# Academic Information and Course Outlines
# Spring Semester 2019

The Traveling School's mission is to empower young women academically, physically and culturally through an experiential overseas high school semester. Our vision is to cultivate engagement, leadership and confidence in young women. This program is for academically motivated students who wish to enhance their traditional academic experience with a semester abroad. Sixteen motivated young women and four inspiring teachers travel to a unique region of the globe for 15 weeks. Fall semesters travel to southern Africa, and spring semesters travel to South America. Female students ages 15-18 earn full academic credit for six semester courses, immerse in new cultures, develop outdoor skills, and build confidence during this transformational academic experience.

**Educational Philosophy**

At The Traveling School, the classroom is all around us and learning comes to life through the places we visit, from the people we meet, and especially from the stories they tell us. Our curriculum connects rigorous standards-based academics to a region of the globe to create a culturally diverse and academically sound educational experience. The Traveling School strives to develop classes and academic experiences based on the following key components:

- Low student to teacher ratio and college seminar style classes to ensure active and engaged learners
- Experiential, relevant and place-based units to support critical inquiry and thorough questioning
- Discussion-based courses which are interdisciplinary in nature and connect content to students' lives, to history and to today's world
- Differentiated classrooms that provide individualized instruction to better support each student's academic path
- Focus on primary sources including eyewitness accounts in order to identify and acknowledge bias in sources of information
- Transformative teachings that incorporate structural analysis to explore important themes such as: race, liberalism, democracy, capitalism, power
- Student-centered approach that integrates creative lessons and multiple modes of learning allowing for students to express and enrich their learning in a variety of ways
- Reflective academic environment based on mutual respect, incorporating thoughtful silence and student-to-student discussion which creates space for diverse viewpoints

**Academic Overview**

The Traveling School academic schedule is responsive to our surroundings and opportunities that present themselves as we travel through a region. Students are engaged in relevant coursework presented by their teachers, local community members and their geographic surroundings. Although the academic schedule varies from day to day and week to week, The Traveling School carefully tracks academic hours for each class whether a sit-down lecture, an historic tour or a guest speaker. The Traveling School exceeds average US standards for classroom hours.

Academic activities vary from semester to semester; these days are spent exploring an art museum; taking an in-depth language seminar from a native language speaker; touring a local fishery with an expert in zoological and aquatic sciences; or meeting a freedom fighter who describes personal efforts to bring about their country's independence. Teachers also incorporate full class days, which consist of six or more hour-long classes. Teachers have the flexibility to integrate block scheduling, multi-disciplinary classes and experiential educational activities which have been proactively framed and debriefed to ensure comprehension and connection to each course's themes and content. There is a mandatory evening Study Hall, Sunday-Thursday, for 1-½ hours every week.

**Assessment:**
Traveling School courses focus on critical thinking and the ability to access, synthesize, evaluate and communicate information through various formats. Students are assessed through class discussion and participation, projects, presentations, homework, quizzes and tests. Each course has a midterm and final exam or project.

Teachers submit grades with written comments after midterm and final exams. The midterm transcript is sent electronically to parents and home high school. The final, official transcript with written comments, is sent as an official document to student, parents and home high school.

The Traveling School uses a traditional grading scale:

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|---|---|---|---|
| 100-98 A+ | 89-87 B+ | 79-77 C+ | 69-67 D+ |
| 97-93 A | 86-83 B | 76-73 C | 66-63 D |
| 92-90 A- | 82-80 B- | 72-70 C- | 62-60 D- |

Using the traditional grading scale, a 59 or lower will receive a failing grade. If a student is approved for a pass/no pass grade by a counselor from their home high school, a pass grade is designated as a 70% or higher.

**Academic Credit Transfer from Sending High School**
The Traveling School is fully committed to working with students' home schools to best support their international semester and to facilitate their transition home. Before a student is accepted on a Traveling School semester, we work to ensure each student will receive full credit. The first step is for families to meet with their home school to go over the Course Outlines and complete the Academic Credit Transfer Form to ensure all graduation requirements are fulfilled. The Academic Dean is available to answer questions and provide additional information as needed. Students come to The Traveling School from many different school systems and districts, and sending school diploma requirements vary. Many of the best public and private high schools send their students to The Traveling School and support our curriculum; a list of our sending schools can be found on our website. Some students have found that online courses can be a way to earn credit for coursework not offered at The Traveling School. Credit for online coursework is at the discretion of the sending school.

**Credits**
**Students are required to take 6 courses.** We recommend the student receive *two semester credits* for Global Studies and Physical Education and *one semester credit* for all other courses from their home high school.

| Course Offerings: Spring Semester South America | |
|---|---|
| **Required Courses** | **Semester Credits** |
| Global Studies | 2 |
| Physical Education & Independent Life Skills | 2 |
| Conversational Spanish<br>*(Beginning, Honors Intermediate or Honors Advanced)* | 1 |
| **Recommended Courses** | |
| Honors World Literature & Composition: South America | 1 |
| Honors History & Politics of Ecuador, Peru and Bolivia | 1 |
| Honors Natural Science | 1 |
| **Supplementary Courses** | |
| Global Economics | 1 |
| Algebra 2 | 1 |
| Precalculus | 1 |

**Notes:**

- A student can take only one supplementary course.
- For a supplementary course to be offered, a minimum of three enrolled students is required. If the minimum is not met, we may be able to establish an independent study.
- Independent Study requests are not guaranteed and are subject to Traveling School approval.
- Course changes require the approval of a Traveling School administrator, student's home high school and her parents.
- Traveling School math course sequencing may not align with your high school math class. It is each student's responsibility to share Traveling School math topics with your counselor and math teacher to make a plan to address any requirements outside of The Traveling School course.

**Accreditation**

**CSIET Full Listing Status: Accredited since 2004**

The Traveling School is accredited through the Council for Standards on International Educational Travel (CSIET). CSIET is a private, not-for-profit organization, which establishes standards and monitors international youth education and exchange programs. The Advisory List is distributed annually to all high schools in the United States and to hundreds of parents and youth seeking interesting and reliable travel and exchange learning opportunities. The CSIET Evaluation Committee found The Traveling School to comply with all nine areas related to CSIET standards. The nine areas are: educational perspective; organizational profile and effective administration; financial responsibility; professional, ethical and accurate promotional material; student selection and orientation; student placement; operations that ensure adequate care and supervision of students; student insurance; and adherence to government regulations.

**GLOBAL STUDIES** (Required)

This two-credit class is designed to be a thought-provoking, discussion-based forum that teaches and promotes critical thinking and helps students make connections between reoccurring themes, ideas, and concepts from the semester. The class has two primary focuses: first, this class uses multiple methods to provide students with critical thinking tools essential for higher level reasoning and critique; second, Global Studies uses an interdisciplinary and transnational framework to explore regional economic, political, social, and environmental issues in the developing world in order to better understand how globalization operates in our world today. The class is divided into multiple units centering on different themes pertinent to the region in which we are traveling. Global Studies is team-taught and is a required class for every Traveling School student; it is designed to be an academic and reflective space for the entire group to work through the complex questions that arise from traveling in the developing world.

The class will pose important questions about the state of South America today through an in-depth regional study. Drawing important connections between the political economies of the developed and developing world, we undertake a multi-scaled examination of the impacts of globalization on this region of the world as it relates to both the material conditions of everyday lives and the governmental structure and policy of South American nations. We explore a variety of different topics on this semester: indigenous issues, foreign aid, and grassroots activism. Each unit engages diverse material coming out of multiple disciplines, schools of thought, and perspectives. Students contemplate and synthesize material through weekly *Reflection, Reaction and Response* essays.

The Global Studies course will also emphasize active world citizenship through community service and cultural exchange. Students perform approximately 20-25 hours of community service during the semester. During these experiences, students will study and understand local and regional issues and turn this knowledge into action.

**Final Presentation**
Each student is required to give a final public presentation for a group of their peers when they return home. This presentation must be verified by a supervising adult and sent to The Traveling School for a final grade.

**Learner Outcomes**
Through the inquiry process, students will:

- Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
- Learn and apply geographic knowledge and skills, including location, place, human/environment interactions, movement, and regions.
- Gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate findings in ways appropriate for various purposes and audiences.
- Demonstrate knowledge and understanding of the communication process and distinguish among and use appropriate types of speaking and listening.
- Interact with print and non-print literary works from various cultures, ethnic groups, and traditional and contemporary viewpoints written by both genders.
- Use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

**PHYSICAL EDUCATION & INDEPENDENT LIFE SKILLS** (Required)

The Traveling School is an all-encompassing experience and this course helps students understand and manage the demands of being an individual in a group setting. Physical Education (PE) & Independent Life Skills (iLife) is a 2-credit class that focuses on academic, physical and emotional successes and challenges. The PE component helps students develop strength and cardiovascular endurance. Being an active participant in PE enables each student to be a productive member of the group and will help to keep the group physically healthy throughout the semester. Weekly iLife workshops help students develop skills to become a healthy, productive citizen who takes responsibility for personal well-being, as well as a social responsibility for participating positively in the larger community around them. These workshops explore key aspects of communication, group dynamics, conflict resolution, and leadership skills. The combination of PE & iLife will help students develop an awareness of balance and well-being. This is a participation-based class during workouts and class discussions. Students receive daily grades and will complete weekly budgets and other writing assignments to enhance the workshops.

Physical Education component:

- Understand importance of proper warm up, cool down and stretch
- Participate in 45-minute workouts (cardio, strength and yoga) five times a week
- Quarterly reflection on overall physical performance and growth
- Lead 1-2 class workouts

Independent Life component:

- Workshop topics: Self Care, Organization, Budgeting, Group Living, Healthy Lifestyle, Communication, Conflict Resolution, Group Dynamics, Leadership, Stress Management, Transitions

**Learner Outcomes:**
Through the inquiry process, students will:

- Have a basic knowledge and understanding of concepts that promote comprehensive health.
- Achieve and maintain a challenging level of health-related physical fitness.
- Demonstrate the ability to use critical thinking and decision making to enhance health.
- Demonstrate interpersonal communication skills to enhance health.
- Analyze, evaluate and articulate opinions concerning personal and social health issues.
- Demonstrate health-enhancing behaviors.
- Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**CONVERSATIONAL SPANISH – Beginning, Honors Intermediate or Honors Advanced** (Required)

Students are placed in one of three Spanish classes to develop Spanish language skills with an emphasis on conversation. The goal of these courses is to teach students the fundamentals of linguistics and develop Spanish language skills through practice.

Spanish is the primary language spoken in the classroom. Students are expected to improve their Spanish levels of reading, writing, speaking, and comprehension. Students learn and increase their fluency, with a combination of classroom lecture, grammar review, verb tenses, in-class discussion, instruction from and dialogue with native speakers, and exercises in the community (for example, bargaining and buying fruit in a local market). This interactive course requires students to engage and practice speaking techniques during class lectures, in experiential settings and with guest speakers.

This Conversational Spanish course implements the Standards for Foreign Language Learning in the 21st Century from the National Standards in Foreign Language Education. The emphasis for this course is taught using the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities.

- **Communication** - The communication standard stresses the use of language for communication in real life situations. It emphasizes, *what students can do with language* rather than *what they know about language*. Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding and present oral and written information to various audiences.
- **Cultures** - Cultural understanding is important to foreign language education. Experiencing other cultures develops understanding and appreciation of the relationship between languages and other cultures, and the student's native culture. Students understand other people's points of view, ways of life and contributions to the world.
- **Connections** - Conversational Spanish instruction is connected with other subject areas and content is integrated into the course through common themes and the experiential setting.
- **Comparisons** - Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.
- **Communities** - Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society.

**Learner Outcomes:**
Through the inquiry process, students will:

- Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret spoken and/or written language to convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.
- Demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.
- Demonstrate an understanding of the concept of culture through comparisons of the culture studied and her own.

**HONORS WORLD LITERATURE AND COMPOSITION: South America** (Recommended)

Honors World Literature and Composition is designed to provide students with critical reading and writing skills, while they benefit from the uniqueness of our environment. Designed to expose students to an assortment of highly acclaimed authors from South America or novels about the region, students read a minimum of two fiction novels. Students also read a variety of classic and South American short stories, plays, non-fiction, essays, and poetry. This course combines reading with a rigorous writing workshop practice to develop writing skills. Students will maintain a series of portfolios and daily journal entries. Students are expected to produce three major compositions including an analytical essay as well as other genre-focused essays relating to novels taught during the semester. All students write and take responsibility for their writing through the use of journals, revision, peer editing, and portfolio techniques.

**Literature Learner Outcomes:**
*In this course, students will:*

- Analyze literary works for their structure and meaning, interpreting works of South American literature in light of their historical, social, economic, & political contexts.
- Effectively communicate ideas related to the literary works during class activities.
- Demonstrate an awareness of how language and meaning are shaped by culture and context.
- Apply and relate the situations encountered in the readings to their own experience.
- Increase global understanding using various perspectives through the study of novels, poetry, and short stories.

**Composition Learner Outcomes:**

- Develop writing skills through a variety of genres including: analytical, descriptive and narrative essays as well as other creative forms.
- Formulate an original thesis in their writing projects and develop that thesis into a well-supported argument.
- Learn effective organizational strategies for their writing.
- Make sophisticated choices in their writing, focusing on clarity and creativity.
- Give and receive critical feedback to and from peers on their writing.
- Increase confidence in oral presentation by creating an original spoken word poem.
- Study mechanics, grammar, and other fundamentals of English composition.

**HONORS HISTORY AND POLITICS OF ECUADOR, PERU AND BOLIVIA** (Recommended)

This course is designed to provide students with a thematic exploration of the history and politics of the South American countries of Ecuador, Peru and Bolivia. Students are asked to think critically about contemporary issues in the region by framing the continent in pre-Columbian, Inca, colonial and post-colonial terms. Throughout the course, students will reflect on how the region's colonial past continues to shape its present realities. Using a historical lens, students will situate South America within the larger context of global economics, politics, and social dynamics in order to study the ways in which colonial power relations such as race, class, and sexuality produce hierarchical social, political and economic realities for diverse groups of people on both local and global scales. Each unit of the course takes up a different theme and grounds it through specific case studies. In addition to this thematic study, students will engage with the geographic, historical and political particularities of each country we visit on the semester. Finally, students will build a variety of disciplinary skills including assessing and distinguishing between different kinds of sources, researching and presenting on various regional topics, creating and studying maps, interviewing and oral communication, and writing an historical essay. During this course, students will access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

**Learner Outcomes:**
Through the inquiry process, students will:

- Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- Analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.
- Apply geographic knowledge and skills - including location, place, human/environment interactions, movement, and regions.
- Demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
- Learn how values and beliefs influence economic decision-making.
- Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**HONORS NATURAL SCIENCE** (Recommended)

As we become an increasingly global society, responsible for the planet and its environmental challenges, we need to develop the skills to critically assess problems and logically develop solutions. This course is designed to enhance student's understanding of the natural systems that surround us, both in our immediate surroundings in South America and worldwide. Through a hands-on interdisciplinary approach students will use observation and inquiry skills to explore these surroundings and make connections.

Students will read selections from journal articles, textbooks and other scientific literature, attend guest lectures, and participate in in-class discussions, lectures, and in-depth field studies. With the diverse environments of South America as our classroom, students will discover the value of observation and inference in science. Using interconnectedness as an overarching theme for the course, unit studies start with a focus on the tropical rainforest looking at interconnections on a community scale. As the units progress, the course slowly zooms out exploring connections across ecosystems, biomes, and finally the biosphere. Topics will include rainforest ecology, community ecology, ecosystem services, and climate change. Embracing the theme of interconnectedness, units will tie into investigations in the History and Global Studies courses by diving into the economic, social, and political impacts of natural resource extraction as well as the globally felt impacts of these activities. The course will conclude with an exploration of how each individual student is connected to the systems and processes studied over the course. This course is designed around and meets the Next Generation Science Standards.

**Learner Outcomes:**
Through the inquiry process, students will:

- Demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.
- Demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.
- Demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
- Demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems.
- Understand how scientific knowledge and technological developments impact communities, cultures and societies.

**GLOBAL ECONOMICS** (Supplementary)

This course introduces the contemporary debate on the changing patterns and challenges of the global economy. Focusing on Ecuador, Peru and Bolivia, students will gain an overview of the global economy within the field of economic geography and its connection to issues of natural resources, development, international trade and foreign aid. The course encourages students to develop critical thinking skills and utilize experiential learning opportunities to investigate the phenomenon of globalization to gain understanding of today's increasingly interdependent world.

Throughout the semester, students will examine debates about types of foreign aid and the key organizations that drive U.S foreign assistance programs. Using case studies, students will explore the complexity of issues and dilemmas surrounding four major U.S. foreign aid programs. Additionally, students will examine at the impact of international trade and foreign aid on the regions through which they travel.

**Learner Outcomes:**
Through the inquiry process, students will:

- Access, synthesize, and evaluate information using basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies.
- Compare and contrast how values and beliefs influence economic decisions in different economic systems and regions.
- Synthesize and evaluate current foreign aid challenges facing Ecuador, Peru and Bolivia.
- Demonstrate an understanding of the effects of time, continuity, and change on historical and future economic perspectives and global relationships.
- Analyze the impact of supply and demand, scarcity, prices, incentives, competition, and profits and how they influence what is produced and distributed in various economic systems.

**SUPPLEMENTARY MATHEMATICS COURSE OPTIONS**

**Note**: The Traveling School cannot guarantee complete overlap between a sending school math curriculum and The Traveling School curriculum. Math curricula focus on the primary topics in each subject area. Our syllabi likely vary from the curriculum of each student's home high school. Students must work with their schools to recognize these differences and, if necessary, be prepared to do any additional work necessary to stay on track with her home high school requirements.

**ALGEBRA 2** (Supplementary)
*Prerequisite: Algebra 1*
Algebra 2 is a sequential curriculum that enables students to build the foundations for a strong understanding of higher level math. The first semester curriculum addresses numeric and algebraic expressions and functions, linear and quadratic equations and inequalities in one and two variables. Students learn to conceptualize, analyze and identify relationships among functions graphically and analytically. Students are encouraged to master the concepts of various problem types and solution tactics, and a graphing calculator will often be used as a helpful tool to solve problems and analyze data. During this course, students will connect with the mathematical procedures of problem solving and analysis, estimation, communication, associations and applications, and use appropriate technology.

**Second semester topics:**

- Logarithms
- Rational Functions
- Radical Functions
- Conic Sections
- Probability & Statistics

**PRECALCULUS** (Supplementary)
*Prerequisite: Fundamental principles of Algebra*
Precalculus topics include advanced subjects in algebra, geometry, trigonometry, and other areas of mathematics. In addition to forming the foundation for study of calculus, the topics covered in this class have wide ranging applications in science, art, engineering, architecture, navigation and numerous other areas. These topics will help students understand the world in new ways while preparing you for a college level calculus class. Students will study concepts conceptually, analytically and graphically to gain an in-depth knowledge and variety of problem solving tactics for a range of problem types. During this course, students will connect with the mathematical procedures of problem solving and analysis, estimation, communication, associations and applications, and use appropriate technology.

**Second semester topics:**

- Review Trigonometric Functions and Analytical Trigonometry
- Systems of Equations and Inequalities
- Conic Sections and Analytic Geometry
- Sequences, Induction, and Probability
- Introduction to Calculus (time permitting)

**Learner Outcomes**
Students will:

- Use algebraic concepts, processes, operations, and language to model and solve a variety of real-world and mathematical problems.
- Become familiar with measurable attributes and have an ability to use measurement processes
- Demonstrate understanding of and an ability to use patterns, relations, and functions.

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