is graded and evaluated on a scale of 1 to 5 and ranked by Educational Testing Service. Some colleges or universities grant some credit for a score of 3 while others require a perfect 5. Not all colleges or universities participate in the AP Program. A student does not have to take an AP class in order to take an AP Test.

Greenwood does not offer Advanced Placement since students have access to Missouri State University classes

**International Baccalaureate (IB).** This program is an internationally recognized college preparatory curriculum. The content of IB courses is very rigorous. The curriculum requires students to study and sit for examinations from six subject area groups:

- Group 1: Language “A” = one’s native language
- Group 2: Language “B” = a modern foreign language
- Group 3: Man and Society—social studies such as History and Psychology
- Group 4: Experimental Sciences—Biology, Chemistry, Environmental Sciences
- Group 5: Mathematics—3 levels
Group 6: Arts and elective subjects
Students choose three of these subject areas to study in great depth (“major” subjects), and the other three in less depth (“minor” subjects). Students are allowed to take up to 2 exams, junior year, the remainder are taken senior year. In addition to the six subject areas, all IB students must complete three additional requirements:
• Theory of Knowledge—is a senior year seminar class that is the capstone of the IB curriculum.
• Extended Essay- research paper written independently from any specific class.
• Creativity, Action, and Service (“CAS”) - Is the extracurricular and community service component of the diploma.
The examinations are scored from 1 through 6. Some colleges or universities grant some credit for a score of 5 or 6.

Greenwood does not offer International Baccalaureate since students have access to Missouri State University classes.

Weighted Grades. Honors classes, AP classes, IB classes, and certain other classes are designated to count toward a “weighted multiplier” which is designed to encourage public school students to take rigorous classes. Grades students earn in these classes receive more GPA points than traditional classes. If Greenwood students transfer to public school, their Greenwood classes usually count as Honors classes for weighted grades.

Graduating Class Ranking. Greenwood does not rank graduating seniors. Students in schools with graduating classes of fewer than 100 students are penalized by ranking graduates. A Greenwood student ranked in the middle of our graduating class does not mean the same as a student from a public school who ranks in the middle of their class of 300 plus graduates. Conceivably, a Greenwood student near the bottom of the graduating class may have out-performed public school counterparts and rank in the top 10 percent of the public school graduating class.

American College Testing. ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Possible scores range from 12 to 36. A 31 ACT score is required to meet ‘bright flight’ standards. The ACT predicts college success during the first semester of college. The highest predictor of college success is a student’s’ high school grade point average.

SAT Scholastic Reasoning Test. This examination consists of three major sections: Critical Reading, Mathematics and Writing. Each section receives a score on the scale of 200–800. All scores are multiples of 10. Total scores are calculated by adding up scores of the three sections. Each major section is divided into three parts. There are 10 sub-sections, including an additional 25-minute experimental or "equating" section that may be in any of the three major sections.

ADDING/DROPPING A COURSE
Schedule changes are discouraged and will follow a thorough review by the counselor, parent, student and administration. Extenuating circumstances of a serious nature must exist prior to review. Schedule changes must be made during the first week of the first semester and must have parental approval.

Concurrent enrollment courses are dictated by MSU guidelines. However, the seven periods per day (3.5 credit per semester) requirements must be met.

REPEATING A COURSE
Students who have earned a D+ or below may retake the same course. Both classes will be reflected on the transcript; the first class will indicate no-credit. The second attempt will be used in computing the grade point average. No more than two (2) courses may be repeated.
CONTINUING ENROLLMENT
Students in grades 7 through 12 who are failing two or more core classes (math, science, social studies, or language arts) at the end of the Fall or Spring semester will be dismissed from the class rolls at Greenwood. Appeals may be made to the Dean of the College of Education.

CONCURRENT ENROLLMENT
Concurrent enrollment at Missouri State University is available to Greenwood students on the following conditions:

Students must have:
- Completed their sophomore year of high school or have MSU and GLS administrative approval
- A 3.00 cumulative GPA on a 4.00 scale
- An ACT composite score of 21 (or an equivalent PLAN, PSAT, or SAT)
- Received the approval of parents
- Received the recommendation of the Greenwood counselor

Students who are high school seniors and admitted under this program may enroll in two courses each semester (Fall and/or Spring) and a maximum of six credit hours in the summer sessions. Students who are high school juniors may enroll in one class each semester. Greenwood students enrolling in university courses must meet all university prerequisites for enrollment.

Fees will be waived for seniors for three credit hours per semester at MSU. Seniors who attend MSU classes during the summer prior to their senior year may waive fees for three credit hours instead of waiving the Fall or Spring semester fees. A total of six credit hours per year may be waived. Greenwood juniors are responsible for their own expenses.

Final Examinations. Each class will culminate with a comprehensive final examination test or experience.

<table>
<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Lunch</th>
<th>6&lt;sup&gt;th&lt;/sup&gt;</th>
<th>7&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour class</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; hour Final</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour Class</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; hour Class</td>
<td>Lunch</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; hour Final</td>
<td>Students Released Early</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour class</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour Final</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; hour Class</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; hour Class</td>
<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt; hour Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour class</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; hour Final</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; hour Final</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students Released Early
CLASS SEQUENCES AT GREENWOOD: Greenwood values Participating, Providing and Promoting readiness for academic rigor. Therefore, we offer classes to student when they are ready and prepared for the curriculum. Our class sequences for math and science are as follows:

Math Department: Course Sequencing

Upper Elementary students will be tested annually & placed in the appropriate math courses leading into Algebra I

Algebraic Thinking

Intro to Algebra & Geometry

Pre-Algebra

Algebra I

Geometry

Algebra II

Math Analysis & Trigonometry

College Algebra @ MSU (Math ACT 22 or >)

Pre-Calculus @ MSU (Math ACT 24 or >)

Calculus @ MSU (Math ACT 27 or >)
Research Science (7th Grade): Microorganisms, Fungi and Plants; Cells, Heredity, and Classification; Introduction to Matter and Astronomy.

Research Science (8th Grade): Earth Science, Weather and Climate; Interactions of Matter (Chemistry); Human Body Systems and Health.

Science Academies
For Science Endorsement
(Offered in Summer Sessions)
GREENWOOD LABORATORY SCHOOL
FOREIGN LANGUAGE SEQUENCE

*7-8 Grades = 1/2 unit each of high school

Introductory Spanish 1A (Grade 7)*

Introductory Spanish IB (Grade 8)*

Introductory Spanish II (Grade 9)

Intermediate Spanish III (Grade 10)

Advanced Spanish IV (Grade 11)

MSU Spanish 201 or 202 (Grade 12)

French I (Grade 8)

French II (Grade 9)

MSU French 102 or 201 (Grade 10)

MSU French 102 or 201 (Grade 11)

MSU French 311 (Grade 12)

*other languages available at MSU
## ASSESSMENT PLAN
### GREENWOOD LABORATORY SCHOOL
### ASSESSMENT PLAN

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test</th>
<th>Content Field</th>
<th>Administration</th>
</tr>
</thead>
</table>
| Kindergarten | **Dial-R**  
  • Developmental Reading Assessment  
  Scholastic Reading Inventory | **Reading**  
  **Reading** | **March**  
  **September-January**  
  **August**  
  **December**  
  **March**  
  **May** |
| First | **Developmental Reading Assessment**  
  • Fry First 100 Checklist  
  • Abecedarian Reading Assessment  
  • Macmillan/McGraw-Hill Treasures  
  • Scholastic Reading Inventory  
  • Scholastic Math Inventory | **Reading; Math; Spelling** | **September-January May**  
  **August**  
  **December**  
  **March**  
  **May** |
| Second | **Scholastic Reading Inventory**  
  **Scholastic Math Inventory** | **Reading**  
  **Math** | **August**  
  **December**  
  **March**  
  **May** |
| Third | **easyCBM-Teacher progress monitoring**  
  **Scholastic Reading Inventory**  
  **Scholastic Math Inventory** | **Reading; Math**  
  **Reading**  
  **Math** | **September**  
  **August**  
  **December**  
  **March**  
  **May** |
| Fourth | **Scholastic Reading Inventory**  
  **Scholastic Math Inventory** | **Reading**  
  **Math** | **August**  
  **December**  
  **March**  
  **May** |
| Fifth | **Scholastic Reading Inventory**  
  **Scholastic Math Inventory** | **Reading; Math**  
  **Reading**  
  **Math** | **August**  
  **December**  
  **March**  
  **May** |
| Sixth | **EOC**  
  **Scholastic Reading Inventory**  
  **Scholastic Math Inventory** | **Algebra I**  
  **Reading**  
  **Math** | **April**  
  **August**  
  **December**  
  **March**  
  **May** |
<p>| Seventh | <strong>EOC:ACT</strong> | <strong>Algebra I:Core</strong> | <strong>April</strong> |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Scholastic Reading Inventory</th>
<th>Scholastic Math Inventory</th>
<th>Reading Math</th>
<th>August</th>
<th>December</th>
<th>March</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth</td>
<td>EOC; ACT Explore Scholastic Reading Inventory</td>
<td>Scholastic Math Inventory</td>
<td>Algebra I:Core Reading Math</td>
<td>April</td>
<td>January-February</td>
<td>August</td>
<td>December</td>
</tr>
<tr>
<td>Ninth</td>
<td>EOC; ACT Scholastic Reading Inventory</td>
<td>Scholastic Math Inventory</td>
<td>Algebra I:Biology Core Reading</td>
<td>April</td>
<td>September</td>
<td>August</td>
<td>December</td>
</tr>
<tr>
<td>Tenth</td>
<td>EOC; ACT PSAT (optional) PLAN Scholastic Reading Inventory</td>
<td>Scholastic Math Inventory</td>
<td>English II:Core Core Reading</td>
<td>April</td>
<td>October</td>
<td>January-February</td>
<td>August</td>
</tr>
<tr>
<td>Eleven</td>
<td>EOC; ACT PSAT Scholastic Reading Inventory National Spanish Examination</td>
<td>Scholastic Math Inventory</td>
<td>Government:Core Core Reading</td>
<td>April</td>
<td>October</td>
<td>August</td>
<td>December</td>
</tr>
<tr>
<td>Twelve</td>
<td>ACT</td>
<td>Scholastic Math Inventory</td>
<td>Core</td>
<td>Various</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## End of Course Testing Schedule

| Class of 2013 2014 2015 (4) | English II  
|---------------------------|-----------------  
|                            | Algebra I  
|                            | Biology  
|                            | Government |
| Class of 2016 (8)         | English I  
|                            | English II  
|                            | **English EOHS**  
|                            | Algebra I  
|                            | **Mathematics EOHS**  
|                            | Biology  
|                            | Government  
|                            | **American History** |
| Class of 2017 (9)         | English I  
|                            | English II  
|                            | **English EOHS**  
|                            | Algebra I  
|                            | **Mathematics EOHS**  
|                            | **Additional Mathematics**  
|                            | Biology  
|                            | Government  
|                            | American History |
| Class of 2018 (11)        | English I  
|                            | English II  
|                            | **English EOHS**  
|                            | Algebra I  
|                            | **Mathematics EOHS**  
|                            | **Additional Mathematics**  
|                            | Biology  
|                            | **Additional Science**  
|                            | **Additional Science**  
|                            | Government  
|                            | American History |

## EOC Implementation Grid

|---------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
GREENWOOD LABORATORY SCHOOL

TECHNOLOGY PLAN

A. Technology Needs Assessment:
   1. Completed Institute for School Improvement Technology Questionnaire
   2. Technology Committee meetings.
   3. Faculty meetings

B. Goals and Strategies:
   1. Greenwood will work toward becoming a “paperless” school.
   2. Greenwood students will be on the “cutting edge” of the use of technology for academic purposes.
   3. Greenwood will reduce the costs of textbooks to families.
   4. Greenwood will relieve student burden of “heavy backpacks” filled with books.

C. Evaluation:
   1. Technology committee feedback
   2. Feedback from PTA board meetings
   3. Feedback from faculty meetings
   4. Feedback from student council meetings
# TECHNOLOGY PLAN

## GREENWOOD LABORATORY SCHOOL

| Technology Committee Members: | Jason Barlowe  
Becky Crowder  
Janelle Flanders  
Kathy Gibson  
Denise Vinton  
Steve Seal ex-officio  
Janice Duncan ex-officio |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Budget:</td>
<td>$100 per pupil yearly fee</td>
</tr>
</tbody>
</table>

## Actions:

### 2009-2010
- 1. Secondary Classes placed on blackboard
- 2. Greenwood Students get MSU accounts for wireless access
- 3. 4\textsuperscript{th} grade computer replaced

### 2010-2011
- 1. 3\textsuperscript{rd} grade computer replaced
- 2. 15 new computers for room 203 lab

### 2011-2012
- 1. iPads purchased for all faculty
- 2. 6\textsuperscript{th} grade moves to 1:1 and blackboard
- 3. 15 new computer for room 203 lab

### 2012-2013
- 1. 5\textsuperscript{th} grade moves to 1:1 and blackboard
- 2. e-text adoption for grades 5 through 12 in:  
  - Algebra I; Algebra II; Geometry; Pre-Calculus;  
  - American History I; American History II;  
  - World Civilizations; American Government;  
  - 5\textsuperscript{th} grade social studies; 6\textsuperscript{th} grade social studies;  
  - 6\textsuperscript{th} grade science; 5\textsuperscript{th} grade science; Biology I;  
  - Advanced Biology; Chemistry I; Advanced Chemistry  
- 3. iPads purchased for K-4 (2-30 pad carts)
- 4. Students in grades 4 and 5 given wireless access
- 5. Grades 5 through 12 move to “BYOD” (Bring Your Own Device)

### 2013-2014
- 1. 4\textsuperscript{th} grade moves to 1:1 and blackboard  
  - Laptop computers are provided for each student  
  - Individual desks are provided for each student to contribute to teacher flexibility
Dear Greenwood Parents:

Our students have the opportunity to access Missouri State’s wireless network. If you would like to allow your student unfiltered wireless access to the Internet, as well as access to the campus library via their laptop, please sign the permission slip below.

Students will be charged a $5.00 monthly fee, which will be billed to you in December and May. Fees will be charged from the month of activation until the end of the school year.

* Please be aware that Internet access over the wireless network is unrestricted and unfiltered. Wireless access is available in many areas across campus and Internet access cannot be monitored by Greenwood faculty; therefore, it is the student’s responsibility to use the access appropriately and responsibly.

Misuse will result in termination of wireless privileges for Greenwood students.

--------------------------------------------------

Student Name: ____________________________________________

Grade (2012-2013): ___________________ Date: ________________

I would like my child, who is a student at Greenwood, to have unrestricted wireless access for $5.00 per month from the time of activation until the end of the school year, or until wireless privileges are revoked. You will receive a bill from Greenwood in December and May.

__________________________________________

Signature - student

__________________________________________

Parent name – printed Parent Signature
PLANNING A HIGH SCHOOL PROGRAM OF STUDIES

SCHEDULING
Students and parents work together at the end of eighth grade to devise a four-year schedule. Thoughtful completion of the four-year schedule should eliminate the necessity for most schedule changes. Each spring, students in grades 8-11 have the opportunity to finalize their schedules for the following year. Parental signatures are required for any scheduling decision. All students are required to carry a minimum of 7 class periods (or 3.5 units) per semester.

TRANSFER CREDIT AND CORRESPONDENCE COURSES
Students in grades 9 through 12 shall not transfer more than two (2) units of credit from outside of their regular class load including summer school (other than Greenwood) and correspondence classes as units of credit required for graduation.

SECONDARY COURSE DESCRIPTIONS

I. ENGLISH/COMMUNICATION ARTS

English 7- (1 unit, grade 7)

English 7 is a reading/writing course focused on developing students' knowledge and skills in the language arts: composition; grammar, usage and mechanics; reading comprehension; literature study based on genre; information literacy; and listening/speaking. This course includes a study of Greek mythology. The course is designed to build on work begun in the elementary grade levels, advancing students' critical thinking skills through reading and writing tasks of increased complexity and depth.

English 8- (1 unit, grade 8)

This workshop course continues the development of individual reading and writing skills. Literature is presented by genre with readings from novels, stories, poems, and essays. As an optional study, students may begin an introduction to Shakespeare with Romeo and Juliet. Vocabulary, spelling and mechanics will be integrated into student reading and writing

Communications – (1 unit, grade 7)

Communications students will develop skill, poise, and confidence in oral communication situations. They will learn the process of assembling information, organizing ideas, developing a variety of speeches and presenting them in a formal speech situation. Listening skills, outlining, and knowledge about propaganda techniques will also be emphasized. In addition, during the last quarter of the year, students will be introduced to oral interpretation techniques and dramatics for presentation in class.

English I - (1 unit, grade 9)

Ninth grade literature includes the study of all genres with an in-depth analysis of the novels and plays, To Kill a Mockingbird, A Raisin in the Sun, and Twelve Angry Men. Students study organization in writing and speaking, emphasizing the thesis statement and subsequent development of a composition. The course, Vocabulary for the College Bound will be introduced. Grammar and mechanics will be re-emphasized as needed.
English II - (1 unit, grade 10)

English II emphasizes the development of communication skills needed by college-bound students. Students will learn to avoid communication breakdowns, learn language processes, and further develop skills in structuring and organizing a paper, culminating in a research paper. Exercises in oral communication emphasize preparation, structure, and presentation of speeches. At this level, students review mechanics and grammar, and continue the vocabulary program. A survey of types of literature includes drama and the novels, Lord of the Flies and Of Mice and Men.

English III - (1 unit, grade 11)

Students in English III study the chronological development of American literature and complete in-depth studies of the works of Mark Twain and Ernest Hemingway. Further work in writing includes paragraph development and compositions related to literature studies. Students present informative speeches, continue their vocabulary studies, and prepare a Junior Exhibition. Grammar and mechanics will also be reviewed as needed.

English IV - (1 unit, grade 12)

English IV addresses the development of British and European literature from the Classical period through the 20th century. Students will study a variety of literary genres including poetry, drama, satire, novels and non-fiction. Composition emphasizes argument and analysis, informative/explanatory texts, and research writing, culminating in the written component of the Greenwood Graduation Exhibition.

Service-Learning Capstone Course – (1/2 unit, grade 12)

This one-semester, required course will provide seniors with the opportunity to complete community-based research and service. Students will explore the skills of a civically engaged person, conduct research and write a formal research paper, complete a 25-hour service-learning project in the local community related to their research, and interpret the results of their research and service-learning experience as part of the Graduation Exhibition. This class includes a required service-learning component which is part of the Public Affairs Diploma.

Speech - (1 unit, grades 9-12)

Speech students will develop skill, poise, and confidence in oral communication situations. They will learn the process of assembling information, organizing ideas, developing a speech and presenting it in a formal speech situation. They will become acquainted with oral interpretation techniques and dramatics and apply them to a variety of materials for presentation in class and to selected audiences.

Debate - (1 unit, grades 9-12)

Debate is a competitive course that is beneficial to any student interested in a career in business, law, or politics. It will also benefit any student desiring to improve speaking skills and gain poise and confidence in front of a group. The class will work on developing skills in cross-examination debate, Lincoln-Douglas debate, extemporaneous speaking, original oratory, and interpretation. Participation in tournaments is a requirement of the course. It is research intensive and will involve writing cases and speeches, completing performances and receiving critiques by peers, judges, and the instructor. This course may be taken for credit more than once.

Physics Literacy: - (1/2 credit) Course taken Concurrently with Advanced Physics

Physics literacy is designed to be taken concurrently with the Advanced Physics course to help students further develop research, writing and communication skills. Students will utilize technology, including digital
and social media, to propose and respond to questions and conduct both short and sustained research projects in addition to developing 21st century skills.

II. SOCIAL STUDIES

Foundations of Public Affairs - (1 unit, grade 7)

The major emphasis of the course will be to develop a heightened awareness of civic responsibility and to provide an opportunity for our students to actively become engaged in citizenship roles. The student will study the origins of political philosophy that influenced and shaped the creation of the government of the United States. We will explore present day application of the core values of democracy and the problems and promises that result. The students will also participate in active school/community involvement that reflects these values in action.

American History I - (1 unit, grade 8)

American History I begins a two-year study of United States history. The course includes the chronological study of United States history from the colonial period through the Civil War. For each period, major political, economic and social issues are studied through a thematic approach with emphasis on critical thinking.

American History II - (1 unit, grade 9)

American History II continues the two-year study of United States history. The course includes the chronological study of United States History from the Civil War through the Cold War era. For each period, major political, economic and social issues are addressed.

World Civilizations - (1 unit, grade 10)

This course is a survey of major world civilizations from the early river valley societies through the 19th century. The course will emphasize Western Civilizations as the background to modern American history and culture. Non-Western civilizations are also addressed. For each period, major political economic and social issues are addressed.

American Government - (1 unit, grade 11)

This course is a study of the structure and functions of American government institutions at the federal, state and local levels. Individual liberties and the responsibilities of citizens in a democratic society are emphasized. This class includes a required service-learning component which is part of the Public Affairs Diploma.

Public Affairs Seminar - (1/2 unit, grades 10-12)

This variable content course will focus on providing the student with opportunities to enhance their understanding of the GLS Public Affairs Mission. Volunteer service and service-learning activities (student proposed and instructor proposed), with a focus on the three major themes of the Public Affairs mission, will be emphasized. These three themes are:

**Ethical Leadership**

*Goal:* Students will articulate their value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership.

**Cultural Competence**

*Goal:* Students will recognize and respect multiple perspectives and cultures.

**Community Engagement**
Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.

Psychology - (1/2 unit, grades 9-12)

This is a survey course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology and learn about the ethics and methods psychologists use in the science and practice. This is an online course.

Sociology - (1/2 unit, grades 9-12)

This survey course is designed to provide students with a basic understanding of how societies are formed and how they function. Sociology is a study of people in group relationships and integrates all the disciplines of social movement. This course addresses values, norms, culture, socialization, social stratification and social institutions. It may also include consideration of social problems such as crime, poverty, prejudice and discrimination, collective behavior and social movements. This is a online course.

World Geography – (1/2 unit, grades 9-12)

This course is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations. This is an online course.

III. MATHEMATICS

Algebraic Thinking – (1 unit, grades 5-8)

Algebraic Thinking introduces a mixture of algebra, statistics, numbers and operations, measurement, and geometry. The sequence of skills taught illustrates the vertically-aligned development of the conceptual understanding and corresponding computational and procedural skills to build a strong algebraic foundation. The concepts covered should provide a smooth transition into the Introduction to Geometry and Algebra by providing data driven instruction, intervention options, and performance tracking, as well as remediation, acceleration, and enrichment tools throughout the course.

Introduction to Geometry and Algebra – (1 unit, grades 5-8)

This course incorporates a balanced approach to mathematics, Algebra and Geometry concepts by: investigating concepts and building conceptual understanding; developing, reinforcing, and mastering computational and procedural skills; and applying mathematics to problem-solving situations. They comprise related ideas, concepts, skills, and procedures that form the foundation for understanding and lasting learning. Curriculum Focal Points identify content for true mathematical understanding - being able to calculate and also how to explain and apply the calculation. The Focal Points are: Measurement and Geometry; Numbers and Operations; Data Analysis; and Probability.

Pre-Algebra - (1 unit, grade 5-8)

Pre-Algebra will introduce students to the tools of algebra, including symbology, numbers and variables, expressions and equations, emphasizing real-world examples and translating English into the language of algebra. Students will solve linear equations and inequalities in one or two variables, work with functions, and solve systems of equations, linking topics to graphing in the coordinate plane. Other topics studied include ratio, proportion, and percent; the real number system; basic geometric and trigonometric concepts; two and
three-dimensional figures and their relationships; transformations; and statistics and probability with associated graphs and formulas. Students will be introduced to polynomials and nonlinear functions.

**Algebra I** - (1 unit)

Students in Algebra I will study real numbers and their properties. Students will learn to solve and graph equalities and inequalities to show relations among numbers and their applications. Graphing will include first and second degree equations, absolute value and transformations of standard equations. Methods of solving second degree equations, matrices, and solving systems of a linear and non-linear equations will be introduced. Laws of exponents, simplifying radicals, completing the square, rational expressions and equations will be introduced. Algebra topics through the development of the quadratic formula will be covered. Terminology and structure will be emphasized. Optional topics may include irrational expressions and equations, exploration of matrices, and probability and statistics. The class includes a required service-learning component which is part of the Public Affairs Diploma. *Required for graduation.*

**Geometry** - (1 unit)

**Prerequisites:** C- or better in Algebra I

Students who have successfully completed Algebra I should plan to take Geometry. Geometry will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts from the study of two- and three-dimensional figures. Strong emphasis is placed on using deductive reasoning in the analysis of topics such as: parallel lines, triangle congruence, similarity, area, and volume. Content will include both coordinate and transformational geometry. Students will practice reasoning through logic, learn to write proofs in a step-by-step logical process, define and apply right triangle trigonometry, explore and generalize relationships between polygons, and apply geometric concepts to real-world situations. Algebra I concepts will be applied throughout Geometry. Terminology, structure, problem-solving, and the integration of geometry and algebra will be emphasized. *Required for graduation.*

**Algebra II** - (1 unit)

**Prerequisites:** Algebra I and Geometry.

Students who have successfully completed Algebra I and Geometry should plan to take Algebra II. Algebra II starts with a review of topics studied in Algebra I. Topics involving properties of real numbers will be developed and studied in more detail. Topics such as complex numbers, conic sections, finite sequences and series (with an introduction to infinite series), graphing in space, rational and irrational equations, logarithms, and matrix algebra will be studied. Optional topics may include permutations, combinations and probability. Algebra II is a prerequisite for Pre-Calculus and is recommended as a prerequisite for or to be taken concurrently with Physics and/or Chemistry. *Required for graduation.*

**Math Analysis & Trigonometry** – (1 unit)

**Prerequisites:** Successful completion ("C-" or better) of Algebra II, and teacher recommendation.

This course is designed for students who are planning to take Calculus and are interested in a mathematics- or science-related career. Students in this course will study linear relations and functions, systems of linear and nonlinear equations and inequalities, polynomial and rational functions, graph theory, trigonometric relationships, exponential and logarithmic functions, sequences and series, limits, analytic geometry, and other advanced topics. This course may also include an analysis of matrices, an introduction to parametric and polar equations, and an introduction to vectors. Algebraic and geometric concepts are applied throughout Math Analysis & Trigonometry. Upon successful completion of this course, students are encouraged to enroll in Calculus.

**Calculus** – (1 unit)

**Prerequisites:** Successful completion (C- or better) of Math Analysis and Trigonometry and teacher recommendation.
Calculus is a course designed as a broad comprehensive overview of calculus. Contents of the course include the study of analytic geometry of the plane, limits, continuity, differentiation and its applications, introductory integration and its applications, and volumes of solids of revolution. Throughout the course, students will develop the differentiation, integration and graphing skills needed to solve certain calculus-based problems; understand the important definitions and theorems of elementary calculus including the ability to read, interpret, and write them correctly; read, interpret, and use appropriate models on applied problems; and write mathematically correct proofs on some elementary statements that require using definitions and theorems, especially proofs of limit properties. Algebraic concepts are applied throughout Calculus.

IV. SCIENCE

Integrated iScience 7 (1 unit, grade 7)

Integrated iScience 7 provides students with an opportunity to explore major concepts in life science, physical science, and earth and space science, generating interest in the process of science and establishing a foundation upon which future science courses will build. Topics include the structure and function of living things, changes and interactions of living things, matter, energy and motion, the dynamic earth, and the solar system. Students will experience a variety of learning methods, including cooperative groups, laboratory work, scientific inquiry, and the use of technology, and will have the opportunity to participate in science competitions.

Integrated iScience 8– (1 unit, grades 8)

Integrated iScience 8 provides instruction in life science, physical science, and earth and space science, building a strong foundation that will prepare students for additional studies in biology, chemistry and physics. Topic will include the laws of motion, energy and work, sound and light, interactions of matter, the universe, earth and geologic changes, ecosystems and environmental impact, body systems, and heredity. A variety of learning methods will be used, including cooperative groups, laboratory work, scientific inquiry, use of technology, and oral presentations. Students will have the opportunity to participate in science competitions during this course.

Biology I - (1 unit)

Prerequisites: Integrated iScience 7 and 8

Biology is designed to provide students with basic knowledge and skills in core biological concepts, including the nature of life, ecology, cells, genetics, evolution, microorganisms, plants, animals, and the human body. This course is valuable for students who are interested in careers in medicine, nursing, physical education, forestry, and ecology. It will help students to think critically about concepts and relate them to the world in which we live. A variety of learning methods will be used, including cooperative learning groups, the use of technology, oral presentations, laboratory work, and scientific inquiry. Biology has been designated as an EOC course by the state of Missouri.

Advanced Biology - (1 unit)

Prerequisites: Biology and Chemistry

Advanced Biology is a college prep course that builds on basic biological concepts to provide students with a working knowledge of and appreciation for complex biological processes. Key topics include biochemistry, microbiology, comparative animal biology, cell structure and function, photosynthesis, cellular respiration, genetics, biotechnology and genomics, and human anatomy and physiology. This is an excellent course for students who are considering a career health fields. A variety of learning methods will be used, including cooperative group work, individual work, inquiry, and laboratory work. Dissections will be required.
Physics I - (1 unit)

Prerequisite: Algebra I

Physics is an introductory course that stresses a conceptual understanding of and appreciation for the fundamental concepts of physics, including motion, energy, waves, electricity and magnetism, optics, and nuclear science. The course emphasizes problem solving and critical thinking and employs an inquiry approach to clarify complex concepts. Students will have opportunities to use technology as they work cooperatively, work independently, do research, and participate in laboratory exercises. Student will also have the opportunity to participate in one or more science competitions. The principles and skills developed in this course are applicable to all of the sciences as well as technology and engineering.

(Completion of or concurrent enrollment in geometry is strongly encouraged.)

Advanced Physics - (1 unit)

Prerequisites: Physics, Geometry and Algebra II

Advanced Physics provides additional depth and application of math skills to topics studied in Physics, and includes advanced topics such as rotational motion, thermodynamics, equilibrium, and quantum mechanics. Emphasis is placed on describing, analyzing, and explaining as students solve problems, describe natural phenomena mathematically, perform controlled experiments, and participate in individual and group research and inquiry. An integral part of the course will be the development of a science fair project. This course is supported by concurrent enrollment in Physics Literacy. This course can be taken concurrently with Algebra II with teacher permission.

Chemistry I - (1 unit)

Prerequisite: Algebra I

This course is designed to provide students with a solid understanding of the fundamental concepts of chemistry, with a focus on laboratory work, communication, and problem solving. Topics include the properties and structure of matter, the periodic table, chemical bonding and chemical reactions, stoichiometry, energy and chemical changes, solutions, acids and bases, and nuclear chemistry. Students will have opportunities to work both cooperatively and independently, use technology, make presentations, and participate in one or more science competitions.

Advanced Chemistry - (1 unit)

Prerequisites: Chemistry I, Geometry

This course is a second year chemistry course that provides additional depth and application of math skills to topics studied in Chemistry, with a focus on advanced topics such as thermodynamics, reaction rates, electrochemistry, chemical kinetics, and organic chemistry. Emphasis will be placed on analytical problem solving, communication skills, and laboratory work, with an independent research project to be entered in the Ozarks Science and Engineering Fair.

V. WELLNESS/PHYSICAL EDUCATION

Wellness - (1/2 unit, grades 7-8)

Wellness is a quality of life that includes physical, mental, emotional, family, social, spiritual and professional/vocational wellness. It also includes a concern for environment and community wellness. Greenwood’s commitment to total wellness is demonstrated through the organized Wellness classes. Wellness is the integration of physical education, health, and family-living classes. The Wellness Program
utilizes a coordinated and progressive curriculum in grades 7-9. An effort is made to help each student establish the concept of wellness as a daily, active and lifelong process. In each Wellness class there is a constant and deliberate effort for the students to explore how to stay healthy. The Wellness Education class is aimed at helping students recognize components of lifestyles that are detrimental to their health and implementing positive programs to change inappropriate behaviors so as to improve health, quality of life and total well being.

**Physical Education** – (1 unit, grades 9-12)

This class is designed to help students relate to the value of health related fitness. The class will encourage students to make intelligent decisions concerning positive lifestyle choices including nutrition, exercise, peer relationships, and stress management. This class is aimed at helping the students to recognize the benefits gained from physical fitness along with lifetime sporting activities. It will also help the individual to discover his or her needs for achieving and maintaining high levels of physical fitness.

**Health** – (1/2 unit, grades 7-12)

Health is the combination of information about one’s physical, mental/emotional, and social well-being. These are the general factors that will be studied to meet state requirements. A practical understanding of those actions that determine a person’s health and wellness will be introduced to the students. Several activities will be done to develop the student control of their own health activities.

**VI. FINE ARTS**

**Art** - (1/4 unit, grades 7-12)

Students will explore elements of art through drawing, painting, sculpture, art history, music, dance and theatre. Masters’ work will be analyzed, reproduced and reported on for a greater appreciation of style and technique. During 4th quarter students will integrate and apply aspects, concepts and knowledge of Art, Music and World Languages to gain an appreciation of the creative process as well as the global nature of the Fine Arts and Languages. Students will complete interdisciplinary projects or research on a variety of themes related to the studies of the first three quarters.

Fee $40

**Art** - (1 unit, grades 9-12)

Students will be asked to aesthetically solve compositional problems in design through two and three-dimensional work. Subjects will include painting, figure drawing, still life, graphics, architecture, sculptures, and appreciation. Critiques and oral reports are required. Class will culminate with a gallery exhibition.

Fee $40

**Band** - (1 unit, grade 7)

7th Grade Band is a continuation of beginning band, which emphasizes mastering the fundamentals of the various instruments. Major and minor scales and arpeggios are taught, as are chromatic scales, interval exercises, and rhythm studies. A variety of band literature is studied, and performances are given at the end of each semester. Students have the opportunity to participate in solo and ensemble competitions during the spring semester.

Fee $50

**Band** – (1 unit, grade 8)

The 8th Grade Band curriculum further develops those skills and fundamentals of musicianship taught in 7th Grade Band. Performance range, tone quality, technique, intonation, and sight reading are emphasized. A
A variety of band literature is studied, and performances are given at the end of each semester. Students have the opportunity to participate in solo and ensemble competitions during the spring semester. Fee $50

**Band** - (1 unit, grades 9-12)

High School Band further strengthens the performance skills developed during the junior high years. These skills are enhanced through the rehearsal and performance of a variety of demanding music literature. Musical interpretation, style, phrasing, and precision are emphasized at this level. Students have the opportunity to audition for district and state honor bands and to participate in district and state solo and ensemble competitions. Several performances are given during the year, including concerts at the end of each semester, participation in the State Music Festival, and frequent appearances in national or regional competitions. Highly motivated and proficient musicians may be given the opportunity to participate in both Band and Choir on a part-time basis, with permission of the directors of both groups. **Prerequisite:** 2 years band or private instruction. Fee $50

**Vocal Music/Secondary Choir** – (1 unit, grades 7 – 12) **Course Fee:** $30

Choir is an elective course that offers the opportunity for students in grades 7 through 12 to pursue their interest in vocal music, increasing vocal skills while providing choral music for special events at Greenwood and in the community. An appreciation and respect for diversity will be enhanced through the study and performance of music of various eras, genres and cultures. Additional opportunities for performance will be offered through participation in district honor choirs, contests and competitions. Audition is not required, and any student may sign up.

**Honor Choir** - (1 unit, grades 9-12) **Course Fee:** $30

Honor Choir is an elective course that offers the opportunity for students in grades 9 through 12 to pursue their interest in vocal music at a more advanced level of performance for special events at Greenwood, at district and state competitions and in the community. Audition is required.

**Group Voice Lessons** –(1 unit, grades 7 -12) **Course Fee:** $30

Students will be expected to increase their understanding of music and to develop their singing voice. Small groups will be formed at the start of the semester. Students will have at least one small group (6-8 students) voice lesson per week utilizing vocal exercises and vocal music from a variety of genres and historical time periods. Especially motivated students will be given individual attention. Students will be encouraged to participate in District Choirs and other opportunities during the year.

**VII. PRACTICAL ARTS**

**Media** - (1 unit, grades 7-12)

Students will analyze media from film, games, TV, and animation, to news and internet sources. Students will create their own productions and learn how to market them. Students will also learn about social networking media to create and manage their own digital footprints. Students will also learn the software and manage the digital signage equipment for the Greenwood announcement monitors.

**Personal Finance** - (1/2 unit, grades 7-12)

Students will be introduced to many of the factors that govern and influence their economic lives. Topics will include goals and decision making, careers and planning, budgeting, banking services, saving and investing, credit, and consumer skills.
Business Procedures I – (1/2 unit, grades 9-12)

This course will concentrate on business development and ownership. Students will gain knowledge in providing and using goods and services and learn strategies about efficient management of personal businesses. Areas of study will include types of business ownership, business ethics, financial records establishment and maintenance, credit, budgeting, international business, e-commerce, and the development of communication skills. This is an online course.

Business Procedures II – (1/2 unit, grades 9-12)

This course will allow students the opportunity to continue exploring the various aspects of owning and operating a personal business. Students will gain knowledge in employee/interpersonal relationships, problem-solving techniques, and responsibilities in management skills, leadership, motivation, human resources management, and market analysis. This is an online course.

Internship - (1 unit, grades 10-12) (Must have special approval to take more than once)

Internship allows students to explore a specific career focus area by serving as interns in local businesses. ATTENDANCE IS EXTREMELY IMPORTANT and the duties at the internship site are the major responsibilities of this class. Other expectations will include keeping a journal and having a monthly conference with the secondary counselor.

Driver Education – (1/2 unit)

This course is offered only during the summer school session. Driver Education is a blended class with course work online and the internet. Students complete assignments from the internet through the ‘blackboard’ curricular platform. Students must schedule four, three-hour over-the-road driving session in which students drive behind the wheel with a certified driver education instructor.

VIII. FOREIGN LANGUAGE

INTRODUCTORY SPANISH IA – (1/2 unit, grade 7)

Introductory Spanish IA will give students an opportunity to acquire knowledge of the Spanish language through the use of the following skills: listening, comprehension, speaking, reading, and writing. Study will focus on expressing personal likes and dislikes, discussing the school environment, meals, and health and leisure activities. Basic grammatical concepts, cultural concepts, and vocabulary will build the foundation for continued study of the language. Fee $20

INTRODUCTORY SPANISH IB – (1/2 unit, grade 8)

Introductory Spanish IB will give students an opportunity to continue their acquisition of the Spanish language through the use of the following skills: listening, comprehension, speaking, reading, and writing. Study will focus on discussing family & celebrations, the home and house design, shopping, vacations and volunteer experiences, and means of communication. Basic grammatical concepts, cultural concepts, and vocabulary will build the foundation for continued study of the language. Fee $20

INTRODUCTORY SPANISH I – (1 unit, grade 9)

Introductory Spanish I will give students an opportunity to continue their acquisition of the Spanish language through the use of the following skills: listening, comprehension, speaking, reading, and writing. Study will focus on discussing family & celebrations, the home and house design, shopping, vacations and volunteer
experiences, and means of communication. Basic grammatical concepts, cultural concepts, and vocabulary will build the foundation for continued study of the language. Fee $20

**INTRODUCTORY SPANISH II – (1 unit, grade 10)**

Introductory Spanish II expands upon Introductory Spanish I and is for students who have successfully completed the course with a “C” or better in each semester. Communication in Spanish expected. Study will focus on discussing the school day & extracurricular activities, special events, the community, childhood memories, events in the news, and television & movies. Basic grammatical concepts, cultural concepts, and vocabulary will continue to build the foundation for more advanced study of the language. Fee $20

**INTERMEDIATE SPANISH III – (1 unit, grades 10-11)**

Intermediate Spanish is a course for students who have successfully completed Introductory Spanish II with a “B” or higher in each semester. Communication in Spanish is the main objective of the course. Students will begin the study of advanced grammatical concepts and performance in the language skills learned is expected. This course is for students who enjoy learning both the Spanish language and about Hispanic culture, and are eager to use and apply the concepts and skills that they are mastering. Fee $20

**INTERMEDIATE – SPANISH IV – (1/2 unit, grades 11-12)**

*Prerequisite: Grade of B or higher in both semesters of Spanish III*

Depth of communication and the movement toward fluency are the main objectives of the course. Students will continue the study of advanced vocabulary and grammatical concepts, and consistent performance in the language skills learned is expected. This course is designed for students who enjoy learning the language and culture, who have a desire to develop a level of comfortable fluency, and especially for those who intend to continue with Spanish studies at the university level. Fee $20

**French I - (1 unit, grades 8-12)**

French I invites students to communicate meaningfully in French while developing an understanding of the lifestyles and attitudes of French-speaking peoples in Europe, South America, and Africa. Basic grammar points are mastered and applied to the development of speaking, writing, reading and listening skills. Special projects, such as reports or displays on famous people, places, or events in the French-speaking world, allow for a deeper appreciation for cultural practices. A study of culture, art, history and customs is also incorporated. French I includes the broader European culture as well, as applies to French membership in the European Union. Fee $20

**French II - (1 unit, grades 10-12)**

French II encourages students to communicate meaningfully in French while developing an understanding of the lifestyles and attitudes of French-speaking peoples in Europe, South America, and Africa. Emphasis is on verbal communication, written composition, and further development of reading and listening comprehension skills. Basic grammar skills learned in French I are used readily as students proceed to master more advanced structures. Special projects, such as reports or displays on famous people, places, or events in the French-speaking world, allow for a deeper appreciation for cultural practices. A study of culture, art, history and customs is also incorporated. French II includes the broader European culture as well, as applies to French membership in the European Union. Fee $20
IX. ELECTIVES

Yearbook - (1/2 unit, grades 8-12)

Yearbook is designed to teach basic computer skills as they relate to word processing and yearbook page layouts. Students must demonstrate organizational skills and be able to work cooperatively in teams. Students will be responsible for learning and applying a variety of page layouts. Additionally, students will be responsible for photography to be used in the yearbook. All students will be expected to learn to use a variety of computer equipment and software in order to successfully assemble the current yearbook. Yearbook will be taught on Tuesday and Thursday all year long. Application is required for this class.

Mentoring - (1/2 unit, grades 10-12) (Can only take one time)

Each mentor is assigned to a classroom where the mentor works with a child or a group of children under the direct supervision of the classroom teacher. Expectations include keeping a journal and having a monthly conference with the secondary counselor. The classroom teacher will establish specific classroom expectations. ATTENDANCE IS EXTREMELY IMPORTANT as both teacher and students depend on the mentor.

Independent Study - (1 unit, grades 10-12) Independent Study may be an option for certain classes. Advanced courses not on the schedule may be arranged with the teacher, the counselor, and an administrative representative.

Math Matters - (1/2 Unit, grades 6-8)

Math Matters is an elective course designed for middle school students. This class will provide students a time to work on their homework assignments with a teacher present to assist them. In addition, there will be lessons supplementing the normal curriculum. Grades will be determined based on student productive participation as assessed by the instructor.
Greenwood Public Affairs Mission Statement

In support of the Missouri State University Public Affairs Mission, the goal of Greenwood Laboratory School is to support the development of citizens of enhanced character who will:

1. articulate their value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership. (Ethical Leadership)

2. recognize and respect multiple perspectives and cultures. (Cultural Competence)

3. recognize the importance of contributing their knowledge and experiences to their own community and the broader society. (Community Engagement)

“I hear... and I forget,

I see... and I remember,

I do... and I understand.”

- Chinese Proverb
Public Affairs Scholars Program

Public Affairs Scholars Program: An Overview

The Public Affairs Scholars Diploma will be awarded to all Greenwood graduates based on:

- 26 units of credit earned
- 4 Scholars Merits earned in “designated” courses during the 4-year high school experience
- Successful completion of the Graduation Exhibition

In addition to the graduation requirements listed above, the Greenwood student may choose to work toward the completion of the Public Affairs Honors Diploma. This diploma will be awarded to students who meet all requirements for the Scholars Diploma and also earn four additional Honors Merits during their secondary school experience.

Scholars Merits and Honors Merits will be awarded based on significant volunteering and/or service learning activities. Service learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Effective service learning activities meet the following guidelines as identified by the Seven Best Practices for Service Learning—adapted from the Maryland Student Service Alliance. See page 18 for further information:

1. Meets recognized need in the community
2. Achieves curricular objectives throughout the service learning experience
3. Includes student reflection through the service learning experience
4. Develops student responsibility
5. Establishes community partnerships
6. Promotes collaboration and planning skills
7. Equips student with knowledge and skills needed for service

This program will be guided by the Public Affairs Coordinating Committee (PACC). Committee responsibilities include: establishing deadlines, approving faculty and student proposals, maintaining records, and confirming merits earned by students. All committee decisions are final; there is no appeal process. The PACC is composed of Greenwood faculty, students and parents.
The Public Affairs Scholars Diploma: Requirements

In addition to other graduation requirements, 24 units of credit earned and successful completion of the Graduation Exhibition, students are required to earn four Scholars Merits. Scholars Merits are earned in four designated courses, one each year, in grades 9-12. Beginning with the freshman year, one or more required courses each year will be deemed a Designated Public Affairs Course in the Greenwood Program of Studies. Each designated course will include an embedded service learning activity as part of the regular course curriculum.

A Scholars Merit will be awarded based on successful completion of the following steps:

1. plan and/or participate in a service learning activity
2. submit a 2-page, double-spaced, typed reflection paper that
   includes a) one-paragraph description of activity, b) 3-4 paragraph personal response, and c) 3-5 paragraph analysis of relation to curriculum (See sample on pages 10-11.)
3. share service learning experience (in class, in school setting, in community setting, etc.)

Designated courses for 2011-12 are:

Algebra I, Biology I, American Government, Public Affairs Capstone Course

The Public Affairs Designated courses were identified as required classes that would normally correspond with 1-class each of the four years of the high school experience. The Public Affairs Committee recognizes that there are exceptions to this scheduling situation. The student will receive credit for completion of the Scholars Merit regardless of when the student is enrolled in the designated course, even if this occurs prior to the beginning of the freshman year.

At the end of the quarter when Service Learning Activities are completed, instructors of designated courses will submit a list of students who have earned Scholars Merits to the PACC.

Important notes:

1. Instructors need to include a list of students who did not meet the requirements with a brief explanation as to why they failed to complete the project. This information will be placed in their PACC records.
2. Students who fail to earn a Scholars Merit in a designated course are required to propose their own service learning activity. Transfer students will be required to earn one Scholars Merit for each year in attendance at Greenwood. To meet the needs of individual transfer students (due to scheduling conflicts or credits already earned in previous schools), the PACC reserves the right to consider alternative methods to ensure completion of the required designated course.

Instructors of designated courses will submit a Service Learning Activity proposal to the Public Affairs Coordinating Committee during the quarter preceding the planned activity. (See page 9 of this handbook for format.)
The Public Affairs Honors Diploma (Optional): Requirements

Students electing to earn the Public Affairs Honors Diploma will successfully complete four Honors Merits in addition to meeting all requirements for the Scholars Diploma. All Honors Merits requirements must be completed by the end of the 7th Semester of Senior Year. One Honors Merit must be a student proposed service learning activity, and one Honors Merit must be based on volunteer hours. The other two merits may be earned in the three activities listed below. No more than two merits may be earned from any one category:

A. Instructor-proposed service learning activity

Instructors of non-designated courses and/or organizations wishing to propose an embedded service learning activity must:

1. Submit a proposal to the PACC during the quarter preceding the planned activity (See page 9 of this handbook for format.)
2. Supervise as students plan, implement, reflect, and share results of the service learning activity
3. Submit list of students who earned Honors Merits to PACC. Also include a list of students who did not earn the Honors Merit with brief explanation.

B. Student-proposed service learning activity

Students wishing to propose a service learning activity must:

1. Identify a faculty mentor whose course relates to the activity, and who will supervise as students plan, implement, reflect and share results of service learning
2. Identify a contact person in the community who will sponsor the activity
3. Submit a proposal to the PACC during the quarter preceding the planned activity (See pages 11 of this handbook for format and sample.)
4. Plan, implement, reflect, and share results of the service learning activity
5. Obtain final approval from faculty mentor (See form on page 17.)

Important considerations for service learning activities:

- The activity must relate to the Greenwood academic curriculum.
- The activity must benefit the greater community (beyond the immediate Greenwood community).
- Activities performed at Greenwood by groups such as Student Council and
Greenwood Ambassadors may or may not be approved for an Honors Merit.

C. Student volunteer hours

Students wishing to earn an Honors Merit through volunteer hours must:

1. Identify a contact person in the community who will sponsor volunteer work
2. Complete volunteer work (total of 30 hours required for Honors Merit)
3. Obtain verification signature from community contact person and submit the verification form to PACC (See form on page 16.)
4. A maximum of 30 hours will be granted for volunteer activity in a calendar year.

Important considerations for volunteer hours:

- The GLS Public Affairs Committee recognizes the efforts of the Greenwood Service Society (GSS) and will accept volunteer hours submitted (on behalf of all GLS student participants) by the student president after completion of a GSS sponsored activity.
- When volunteering for a faith-based organization, hours will be accepted for “secular-type” activities such as maintenance (painting, spring-cleaning), baby-sitting, set-up/clean-up for dinners/picnics etc. NO HOURS MAY BE ACCEPTED for activities that include the proselytizing/evangelizing or sharing of your faith with others. These activities would include teaching Sunday School or Vacation Bible School classes. The same distinction would apply for mission trips with a faith-based organization.
- We strongly encourage students to submit applications for volunteer hours in advance whenever possible. This will eliminate any possible time or effort completing an activity that does not meet the required criteria.
- Only one Honors Merit may be earned per activity annually.
- No more than two Honors Merits may be earned for the same activity over a two-year period.
- Volunteer hours must be done with an agency outside of the Greenwood Laboratory School. Any volunteer work done for PTA, Boosters Clubs, etc. will not count toward the accumulation of Honors Merits.
2011-12 Public Affairs Program

Schedule

October 14  Deadline for faculty and student proposals for 2nd quarter activities

December 16  Deadline for faculty and student proposals for 3rd quarter activities

March 23  Deadline for verification of volunteer hours for the Middle School Civitas Discendo Public Affairs Award

March 26  Deadline for faculty and student proposals for 4th quarter activities

May 18  Deadline for faculty and student proposals for summer activities
Civitas Discendo Public Affairs Award:  
Middle School Honor Day Recognition

The GLS Student Council approved (Spring 2009) a middle-school only permanent recognition for the annual Honor Day ceremony that went into effect in the 2009-10 school year. The award is entitled the “Civitas Discendo Public Affairs Award.”

Eligibility:

1. All 7th and 8th grade students

2. Successful and documented completion of twenty-five hours of community service.

3. Demonstration of outstanding character and ethical behavior (to be determined by the middle-school faculty and recommended to the Public Affairs Coordinating Committee.)

Each student is responsible for documenting hours of service provided, outside of a GLS sponsored activity, on the form entitled “Civitas Discendo” Middle School Volunteer Hours Form. This form can be found in the Public Affairs Handbook:

The hours may be completed between the end of school in May and the following March (at the conclusion of that year’s Spring Break). The form must include the signature and contact information (telephone/e-mail address) of the supervisory person responsible for the activity/event that the hours were performed. The volunteer hours may be with one organization or with several different organizations. Hours will be tallied cumulatively over the course of the school year and the preceding summer. Completed forms should be turned into the mailbox of Mr. Tim Pfeil, Public Affairs Coordinating Committee. Mr. Pfeil may be reached at 836-4742 or by e-mail TimPfeil@missouristate.edu.
Instructor-Proposed Service Learning Activity: Proposal Format

Prepare a proposal that includes all of the following information, and submit it to the chair of the Public Affairs Coordinating Committee.

Name of instructor
Date

I. Objective of Service Learning Activity
   A. What need/opportunity in the community has been identified?
   B. How will the Service Learning Activity address this need?

II. Relation to Greenwood curriculum
   A. To what course will the Service Learning Activity relate?
   B. What specific portion of the course curriculum will be addressed?

III. Planning and implementation considerations
   A. Name(s) of community organization/program; name & title of the contact person and phone number
   B. Detailed description of Service Learning Activity (include date(s), location, # of hours in planning and implementation, procedures, personnel, etc.)
   C. What specific planning and preparation will you complete before initiating your Service Learning Activity (i.e. background research, preparation of materials, practice sessions, preparation of visual aids, use of technology, etc.)?

** Note: If students will plan individualized activities, please explain.

IV. Follow up activities

In addition to their reflection papers, explain how students will share their experience at Greenwood or in the community (i.e. photos in display case, presentation in class, column in Greenwood in Review, presentation at PTA meeting, presentation at community event, etc.).

V. Continued Approval

If this service activity will be implemented in future years, please check here. [ ]

VI. Faculty Signature___________________________________________________Date__________________
SAMPLE

Instructor Proposal

Name of Instructor:  Name

Date:

I. Objectives of Service Learning Activity
   A. Identified need/opportunity in community: Low income families need goods for
      Newborn babies (e.g. clothes, blankets, burial clothes for babies dying at birth).
   B. How will Service Learning Activity address this need?  Student will plan and
      Participate in a work day with the Newborns in Need program.

II. Relation to Greenwood curriculum
   A. What course:  7th grade Wellness Education
   B. Portion of course: Community Wellness unit

III. Planning and Implementation considerations
   A. Community organization: Newborns in Need; contact:
   B. Description of Service Learning Activity: The students will plan and participate
      in a work day (9:00 am-noon) at Newborns in Need, 1912 S. Campbell on
      September 13, 2004.  Thirty7th grade students will perform the necessary
      tasks in fulfilling the need to provide blankets, clothing, stuffed toys, etc. for
      babies born to families without the means to provide these items.  Student will
      perform tasks such as cutting fabric, sewing by hand an on machines, stuffing
      toys, packaging completed items, etc.  Students may also make burial layettes
      for babies who lose their fight for life.  Transportation will be provided by
      Fisk Services.  Students will be accompanied by the instructor.
   C. Planning and preparation: A speaker from Newborns in Need will visit with
      students, giving them an understanding of the organization and the need in
      the community.  The speaker will also explain the details of tasks they will
      perform during the site visit.
IV. **Follow Up Activities**

Students will be responsible for writing a reflection paper addressing how the community need was selected, experience gain during the site visit, and gains from the project for themselves, their school, and the community. Students will share their experiences with the Greenwood community by providing a photo showcase, and writing articles for Greenwood in Review, and MSU Media Services.
Student Proposed Service Learning Activity

Proposal Format

Prepare a proposal that includes all of the following information, and submit it to the chair of the Public Affairs Coordinating Committee.

Name of student(s)
Grade level of student(s)

I. Objective of Service Learning Activity
   A. What need/opportunity in the community have you identified?
   B. How will your Service Learning Activity address this need?

II. Relation to Greenwood coursework
   A. To what course will your Service Learning Activity relate?
   B. What specific portion of the course curriculum will be addressed?

III. Planning and implementation considerations
   A. Name of community organization/program; name of the contact person and phone number
   B. Detailed description of Service Learning Activity (include date(s), location, # of hours in planning and implementation, procedures, personnel, etc.)
   C. What specific planning and preparation will you complete before initiating your Service Learning Activity (i.e. background research, preparation of materials, practice sessions, preparation of visual aids, use of technology, etc.)?
   D. Schedule (include timeline of events and projected completion date)

IV. Follow up activities

In addition to your reflection paper, explain how you will share your experience at Greenwood or in the community (i.e. photos in display case, presentation in class, column in Greenwood in Review, presentation at PTA meeting, presentation at community event, etc.).

V. Approval signatures
   Faculty mentor ___________________________________________________________ Date __________
   Community contact person ______________________________________________________ Date __________
SAMPLE

Student Proposal

Students: John Smith (11th grade), Jane Doe (11th grade), Sally Jones (10th grade)

I. Objectives of Service Learning Activity

A. Identified need/opportunity in community: We observed that children in low income areas have few opportunities to participate in creative dramatic performances.

B. How will our Service Learning Activity address this need? We plan to provide opportunities for low income children to rehearse and perform a play in an after school day care setting.

II. Relation to Greenwood curriculum

A. Which course? Speech

B. Portion of course? Play production (adapting script, staging, rehearsal, promotion, production)

III. Planning and Implementation considerations

A. Community organization: Salvation Army after school day care program; contact person: Tom Miller, phone: 888-8888

B. Description of Service Learning Activity: We plan to go to the Salvation Army day care center on five consecutive Tuesday afternoons from 3:30-5:30 pm during the 2nd quarter of the school year. We have been told that 12-15 children, ages 8-12, are interested in participating with us to produce a play of “Snow White.” During the first four weeks we will help the children rehearse and plan the play. The play will be presented at the day care on the fifth Tuesday afternoon.

C. Planning and preparation:
   • write “Snow White” script
• gather materials for costumes and props
• prepare flyers to advertise play to parents
• arrange for video equipment to film play

IV. Follow up activities

We plan to return to the day care and show the video of the play. Also, we will show the video and describe our activity in our Speech class, and write up the activity for Greenwood in Review.

V. Approval signatures

Faculty mentor name: Mrs. Dunlop  Signature___________________ Date___________

Community contact name: Tom Miller  Signature___________________ Date___________
SAMPLE

Student Reflection

Student Name: John Smith

Description of Activity

I went with Jane Doe and Sally Jones to the Salvation Army Day Care Center on five consecutive Tuesday afternoons from 3:30-5:30 pm during the second quarter of the school year. We met with 14 children (ages 8-12) each week, and produced the play “Snow White.” The first week we assigned roles and distributed copies of the script. During the next three weeks we rehearsed and assembled costumes and props. The students also prepared a flyer to invite their friends and parents to the play. On the last Tuesday, the students presented their play.

Personal Response

The overall experience was a positive one for me. I learned so many things, some about the children I worked with, and some about myself. In general, most of the children were very cooperative, however, there were several who needed special attention. A couple of the girls were very shy, and one boy in particular was hard to handle.

It made me feel good to see how much fun the children had when the play was finally staged, even though they sometimes complained about the rehearsals. The fact that the parents appreciated my time surprised me. We even received a thank you note from one mother.

When I first decided to participate in this activity, I was not sure if I would really enjoy working with younger children. I discovered, however, that it was a most rewarding experience. In the future I might consider working at the Salvation Army Day Care again, or find another experience like working as a counselor at a day camp.

I also learned that you need to be very organized and patient to work with children. The organization part was easy for me. I liked planning the costumes and props with the children, and having schedules ready for each rehearsal. I had to adjust rehearsal times to accommodate their short attention spans, and allow for breaks, but I was always able to keep things organized. The patience, however, did not come as easy for me. When I work with children again in the
future, I need to be sure to remember that they’re just kids after all, and may not always respond the way I want them to.

**Analysis of relation to curriculum**

This activity related to my Speech class in many different ways. One thing I did was use several of the ice breakers that we’ve been taught in class. These got the children up and moving around, talking with one another, and involved even the shy children with the rest of the group.

I used the skill of interpreting a piece of literature for play writing. I had to concentrate on condensing the script to fit the age group I was working with. This proved more difficult than I had expected it to be. I was glad to be working with Jane Doe and Sally Jones, because they were better at this part of the process than I was.

Staging and blocking were two other Speech class skills that I used. Since we did not have an actual stage, we had to be creative in rigging up curtains and ways to enter and exit the playing area. We had to teach the children the terminology for acting, like “down stage” and “up stage.” We put tape on the floor so the children would know where to stand. It was interesting to discover that the things we learned in Speech class worked with small children.

I even used some of the articulation exercises we used in Speech class to help the children speak louder and clearer. They especially enjoyed playing with tongue twisters and rhyming words.

Overall, this Service Learning Activity helped me see that many of the skills I used here can be adapted in other situations. I now see that what I learn in my Speech class will not only benefit me, but will allow me to help others in my community.
“Civitas Discendo” Middle School Volunteer Hours Form

Name______________________________________________________________

Grade level:  [ ] 7th Grade Class of _____  [ ] 8th Grade Class of ______

Name of community organization:_____________________________________________________________

Name of contact person:______________________________________________________________

Phone of contact person:_________________________  Email:___________________________

Description of community need and volunteer activity:__________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total number of hours:________________

Signature of contact person:_____________________

Date____________________
Honors Merit: Volunteer Hours Verification Form

Complete this form and submit to the PACC Chair.

Student name______________________________________________________________

Name of organization_______________________________________________________

Brief description of activities completed:_____________________________________
________________________________________________________________________
________________________________________________________________________

Number of volunteer hours completed for this project: __________ Date completed_____

Total number of volunteer hours completed toward Honors Merit:_______________

I certify that the above information is accurate.

Name of contact person____________________________________________________

Phone number of contact person________________________ Email ______________

Signature of contact person________________________________________________
Honors Merit: Service Learning Approval Form

(Instructor-Proposed or Student-Proposed)

Name__________________________________________________________

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal submitted</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Service learning activity completed as proposed</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Reflection essay submitted</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Sharing activity completed</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

This student has successfully completed all requirements for an Honors Merit.

Signature of faculty mentor___________________________Date_____________

Return this form to the Public Affairs Committee Chair.
Seven Best Practices for Service Learning

(Adapted from Maryland Student Service Alliance)

Effective Service Learning Activities...

1. Meet a recognized need in the community

Students work to identify pressing community needs and advise and participate in projects that address those needs. Students might engage in direct, indirect, or advocacy projects:

   a. Direct service: Working face-to-face with the recipient of the service to meet his/her needs.
   b. Indirect service: Working behind the scenes to channel resources to meet a community need. Examples are organizing a blood drive and doing environmental service.
   c. Advocacy: Making a difference through political action and/or public education.

2. Achieve curricular objectives through service learning

Service learning provides an opportunity for classroom knowledge to be applied and tested in real life settings. Service learning projects should meet existing course outcomes in an experiential manner.

3. Promote reflection through the service learning experience

Through reflection activities in the form of discussion, journaling, performing, writing, etc, students come to more fully understand the connection of their school work to the service work performed. Reflection helps students explore the cycle of: What and why? So what? Now what?

4. Promote student responsibility

High quality service learning allows students to take leadership and ownership over the projects performed. Students learn important school, work, and life skills such as working as a team, organizing and scheduling activities, and problem solving when given increased responsibility for the success of projects.

5. Establish community partnerships

Service learning experiences provide opportunities for students to learn about their communities, explore career possibilities, and work with diverse groups of individuals. Qualify projects involve community organizations as partners.

6. Promote collaboration and planning skills

As with all effective instruction, an action plan must be created that features specific objectives to be achieved through the activity. Service learning requires teachers, students, and community organizations to carefully plan out projects and work collaboratively.

7. Equip students with knowledge and skills needed for service

To effectively engage in a project, students must understand the issue they will be addressing. Students are often required to conduct research, read articles, and listen to guest speakers. Students also need to learn project specific skills, as well as explore issues related to citizenship and civic engagement.
RECOGNIZED NATIONAL SERVICE-LEARNING AWARDS

Nomination Form

1. If there is a student that you feel deserves external recognition, look at the recognized list of awards (pg 19-20) and complete the form below. Upon completion, turn the form into TimPfeil so that the student can be recognized by the Public Affairs Coordinating Committee (PACC).

2. Students may also self-nominate, but the PACC request the same form below completed, so that we may monitor and track the progress of the nomination for our students.

Student Name: ___________________________________

Award Name:_______________________________________________

Description of award:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description of why this student should be nominated and how the student fits the award criteria:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Student Name: ___________________________________

Award Name:_______________________________________________

Description of award:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description of why this student should be nominated and how the student fits the award criteria:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Student Name: ___________________________________

Award Name:_______________________________________________

Description of award:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description of why this student should be nominated and how the student fits the award criteria:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Student Name: ___________________________________

Award Name:_______________________________________________

Description of award:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description of why this student should be nominated and how the student fits the award criteria:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
RECOGNIZED NATIONAL SERVICE-LEARNING AWARDS

American Red Cross Woodrow Wilson Award for Exemplary Youth Volunteer Service: This award goes to a young person under 21 in recognition of his/her contributions to the American Red Cross and the community. Nominations are made by local chapters.

http://www.compact.org/opportunities/detail/4001

Caring Institute Awards: These awards honor adults and youth whose actions exemplify a caring spirit. Awards include sessions at the U.S. Space Camp and scholarships for youth. Nominations are accepted September through March.

http://www.caring-institute.org/

Congressional Award: Members of Congress recognize the “initiative, achievement and excellence” of young people involved in public service by means of the Congressional Award. Applicants earn the awards by completing a given number of hours of volunteer service. Bronze and silver awards are presented by local representatives in each congressional district. The ceremony for the gold medalists is held annually in Washington, D.C. Between 500 and 1,000 candidates, ages 14 to 23, receive the award each year. Candidates may apply any time during the year.

http://www.congressionalaward.org/congress/?CFID=998873&CFTOKEN=49948876

Daily Points of Light Award: The Daily Point of Lights Award honor individuals and volunteer groups that have made a commitment to connect Americans through service to help meet critical needs in their communities. It focuses on the goals for children and youth set by the President’s Summit for America’s Future. Each weekday, one volunteer or volunteer effort in the country receives a Daily Point of Light Award.


Harris Wofford Awards: Established in April, 2002, the Harris Wofford Awards recognize extraordinary achievements of an Individual, Institution, and Media organization or member that actively contributes to making service and service-learning the common expectation and common experience of every young person in America. Funders, donors, partners, board members, youth advocates, and members of the media will be considered who have improved the public’s opinion of youth.


The President’s Community Volunteer Awards: The President’s Service Awards were established in 1982 to honor outstanding individuals, families, groups, organizations, business and labor unions engaged in voluntary community service addressing unmet human service, educational, environmental and public safety needs. The award winners are traditionally presented their awards by the President at a White House ceremony. This ceremony and other events celebrating the winners’ commitment to community service traditionally takes place during National Volunteer Week in April. The President’s Service Award is the nation’s highest honor for volunteer service.

http://www.presidentialserviceawards.gov/tg/PSSA/

State Farm Good Neighbor Service-Learning Award: This award is available to teachers/professors, youth (age 5-25) and school-based service-learning coordinators to implement service-learning projects for National Youth Service Day. One hundred grants of $1,000 are available.

State Farm Youth Leadership for Service-Learning Excellence Award: This award recognizes K-12 grade service-learning programs and projects that demonstrate outstanding youth leadership. The award focuses on projects showing a high level of youth initiative in all areas of planning, including identifying the authentic need, planning the service, and putting that plan into action.

2013
Graduation Exhibition
Handbook
Greenwood Laboratory School
Missouri State University
Greenwood Laboratory School

2013
Graduation Exhibition

The Exhibition

As a requirement for graduation, each senior at Greenwood Laboratory School is required to exhibit his/her ability to:

- Communicate effectively in writing
- Communicate effectively in speaking
- Think critically
- Access information from a variety of sources
- Express ideas creatively
- Assume responsibility

To display these abilities, each senior will plan, develop and present an exhibition that focuses on a topic that is analytic and authentic in nature. The exhibition will reflect extensive research using a variety of sources and will include:

1. A written component
2. A public speaking component
3. A gamma component that demonstrates analysis and/or interpretation of the relationship between the research paper and the Public Affairs Capstone Course field experience

Exhibition Components

1. Written Component
This component will include a typed, double spaced, 6 – 8 page research paper with documentation following APA guidelines. The paper must be more than a factual report or statement of personal opinion; it must present and support a thesis. All papers will be submitted to turnitin.com. The organization of the paper will follow one of two formats: an authentic issue, or a research question:

Authentic Issue
The student will choose a topic that has two differing points of view. The purpose of the paper will be to defend one viewpoint, while displaying an understanding of the opposing point of view.
For example, a student might choose to research the use of fetal tissue for medical purposes. Research would be conducted to understand the pros and cons of this issue. The paper would display knowledge of all aspects of the issue, yet strongly defend one point of view.

**Research Question**
The student will raise a question that has no obvious answer. The purpose of the paper will be to establish a legitimate answer to the question based on research.

For example, a student might raise the question, “What is the environmental impact of the power plant in Springfield, Missouri?” The paper would present evidence gained in research to provide a feasible answer to the question.

An annotated Works Cited page is required and is to include the following information for each source:

1. Specific research site where source was found
2. A single paragraph describing what specific information the source provided
3. A discussion critiquing the quality and viewpoint of the source

A sample entry is listed below:


This book was found at the Meyer Library at MSU. This source provides detailed descriptions of labor relations from the 1800’s through the 1950’s. It is an excellent source for information on the creation of the National Labor Relations Board, and it describes major strikes in detail, giving the points of view of both labor and management. It is well documented with many primary source references. This was a reliable general source for my research; however, since it did not include any discussion of race relations in labor disputes, it did not specifically address my research question.

An academic grade will be assigned for the first draft of the written component and will be included in the grade in English IV and Service Learning Capstone course.

Note: To receive the “Distinguished” rating, the research paper must be assessed as “Distinguished” by the Writing Assessment Committee.

2. **Public Speaking Component**
The public speaking component will include:

1. A 5 – 7 minute summary of the content of the written component
2. The oral portion of the gamma presentation (if applicable)
3. A question and answer period of approximately 15 minutes
Note cards may be used minimally during the public speaking and gamma portion of the exhibition. The lead advisor will review note cards the day before the student’s presentation.

3. Gamma component
The gamma component requires students to offer their own analysis and interpretation of the relation between the research paper and the Capstone Course field experience. This thoughtful analysis is to be presented in a creative multi-media presentation (not to exceed 25 minutes in length). Examples of media need not be limited to technology, and may include:

- Dramatic monologue
- Original music composition
- Original artwork
- Video production
- Photo essay
- Political cartooning or satire
- Epic poetry
- Convention-style display, etc.

The gamma component must be completely produced by the student. Students may use professional services for minor production needs such as photocopying, enlargements/reductions, developing of still photographs, etc. However, all major production (including computer graphics, video editing and production, sound mixing, etc.) must be completed by the student. Since students are assessed on the quality of their production, use of professional services for major aspects of production will be considered evidence of academic dishonesty (see policy below). It is the responsibility of the student to budget time wisely in production of the gamma. Time constraints will not be accepted as a reason for utilizing professional services.

Policy on Academic Dishonesty

Plagiarism is defined as “using someone else’s words or ideas without giving proper credit—or without giving credit at all—to the writer of the original” (Joseph F. Trimmer, A Guide to MLA Documentation). Any plagiarism or other academic dishonesty, whether intentional or unintentional, is a serious offense and will not be tolerated in the exhibition process.

Evidence of plagiarism or other academic dishonesty in the Written Component will result in the research paper being assessed as “Not Mastered,” and an F grade will be assigned for the paper in English IV and the Service Learning Capstone course. A new research topic will be approved, and a new research paper will be required.

Evidence of plagiarism or other academic dishonesty in the Gamma Component will result in the presentation being assessed as “Not Mastered.” A new topic will be approved, and a new presentation will be required.

If plagiarism or other academic dishonesty is documented in any portion of the exhibition process, the highest overall rating the exhibition may receive will be “Proficient with Reservations.”
Advisory Committee

Each student will work with a three-member Advisory Committee. One lead advisor will be assigned to each student.

Responsibilities of the lead advisor will include:
- Contacting the student if deadlines are missed
- Contacting parents as needed regarding a lack of student progress
- Preparing the Final Assessment Report (see sample on page 12) – Original in sealed envelope to Mrs. Kleeschulte and/or Mr. Pfeil for distribution to seniors in Capstone class; copies to Mr. Seal and committee members
- Review note cards the day prior to student’s presentation

Two additional faculty/professionals will be selected by the student to serve on the Advisory Committee (see Committee Selection Form, page 10). All committee selections are final and may not be changed.

Responsibilities of the Advisory Committee will include:
- Advising student on topic selection and research of the written component
- Advising student on production of the gamma component
- Attending all scheduled meetings
- Reading final draft of written component in preparation for final Exhibition
- Reviewing scoring guides and levels of achievement with student
- Participating in the final Exhibition question and answer period
- Assessing public speaking, gamma, critical thinking and personal responsibility

The Writing Assessment Committee will assess the written component. This assessment will be submitted in writing to the lead advisor for inclusion in the Final Assessment Report.

ALL COMMITTEE ASSESSMENTS ARE FINAL. THERE IS NO APPEAL PROCESS FOR EXHIBITION ASSESSMENT.

If the student selects a committee member from outside of Greenwood, this person should be one who has expertise in the field of the chosen research topic. This person should be able to work closely with the student individually and be available to attend meetings of the Advisory Committee. This committee member should be instrumental in helping to refine the topic and in suggesting reading and other sources. This person must be in attendance at every committee meeting and may not be a relative of the senior.
Advisory Committee Schedule

2013 Schedule

Feb 28-Mar 6  Meeting with Advisory Committee: Topic Proposal Approval
- All committee members must be present
- Students will present formal Topic Proposal Paper for discussion
- Committee will sign proposal or recommended changes to be made by Mar 8 deadline

Note: Student may confer with members of the advisory committee as needed during research and writing of the research paper.

Apr 8-12  Meeting with Advisory Committee: Gamma Proposal Approval
- All committee members must be present
- Finalize gamma format
- Review gamma analysis (relation between research topic and field experience)
- Committee will approve proposal or recommend changes

May 2-8  Graduation Exhibition
- All committee members must be present
- Committee will observe and assess the final Exhibition
- Committee will participate in question and answer session

May 13  Final Assessment due no later than noon (one copy addressed to student in sealed envelope to Mrs. Kleeschulte or Mr. Pfeil AND one file copy for Mr. Seal)

May 9-15  Revised exhibitions presented as necessary

May 15  All revisions of Not Mastered components must be presented and assessed as Mastered by this date
Proposals

Topic Proposal Paper
The Topic Proposal Paper will be a polished, 1-2 page typed document in which the senior will offer the following:

- A description of the topic
- An explanation of how the topic will be explored as either
  - an issue with opposing viewpoints, or
  - an original research question

Attached to the document, a preliminary bibliography will be submitted, including a minimum of three sources (other than encyclopedias) in complete MLA citation form. Students will present a draft of this proposal to each committee member 2 days in advance of a meeting to be scheduled by the senior during the week of February 28-March 6. The final copy of this proposal is due to all committee members on Friday, March 8, 2013.

Gamma Proposal Paper
The Gamma Proposal Paper will be a polished, 1-2 page typed document in which the senior will offer the following:

- An explanation of the analysis that will be offered in the gamma relating the research topic to the field experience
- A specific description of the multimedia format of the gamma

This paper is due to all committee members 2 days in advance of the scheduled meeting with committee (during the week of Apr 8-12, 2013).

Presentation Conditions

All graduation exhibitions will be presented during the school day on May 2-8, 2013. A maximum of forty-five minutes will be allotted for each exhibition, which will include the public speaking component, the gamma presentation and a question and answer period. The exhibition will be presented before the Advisory Committee and will be an open public forum for observation by Greenwood students, families, MSU students and faculty and visitors from other schools.

Exhibition Assessment (See Exhibition Rubrics, pages 13 – 18)

Each exhibition will be assessed as one of the following after the Advisory Committee has viewed all three components:

- Distinguished
- Mastered with Areas of Distinction
- Mastered
- Proficient with Reservations
- Not Proficient
Final Assessment Report (see sample on page 12) will be distributed in Capstone class on May 13, 2013. If the exhibition is assessed as “Not Mastered,” the student must contact Advisory Committee members to set a date for the revision to be presented no later than Wednesday, May 15, 2013.

**Human Subject Review Procedure**

Experimentation with human subjects risks physical, psychological or social damage to those subjects and is regulated carefully by the MSU Human Research Institutional Review Board. Any student contemplating research involving human subjects must discuss that research with his/her Faculty Advisor and fill out a Human Subjects Review - Class Research Project Form (see page 19). Only projects that qualify for exemption 2 on that form will be permitted. Research involving the use of educational tests, surveys, interviews or observation of public behavior may be undertaken provided that:

Information is recorded in such a manner that human subjects cannot be identified directly or indirectly (e.g. use of names, photographs, videos, social security numbers, etc.). Subject confidentiality is maintained so that subjects will not be at risk of criminal or civil liability, or sustain damage to their financial standing, employability or reputation.

Faculty Advisors are responsible for determining that student research is of the type permitted by exemption 2, for signing and dating the form, and for sending the form to the MSU Human Research Institutional Review Board.
Title of Study: ____________________________________________

Where the Study will be conducted: ____________________________

Class: _____________________________ Semester & Year: ___________

Department: ________________________ Instructor: _________________

Instructor’s Phone: ________________ Date: ______________

Students involved: ______________________________

Class research projects are exempted from committee review if the research falls into one or more of the following categories. Circle the exemption that applies to this project.

- Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

- Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal and civil liability or be damaging to the subjects’ employability, or reputation.

- Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, that is not exempt under paragraph (b)(2) of this section if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
• Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

• Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

• Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

I am the instructor in the above class. I have read the criteria above for exempt research. In reviewing this student’s project, I have judged that it is within the category of exempt research and therefore deem committee review unnecessary.

__________________________________________________________________________
Instructor signature

__________________________________________________________________________
Date
## 2013 Graduation Exhibition

### Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14-25</td>
<td>Students attend Capstone class, 7th Hour</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Students receive Graduation Exhibition Handbook and begin to choose Advisory Committee members</td>
</tr>
<tr>
<td>Jan 28-Mar 8</td>
<td>Students released from 7th Hour to complete Service-Learning</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Committee Selection Form Due</td>
</tr>
<tr>
<td></td>
<td>(Submit form to Capstone teacher. See that off campus committee members receive a copy of the Exhibition Handbook.)</td>
</tr>
<tr>
<td>Feb 5-8</td>
<td>Students brainstorm THREE potential topics for research paper (in English class)</td>
</tr>
<tr>
<td>Feb 11-15</td>
<td>Students submit their THREE detailed potential topics to Committee for feedback (via e-mail or meeting in person)</td>
</tr>
<tr>
<td>Feb 25-27</td>
<td>Students decide on topic and develop a formal Topic Proposal Paper (in English class)</td>
</tr>
<tr>
<td>Feb 28-Mar 6</td>
<td>Students meet with entire committee to review the formal Topic Proposal Paper (Topic Proposal to be submitted to committee 2 days prior to this meeting)</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Topic Proposal Paper due to Capstone instructor</td>
</tr>
<tr>
<td></td>
<td>(Student responsible for copies for Writing Assessment Committee and Advisory Committee)</td>
</tr>
<tr>
<td></td>
<td>Begin working on Written Component (Research paper – in English class)</td>
</tr>
<tr>
<td>Mar 11-15</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Students return to Capstone class, 7th Hour</td>
</tr>
<tr>
<td>Apr 1-5</td>
<td>Students develop Gamma Proposals (in Capstone class)</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Written Component (research paper) due</td>
</tr>
<tr>
<td></td>
<td>(Student responsible for copies for Writing Assessment Committee and Advisory Committee)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Apr 8-12</td>
<td>Students meet with entire Advisory Committee to discuss gamma</td>
</tr>
<tr>
<td></td>
<td>(Gamma proposal to be submitted to committee members 2 days prior to this meeting)</td>
</tr>
<tr>
<td>Apr 8-24</td>
<td>Students develop Gamma Component &amp; Public Speaking Component</td>
</tr>
<tr>
<td></td>
<td>(in Capstone class)</td>
</tr>
<tr>
<td>Apr 25</td>
<td>Gamma Component due (in Capstone class)</td>
</tr>
<tr>
<td>Apr 25-May 1</td>
<td>Gamma &amp; Public Speaking preparation/practice (in Capstone class)</td>
</tr>
<tr>
<td>May 2-8</td>
<td>All Graduation Exhibitions presented</td>
</tr>
<tr>
<td>May 9-15</td>
<td>Revised exhibitions presented as necessary</td>
</tr>
<tr>
<td>May 13</td>
<td>Final assessment of Graduation Exhibition to student</td>
</tr>
<tr>
<td></td>
<td>(Original copy in sealed envelope for distribution in Capstone; file copy to Mr. Seal.)</td>
</tr>
<tr>
<td>May 15</td>
<td>All major exhibition components must be assessed as Mastered by this date for senior to receive diploma at 2013 Commencement</td>
</tr>
</tbody>
</table>

2013 Graduation Exhibition
Committee Selection Form

Student: __________________________________________

Lead Advisor: _______________________________________

I have agreed to serve on this senior’s Graduation Exhibition Advisory Committee:

Name (please print): ___________________________________

Signature: __________________________________________

I have agreed to serve on this senior’s Graduation Exhibition Advisory Committee:

Name (please print): ___________________________________

Signature: __________________________________________

Student: Submit this form to Capstone teacher no later than January 31, 2013.
2013 Graduation Exhibition: Assessment Criteria

Instructions
Included in this handbook are the criteria for use in assessing the Graduation Exhibitions. The five sets of criteria should be used as follows:

Personal Responsibility Criteria
These criteria will be used to assess personal responsibility during the entire exhibition process, throughout planning, research, writing, production and presentation.

Critical Thinking Criteria
These criteria will be used to assess critical thinking upon completion of all three exhibition components: written, public speaking and gamma.

Written Component Criteria
These criteria will be used to assess the research paper upon submission of the final draft.

Public Speaking Criteria
These criteria will be used to assess the oral synopsis of research and the question and answer period.

Gamma Component Criteria
These criteria will be used to assess the gamma presentation.

Achievement Levels
Exhibitions will be assigned one of the following achievement levels:

Distinguished
To receive the “Distinguished” level of achievement, ALL criteria for Critical Thinking, Written, Public Speaking and Gamma components must be assessed as Distinguished and Personal Responsibility must be assessed as “Distinguished”.

Mastered with Areas of Distinction
To receive the “Mastered with Areas of Distinction” level of achievement, an exhibition must be assessed as “Distinguished” in Personal Responsibility, and as “Distinguished” in Critical Thinking, and two of the following three components: Written, Public Speaking and Gamma.

Mastered
To receive the “Mastered” level of achievement, ALL criteria on each page of the scoring guides must be assessed as “Mastered”.

Mastered with Reservations
Exhibitions that are assessed as “Mastered” or “Distinguished” in all areas except “Personal Responsibility” will be designated as “Proficient with Reservations”. Evidence of academic dishonesty in any aspect of the exhibition will result in a final assessment no higher than “Mastered with Reservations”.

79
Written Component: Distinguished
- Very well written
- Outstanding research
- Made a difficult topic easy to understand
- Strong organization
- Well documented

Public Speaking Component: Mastered
- Strong body of information, but introduction was not apparent (thesis not stated at beginning) and conclusion was not well organized
- Outstanding analysis displayed in question and answer period
- Physical demeanor displayed nervous responses

Gamma Component: Mastered
- Highly creative relation to research topic
- Effective use of interviews
- Strong visual impact
- More analysis on student’s part would strengthen presentation

Critical Thinking: Distinguished
- Outstanding, thoughtful analysis displayed
- Critical thinking skills displayed included analysis of evidence, evaluation of information, drawing of conclusions, determination of relevance, cause and effect, distinguishing fact from opinion, comparing and contrasting, recognizing bias, identification of assumptions, prediction of consequences, and showing alternatives

Personal Responsibility: Distinguished
- Outstanding work ethic, attitude and accessibility
- Met all deadlines

The committee wishes to congratulate (name) on his/her wonderful display of talents and abilities throughout the exhibition process. It was a privilege to advise him/her and learn from him/her.

Final Assessment: Mastered

Committee Signatures/Date: ________________________________
_______________________________
_______________________________
### Personal Responsibility Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th><strong>Distinguished</strong></th>
<th><strong>Not Mastered</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deadlines</strong></td>
<td>-Meets committee deadlines</td>
<td>-Misses committee deadlines</td>
</tr>
<tr>
<td><strong>Interaction with Advisory Committee</strong></td>
<td>-Initiates meetings with advisory committee in a timely manner</td>
<td>-Does not initiate meetings with advisory committee in a timely manner</td>
</tr>
<tr>
<td></td>
<td>-Maintains high level of accessibility</td>
<td>-Is inaccessible to committee members</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>-Maintains positive attitude toward exhibition and advisory committee</td>
<td>-Does not maintain positive attitude toward exhibition or advisory committee</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>-Manages time effectively without infringing on other coursework or class time</td>
<td>-Time not managed effectively; individual classes missed to work on exhibition (with or without teacher’s permission)</td>
</tr>
<tr>
<td></td>
<td>-No absences from school related to exhibition preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Absent from entire school day(s) related to exhibition preparation</td>
</tr>
</tbody>
</table>
## Critical Thinking Scoring Guide

(See definitions on next page.)

<table>
<thead>
<tr>
<th>Thinking Skills</th>
<th>Distinguished</th>
<th>Mastered</th>
<th>Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Five or more of the following critical thinking skills displayed in a broad and in-depth manner:</td>
<td>-Three or four of the following critical thinking skills displayed:</td>
<td>-Fewer than three of the following critical thinking skills displayed:</td>
</tr>
<tr>
<td></td>
<td>• Analyzes evidence</td>
<td>• Analyzes evidence</td>
<td>• Analyzes evidence</td>
</tr>
<tr>
<td></td>
<td>• Formulates questions</td>
<td>• Formulates questions</td>
<td>• Formulates questions</td>
</tr>
<tr>
<td></td>
<td>• Evaluates information</td>
<td>• Evaluates information</td>
<td>• Evaluates information</td>
</tr>
<tr>
<td></td>
<td>• Draws conclusions</td>
<td>• Draws conclusions</td>
<td>• Draws conclusions</td>
</tr>
<tr>
<td></td>
<td>• Determines relevance</td>
<td>• Determines relevance</td>
<td>• Determines relevance</td>
</tr>
<tr>
<td></td>
<td>• Shows cause and/or effect</td>
<td>• Shows cause and/or effect</td>
<td>• Shows cause and/or effect</td>
</tr>
<tr>
<td></td>
<td>• Distinguishes fact from opinion</td>
<td>• Distinguishes fact from opinion</td>
<td>• Distinguishes fact from opinion</td>
</tr>
<tr>
<td></td>
<td>• Solves problems</td>
<td>• Solves problems</td>
<td>• Solves problems</td>
</tr>
<tr>
<td></td>
<td>• Makes inferences</td>
<td>• Makes inferences</td>
<td>• Makes inferences</td>
</tr>
<tr>
<td></td>
<td>• Compares and/or contrasts</td>
<td>• Compares and/or contrasts</td>
<td>• Compares and/or contrasts</td>
</tr>
<tr>
<td></td>
<td>• Recognizes bias</td>
<td>• Recognizes bias</td>
<td>• Recognizes bias</td>
</tr>
<tr>
<td></td>
<td>• Identifies assumptions</td>
<td>• Identifies assumptions</td>
<td>• Identifies assumptions</td>
</tr>
<tr>
<td></td>
<td>• Predicts consequences</td>
<td>• Predicts consequences</td>
<td>• Predicts consequences</td>
</tr>
<tr>
<td></td>
<td>• Shows alternatives</td>
<td>• Shows alternatives</td>
<td>• Shows alternatives</td>
</tr>
</tbody>
</table>
Critical Thinking Skills: Definitions

**Analyzes Evidence**
Examines information critically; breaks down information into component parts

**Formulates Questions**
Determines what information is needed, then composes thoughtful questions designed to gain this information

**Evaluates Information**
Critiques information; decides whether information is useful and valid to the study

**Draws Conclusions**
After examining information, uses reasoning skills to determine one’s own perspective on the subject

**Determines Relevance**
Determines which source(s) and information are useful to the study

**Shows Cause and/or Effect**
Determines why an event occurred; determines results/consequences of an event; identifies relationships between events

**Distinguishes Fact from Opinion**
Distinguishes between information that can be verified or proven and that which is based on opinion, differing values or differing beliefs

**Solves Problems**
Identifies problems; offers plausible solutions; displays understanding of consequences of solutions

**Makes Inferences**
Finds meaning that is not explicitly stated; uses evidence to reach new ideas, discover meanings that are obscure

**Compares and/or Contrasts**
Identifies similarities and/or differences between two or more situations; explores significance of similarities and differences

**Recognizes Bias**
Determines point of view of a person/source; recognizes how the bias might affect the usefulness of the information

**Identifies Assumptions**
Recognizes the underlying ideas, persuasions, or beliefs that influence how information is presented

**Predicts Consequences**
Determines potential positive and/or negative effects of choices

**Shows Alternatives**
Identifies plausible actions other than those being considered; determines what consequences would result from the alternative actions
### Written Component Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Mastered</th>
<th>Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>- Thesis clearly defined</td>
<td>- Thesis clearly stated</td>
<td>- Thesis unclear or unidentifiable</td>
</tr>
<tr>
<td></td>
<td>- Topic effectively limited</td>
<td>- Topic limited</td>
<td>- No attempt to limit topic</td>
</tr>
<tr>
<td></td>
<td>- Engaging introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Stimulates interest in topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development and Organization</strong></td>
<td>- Thesis thoroughly developed</td>
<td>- Thesis developed</td>
<td>- Thesis not developed</td>
</tr>
<tr>
<td></td>
<td>throughout</td>
<td>- General supporting evidence</td>
<td>- Unnecessary information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(reasons, examples, details)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Wide variety of specific</td>
<td>- Logical organization</td>
<td>- No organizational plan</td>
</tr>
<tr>
<td></td>
<td>supporting evidence (reasons,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>examples, case studies, details,</td>
<td>- Transitions evident</td>
<td>- No attempt to create unity</td>
</tr>
<tr>
<td></td>
<td>statistics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Highly organized plan with strong</td>
<td></td>
<td>- Lacks transitions</td>
</tr>
<tr>
<td></td>
<td>sense of unity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clear transitions aid flow of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>-Comprehensive conclusion skillfully summarizes thesis</td>
<td>-Summary statement evident</td>
<td>-Vague or no summary statement</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>-Provides closure</td>
<td>-Clear connection to thesis</td>
<td>-No connection to thesis</td>
</tr>
<tr>
<td><strong>Evidence of</strong></td>
<td>-Four or more highly qualified sources cited appropriately within text</td>
<td>-Three qualified sources cited within text</td>
<td>-Fewer than three qualified sources cited within text</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>-Detailed annotated bibliography includes two types of sources (books, periodicals, interviews, documents)</td>
<td>-Annotated bibliography includes two types of sources (books, periodicals, interviews, online, documents)</td>
<td>-No annotations or bibliography includes only one type of source (books, periodicals, interviews, online, documents)</td>
</tr>
</tbody>
</table>
| **Mechanics**  | -Writing reflects superior editing (fewer than nine total errors in paper) in these areas:  
|                | • Punctuation/caps  
|                | • Spelling  
|                | • Sentence structure  
|                | • Run on/fragments  
|                | • Verb usage  
|                | • Subject/verb agreement  
|                | • Paragraph length  
|                | • Appropriate vocabulary  
|                | • Pronoun usage  
|                | • Point of view  
|                | • Manuscript (typing, spacing, documentation) | -Writing reflects careful editing (no more than 12 errors) in these areas:  
|                | • Punctuation/caps  
|                | • Spelling  
|                | • Sentence structure  
|                | • Run on/fragments  
|                | • Verb usage  
|                | • Subject/verb agreement  
|                | • Paragraph length  
|                | • Appropriate vocabulary  
|                | • Pronoun usage  
|                | • Point of view  
|                | • Manuscript (typing, spacing, documentation) | -Writing reflects careless editing (more than 12 errors) in these areas:  
|                | • Punctuation/caps  
|                | • Spelling  
|                | • Sentence structure  
|                | • Run on/fragments  
|                | • Verb usage  
|                | • Subject/verb agreement  
|                | • Paragraph length  
|                | • Appropriate vocabulary  
|                | • Pronoun usage  
|                | • Point of view  
|                | • Manuscript (typing, spacing, documentation) |
## Public Speaking Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Mastered</th>
<th>Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>- Captured audience attention</td>
<td>- Introductory statement clear, but not captivating</td>
<td>- No introductory statement or thesis statement evident</td>
</tr>
<tr>
<td></td>
<td>- Thesis clearly stated</td>
<td>- Thesis clearly stated</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>- Highly organized</td>
<td>- Clear organization</td>
<td>- Poor organization</td>
</tr>
<tr>
<td></td>
<td>- Statements strongly supported with strong evidence (facts, examples, details)</td>
<td>- Clear use of supporting evidence</td>
<td>- Little or no supporting evidence</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>- Comprehensive conclusion skillfully summarizes thesis</td>
<td>- Summary statement evident</td>
<td>- Vague or no summary statement</td>
</tr>
<tr>
<td></td>
<td>- Provides closure</td>
<td>- Clear connection to thesis</td>
<td></td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>- No grammatical errors</td>
<td>- Minimal grammatical errors</td>
<td>- Frequent grammatical errors</td>
</tr>
<tr>
<td></td>
<td>- Varied sentence structure</td>
<td>- Repetitive sentence structure</td>
<td>- Lack of sentence structure</td>
</tr>
<tr>
<td></td>
<td>- Thoughtful word choice (vivid descriptors, no slang, appropriate vocabulary)</td>
<td>- Acceptable word choice</td>
<td>- Inappropriate word choice</td>
</tr>
<tr>
<td><strong>Question Answering</strong></td>
<td>- Displays thorough knowledge of content</td>
<td>- Displays clear knowledge of content</td>
<td>- Displays insufficient knowledge of content</td>
</tr>
<tr>
<td></td>
<td>- Consistently displays ability to apply and analyze content</td>
<td>- Displays ability to apply and analyze content</td>
<td>- Unable to apply or analyze content</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>- Consistently exhibits distinct</td>
<td>- Satisfactory articulation</td>
<td>- Lack of clear articulation,</td>
</tr>
<tr>
<td><strong>articulation</strong></td>
<td>-Suitable volume and moderate rate</td>
<td>suitable volume or rate</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>-Volume and rate support expressive delivery</td>
<td>-Rare unintended pauses</td>
<td>-Excessive unintended pauses</td>
<td></td>
</tr>
<tr>
<td>-No unintended pauses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body Movement</strong></th>
<th>-Exhibits expressive body language through posture, gestures and general movement (aids spoken word)</th>
<th>-Exhibits controlled body language through posture, gestures and general movement (aids spoken word)</th>
<th>-Lack of composure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Body language distracts from spoken word (laughter, extreme nervousness)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Eye Contact</strong></th>
<th>-Maintains continual eye contact</th>
<th>-Maintains eye contact</th>
<th>-Minimal eye contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Rarely refers to notes</td>
<td>-Moderate use of notes</td>
<td>-Heavy reliance on notes</td>
</tr>
<tr>
<td></td>
<td>-No reading of speech</td>
<td>-No reading of speech</td>
<td>-Reads speech</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Time Requirement</strong></th>
<th>-Synopsis 5 – 7 minutes in length</th>
<th>-Synopsis 5 – 7 minutes in length</th>
<th>-Synopsis does not fit length of 5 – 7 minutes</th>
</tr>
</thead>
</table>
# Gamma Component Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Mastered</th>
<th>Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of relation</strong></td>
<td><strong>-Thorough, detailed analysis</strong></td>
<td><strong>-Analysis evident</strong></td>
<td><strong>-Little or no analysis of relationship between research paper and the field experience</strong></td>
</tr>
<tr>
<td><strong>between research topic</strong></td>
<td><strong>and interpretation evident</strong></td>
<td><strong>-Facts stated in support of analysis between the research paper and the field experience</strong></td>
<td><strong>-Only factual information presented</strong></td>
</tr>
<tr>
<td><strong>and field experience</strong></td>
<td><strong>-In depth analysis of the facts</strong></td>
<td><strong>-In depth analysis of the facts</strong></td>
<td><strong>-</strong></td>
</tr>
<tr>
<td></td>
<td><strong>supporting the relationship between research paper and field experience</strong></td>
<td><strong>supporting the relationship between research paper and field experience</strong></td>
<td>****</td>
</tr>
</tbody>
</table>

| **Creative Effort**      | **-Creative concept clearly presented in a thought provoking manner** | **-Creative concept apparent, but lacks clarity and stimulation (visual or auditory)** | **-No creative concept apparent** |

| **Technical Quality**    | **-Media quality superior**                           | **-Media quality strong**                        | **-Media quality poor**                       |
|                          | **-No distracting technical flaws/errors**            | **-Contains minimal technical flaws/errors**     | **-Technical flaws and errors detract from presentation** |
|                          | **-Operates all equipment independently in a manner that does not distract from or delay the presentation** | **-Operated all equipment independently**        | **-Does not operate all equipment independently** |
|                          | **-Completely student produced (methods of technical production approved by advisory committee)** | **-Completely student produced (methods of technical production approved by advisory committee)** | **-Evidence of professional production**        |
Greenwood Laboratory School

2013 Graduation Exhibition

We have read this 2013 Graduation Exhibition Handbook and agree to abide by all guidelines, schedules, and assessment criteria included in it.

We understand that completion of the exhibition at the Mastered level of proficiency is a requirement for graduation from Greenwood Laboratory School, and that the diploma will not be awarded at Commencement Exercises if all major Exhibition components have not been assessed as Mastered by May 9, 2012.

Student Name __________________________________________

Student signature ____________________________ Date__________

Parent Name ________________________________________

Parent signature ____________________________ Date__________