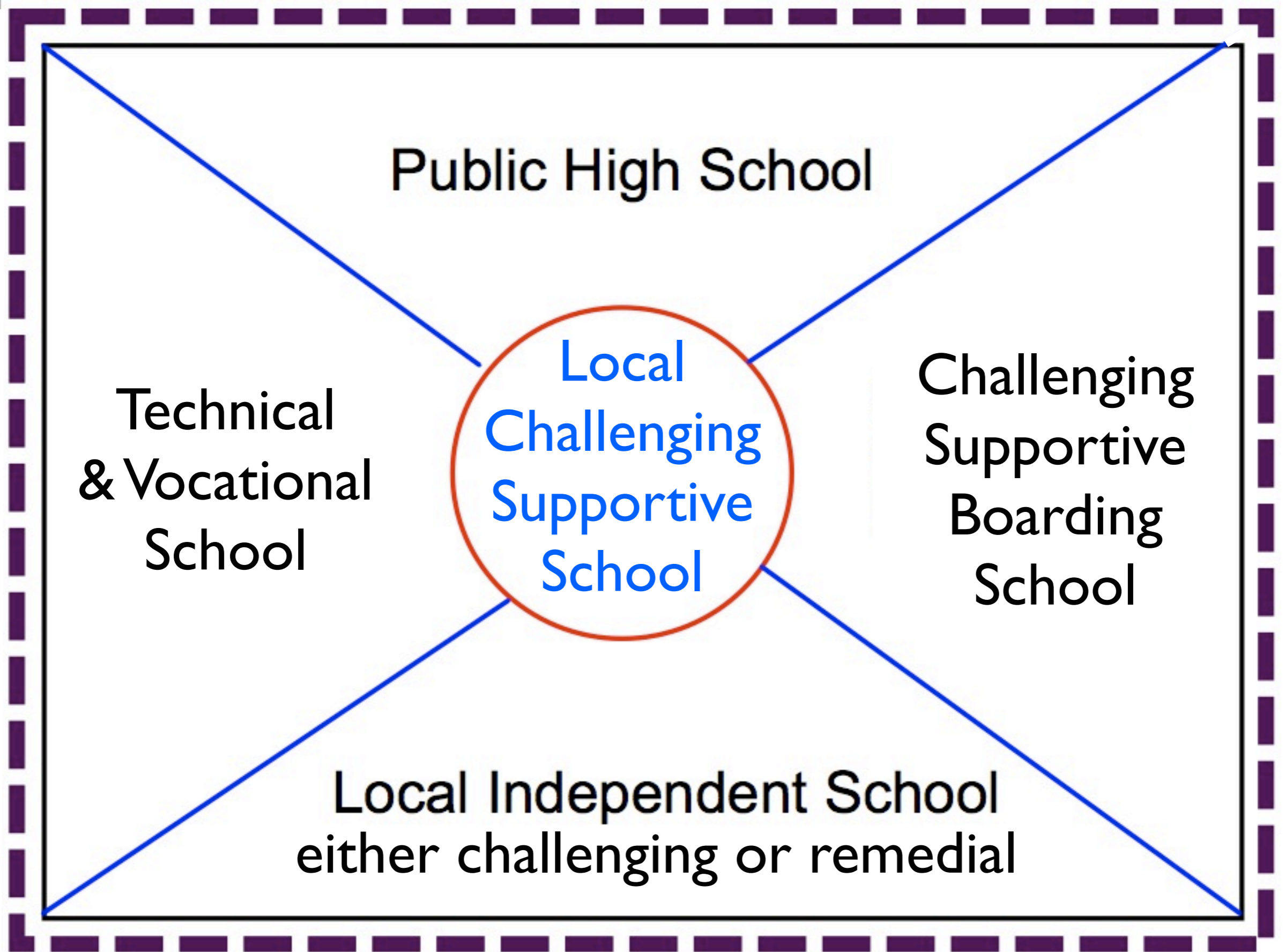




CARROLL'S 9th GRADE



WHY

Our goal is to **prepare students for success in mainstream college preparatory programs**, both public and independent, in a way that no other school in Greater Boston currently offers.

Students will be better prepared for high school as a result of the **intensive combination** of a high expectation curriculum with dedication to academic support.

After Carroll, some students will choose to go directly to 10th grade; others may use Carroll's 9th grade as the appropriate training for a full four year experience elsewhere.

WHO

I. Profile of the ideal student to benefit from Carroll's 9th grade:

- a. Language-based learning disability (dyslexia)
- b. Expects to attend a competitive college prep school
- c. Boarding school is not a preferred option at this time
- d. No longer needs a remedial approach
- e. Motivated to gain improved preparation for high school

WHO

2. What will the process be for deciding which students should remain at Carroll for 9th grade?

- a. as always at Carroll, these discussions will happen I-on-I with each family
- b. we are ready now to have these discussions
- c. meet with Lindy, Larry, and Steve

WHO

3. Why has Carroll decided to limit enrollment for current Carroll students?

a. there are excellent school options out there for our graduates in all segments of the market except a local school that is a challenging college prep program that provides significant support

WHO

4. How many students do you expect to have in the first year, subsequent years?

a. We will start small, with perhaps 16 to 24 students in 2010-2011.

b. Our goal is to grow incrementally until 9th grade is roughly the same size as other middle school grades of 64 students.

WHAT-- Daily Schedule

8:00	Spark	Early morning exercise primes the brain for learning
9:00	Two Periods	Integrated college prep humanities (English & SS)
10:45	Focus Block	Small group focus on each student's most important academic tasks
11:45	Lunch	
12:30	Two Periods	Integrated college prep math & science
2:15	Stand & Deliver	Performance & communication in which students present their work to a group of critical friends
3:00	After School	Athletics, arts, clubs, study, community service

WHAT

Integrated English and Social Studies

1. Curriculum will be consistent with local college prep schools' programs and Massachusetts curriculum frameworks
2. Expectations, reading load, homework performance, written output, evaluations at "mainstream" standards
3. English- American Literature
4. Social Studies- Roots of American Civilization
5. Integrated approach allows for consistency in skill development and high expectations

WHAT

Integrated Algebra and Physics

1. Same as 1&2 in terms of curriculum and expectations
2. Math-Algebra I- students must be ready for algebra
3. Science- Conceptual Physics
4. The integration of algebra and physics provides an ideal combination to promote understanding and application

WHAT

Focus Block

1. Every day, for an hour, students will focus on development of their most necessary (weak) academic skills.
2. This will occur under the direction of Carroll trained teachers and tutors.
3. Focus block is less a remedial approach than an academic support model.
4. Likely areas of focus are improving written expression, reading comprehension, study skills, organization, studying for tests, preparing for “Stand and Deliver” presentations, use of technological resources

WHAT

Stand and Deliver

1. A unique feature of the 9th grade program is that students will regularly stand in front of the assembled teachers and students to express their recent knowledge and discovery.
2. This requires careful preparation, exacting communication, and depth of knowledge.
3. Students will utilize educational technology to make their presentations effective and efficient.
4. S&D presentations will often turn into major papers and research reports.
5. Students will use verbal, visual, and multi-media (including the arts) to make their presentations dynamic.

WHAT

Technology

1. 9th graders will utilize technology to make them stronger students.
2. Students will leave Carroll with deep appreciation of how educational technology strengthens their portfolio of skills.
3. All students will continue to use laptops as their essential academic tools for organization, research, and presentation.
4. Focus teachers will work with students to explore and determine which technologies are most effective for them.
5. We will harness applications that give students better access to print, support learning in the classroom, help students find deeper understanding, and promote improved output.

WHEN

* there is no application necessary

