



English Curriculum

In all English classes, students continually explore the writing process, practicing basic writing skills and drafting. All students are assessed with entry and exit essays to evaluate their progress. Students learn essay writing and research skills, emphasizing the use of available technological and library resources. Each student will read at least one classic novel per term, use margin notes to demonstrate critical reading skills, and increase listening and note-taking skills by participating in multimedia presentations. Students increase organizational skills by tracking, analyzing and expressing the thematic and stylistic similarities in art, music, and literature of the periods and cultures represented.

In literature classes, students respond to diverse genres using a variety of styles, including literary analysis, Socratic seminar, and essay writing. All students learn to identify universal themes, motifs, and literary devices. They study the elements of fiction, mastering the elements of plot, analyzing several authors' styles and examining the impact of the authors' lives on their writing. Within each class, students engage in a variety of activities that encourage pattern recognition, perspective shifting, and empathic responses to characters in narrative. All students learn formal and technical writing skills in preparation for future academic/vocational pursuits, experiencing a literature-based curriculum that increases reading comprehension, writing, presenting, listening, viewing, and organizational skills.

Foundations of English

This course provides newly entering students an opportunity to “fill the gaps” by reviewing basic reading and writing skills before moving forward with their English and literature courses. This student-centered curriculum introduces students to the learning process at Boulder Creek, laying the foundation for the group dynamics, social skills, Socratic Method, critical reading, basic writing, and study skills necessary for moving forward in the academic coursework. Students facing significant academic and behavioral challenges may benefit from taking this course prior to entering the other English classes.

Foundations in Writing

This is a 12 week writing course which incorporates mechanics, grammar, structure, styles of writing daily writing and student self-evaluation. The course begins with the very basic elements of writing such as sentence/fragments, subject/verb agreements and then on to elements of a paragraph, including topic and closing sentences as well as supporting details. The course progresses with teaching students to write outlines from reading assignments and to compose summary paragraphs of their reading. The next phase of the program teaches students to develop

five paragraph reports on chosen topics which are complete with introductions containing a thesis, transitions, supporting paragraphs and closing summaries. The final phase of the program introduces various types of creative writing and teaches basic figurative language examples. This course utilizes the Student Writing Intensive Program Level B from the Institute for Excellence in Writing and other supplemental materials based on student interest and needs.

English 9/10

This class provides basic skills in organization, reading comprehension, analysis, and writing. Students are assessed with entry and exit essays in addition to daily writing assignments, research papers and class participation. Students enhance their organizational skills by creating notebooks, divided into sections for vocabulary, class notes, reading, and writing. They also explore the writing process from free writing to final draft, a process that includes various techniques for note taking, brainstorming, outlining, editing, and drafting. Students engage in Socratic seminar and write in response to both in-class reading assignments and independent reading. They demonstrate the ability to write persuasive, narrative and expository essays. The five-paragraph essay structure serves as a model for speech writing, letter writing, and elements of plot. They practice formal and informal letter writing, the development of a thesis statement, and the organization of a five-paragraph essay and MLA-formatted research paper.

Students explore various genres of literature and develop skills in the use of expressive language. They master elements of plot, while exploring characterization, symbolism, mood, and theme. They study the elements of poetry and the use of figurative language techniques. Each student reads at least one classic novel and uses margin notes to increase reading comprehension and literary analysis.

Students incorporate the use of technology in a variety of daily assignments, using the Internet and word processing programs. They practice a variety of pre-writing and note-taking strategies, including use of graphic organizers, color coding, and visual organization techniques. Each student must make one formal presentation and teach one lesson to the class, keeping a notebook that includes a daily calendar, class notes, handouts, and assignments.

American Literature A (11th grade)

This course is an examination of American literature from its original oral traditions until 1915. The literature is considered through historical and social backgrounds, exploring the relevance of themes in past and present American culture. In addition to early oral traditions, the course explores the following periods of American literature:

- Colonial
- Revolutionary and Early National
- Civil War
- Romantic
- Realistic

American Literature B (11th grade)

This class examines American literature from the Modern and Contemporary Eras. Students explore the writers of the Modern Era, emphasizing the expatriates, modernists, humorists and writers of the Harlem Renaissance. Students also experience contemporary writers and the influence they have on today's society. All of the literature is examined in conjunction with

historical and social background, exploring the relevance of its themes in past and present American culture. The class uses a literature-based curriculum to expand reading comprehension, research, speech, listening, viewing and organizational skills.

British Literature Composition (11th or 12th grade)

Students in this class practice their composition skills by responding to British Literature from the Middle Ages to the Victorian Age. Students will study famous works by authors such as Chaucer, Shakespeare, Blake, Wordsworth, Keats, Tennyson, Browning, Darwin, Carroll, and Dickens. The reading list for the class may change (depending on the interests and experiences of students in the class), but the overall objective remains the same: to consider the universal themes of this literature as they apply to past and present Western culture.

Students respond to diverse genres using a variety of styles, including literary analysis, class discussion, presentation, performance, and essay writing. They expand their knowledge of formal writing while examining elements of fiction, responding to literary themes, and analyzing the styles of British authors. Students also develop essay writing, technical writing, and research skills, emphasizing the use of available technological and library resources.

World Literature A (12th grade)

This course is an examination of the writing of the great minds that have shaped our literary past and present, both in Eastern and Western traditions. Students study ancient, Classical, medieval and Renaissance literature from around the world, focusing on masterpieces of the oral and written traditions that have influenced the evolution of world cultures.

Students explore literature in a variety of genres, focusing primarily on fiction, poetry, philosophy and drama. Often included are the works of Plato, Homer, Sappho, Sophocles, Confucius, Lao Tze, Chuang Tze, Dante Aleghieri, Shakespeare and Cervantes. The reading list for this course often changes, depending on the interest of the class, but the principles reflect the core curriculum. The class examines universal themes in world literature and the influence of cultural, political and religious environments on the values presented in literature. This class uses a literature-based curriculum to expand reading comprehension, speaking, writing, listening, viewing, and organizational skills.

World Literature B (12th grade)

This course explores research writing in conjunction with classic world literature. Each student is assigned their own unique reading curriculum, based on ability, therapeutic program (as informed by clinician), and/or interest. The curriculum for the course is designed to encourage students to exceed all previous academic challenges in preparation for future educational pursuits and life experiences. This goal is enhanced by the completion of college applications, academic resumes and college admissions essays. Students who do not wish to pursue post-secondary education focus on vocational pursuits, job resumes, job applications, and vocational education opportunities.

Mathematics Curriculum

Boulder Creek Academy's approach to Math instruction must take into consideration the unique needs of our student population. As such, some students benefit from personalized instruction within a class of learners who generally move along at the same pace, while others benefit from a prescriptive curriculum designed to fill the gaps in his or her skill sets. Personalized instruction offers students the flexibility of differentiated lessons, relevant to student activities and interests. Students in these classes often benefit from cooperative group activities, a variety of visual organizers/problem solving strategies, and visually stimulating memory systems. Key Math provides students the opportunity to work at their own pace, ensuring mastery of each subject area before moving on to the next level of instruction. These courses are supported by an instructor who can provide one-on-one assistance for the students.

Foundations of Math

For students who have special learning needs, distinct learning styles, or who have missed out on essential skills in mathematics, we offer individualized coursework, tutorials, and learning resource support for acquiring basic skills in math. We offer Key Math to students entering our program, as it provides the prescriptive curriculum necessary to meet each student's individual needs.

Practical Math

A method of blended learning is used to target students' individual needs and provides specific supports necessary to equip students to move on to Algebra.

Algebra I

Algebra I is a two-semester course designed to develop the skills of problem solving and symbolic manipulation. Students learn a variety of topics ranging from solving simple equations, graphing linear and quadratic equations and inequalities, writing linear equations, use of exponents, multiplying and factoring polynomials, simplifying basic rational expressions, and connections to Geometry. The curriculum used for this course follows national math standards.

In this course, information is related to real life applications. Many of these concepts are integrated with other disciplines to help students see and make connections. The class is student-centered, as students are encouraged to communicate ideas and concepts to others while working together in small group discussions and activities. The class is designed to enrich students' math skills and to encourage them to pursue higher learning in the math field.

Algebra II

Algebra II is a two-semester course that covers advanced algebraic concepts. The quadratic function is covered in-depth, using skills learned in Algebra I. Students continue to work with the properties of powers, roots, and radicals, as used in rational expressions.

Students learn to add, subtract, and multiply matrices, as well as learning to solve linear systems using matrices. Students develop problem-solving skills by understanding the graphing of multiple degree polynomials. Students also mathematically manipulate functions on a graphing calculator. Students will be introduced to basic analytical geometry, which include parabolas, circles, and ellipses.

Geometry

A two-semester course in which students analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. The first quarter includes points, lines, planes, angles triangles and polygons. The second quarter includes right triangles and trigonometry, ratio and proportions, circles, areas and perimeters and surface areas and volumes.

Advanced Mathematics Courses

Trigonometry/Pre-calculus, Calculus and Practical Math are also offered on an “as needed” basis.

Consumer Math

A one-semester course in which students learn how to apply math in their daily lives. Topics covered include calculating wages, computing costs to buy food, shopping for clothes, managing a household, costs of owning a car, creating a budget, basic banking and investing and paying taxes.

Sciences Curriculum

Environmental Science

Environmental Science is a one-term science course. This course offers an overview of the various factors that have an impact on our environment. Topics covered include an overview of science and the scientific method, the various environmental systems on Earth, population impacts, environmental health concerns, and the management of Earth’s resources. Students learn information and concepts through lectures, discussions, labs, experiments and multimedia presentations. When feasible, students will also be exposed to real-life examples of environmental science in action. This is done through field trips to places or companies that can show the practical applications of learned concepts.

Biology

Biology is a two-term lab science, which is consistent with an introductory high school biology course. The first term covers the principles governing all living organisms, including cell biology and microbiology. The second term focuses primarily on genetics. Students learn biological information and concepts through lectures, discussions, labs, experiments and multimedia presentations. When feasible, students will also be exposed to real-life examples of biology in action. This is done through field trips to places or companies that can show the practical applications of learned concepts. Prerequisites: Completion of Biology A before taking Biology B.

Chemistry

Chemistry is a two-term lab science. The first term explores the basic foundations of science, the physical world, and the development of the modern view of the atom. In the second term, students will explore the development of the periodic table, the varying properties of elements, types of bonds, chemical reactions, the mole, and stoichiometry. Students learn information and concepts through lectures, discussions, labs, experiments and multimedia presentations. When feasible, students will also be exposed to real-life examples of chemistry in action. This is done

through field trips to places or companies that can show the practical applications of learned concepts. Prerequisites: Algebra I and Algebra II, Completion of Chemistry A before taking Chemistry B.

Integrated Science

This course combines a variety of high school sciences to create a curriculum that includes General Science, Chemistry, Astronomy, Physics, Geology and Earth Science. The first unit examines the ancient roots of science, Greek science, and the nature of science. The next examines the foundations of chemistry, progressing from properties, theories, and changes of matter, to subatomic particles, the nuclear atom, and the Periodic Table. The astronomy unit examines patterns in the night sky, the local sky, the reason for the seasons, the moon, and ancient planetary mysteries. In the physics unit, students explore matter, energy, and motion, including the force of gravity on motion and the role of physics laws in regard to tides. The geology unit includes a study of minerals and rocks, including igneous, sedimentary, and metamorphic rocks. The course concludes with earth science, when students examine weathering, soil, erosion, mass movements, and wind.

Physical/Earth Science A

The primary focus of this course is on the geology and physical structures of the Earth. Students discover how to identify common rock-forming minerals and common rocks such as granite, sandstone and shale. They investigate major physical/geological landforms, as well as landforms shaped by erosion and glaciation. Students are introduced to the basic theories of planetary formation, as well as the theories of plate tectonics. They discover where and why earthquakes occur and the causative factors leading to the eruption of volcanoes. Students also see how the geological past helped shape the planet, as well as the history and motivation of the geoscientists that formulated the theories we use today. The prerequisites for this course are Algebra IA and IB.

Physical/Earth Science B

Physical/Earth Science B focuses on the geological and environmental past of the Earth and how these relate to our modern Earth. The course encompasses paleogeology, paleontology, and paleoclimate sciences along with basic environmental science. We look at theories of planetary evolution and solar system development. Students actively participate in discussion groups on these theories, creating presentations on the differing views. Comparisons between global paleoclimates and modern climates are explored. Theories on ice age, global warming and magnetic field reversals are also explored in detail. The prerequisite for this course is Earth Science A.

Life Science

This is a one-term lab science course offering students an overview of common strands in life science that includes the diversity of living organisms, the scientific method, ecosystems, and organism classification. The class also includes studies of invertebrates, fish, amphibians, reptiles, birds, and mammals.

Social Studies Curriculum

US History A

This course is a survey of United States history from the migration over the Bering Land Bridge to the reconstruction period after the Civil War. Eras of focus include Native American history, European contact and migration, colonial settlement, American Revolution, the Jefferson, Madison, and Monroe years, the age of Jackson, the American Civil War, and reconstruction. Focal points are people, science, culture, politics, technology and international relationships. Students complete a variety of works including, but not limited to, term papers, diagrams, letter writing, art projects, experiences, presentations and quizzes covering notes, videos and readings.

US History B

This class is a study of the 20th century with eras of focus including: the Progressive Era, WWI, the Great Depression, WWII, the 50's, the Cold War, the 60's, the Vietnam War, and recent history. Focal points are people, science, culture, politics, technology and international relationships. Students experience a variety of methods, including note taking, visual images, role-playing, group projects, problem solving, discussion, and writing. Term papers are assigned and students are expected to use the MLA format in preparing projects.

Government A & B

American Government provides students with an understanding of the cultural and social development of the United States. Students will learn the principles and origins of American Government before moving onto an in-depth study of the United States Constitution. Other areas of focus are the elements of American Democracy, political parties, the Legislative, Judicial, and Executive branches of government and American public policy.

Students will complete both sections of Government, culminating with collaborative projects that promote responsible citizenry in school, local, and state government.

Government A & B courses provide students with an understanding of the United States Government as a process, rather than accumulating discrete and unrelated facts to be memorized. To help achieve this goal, the course is divided into six separate themes, allowing the student to connect the political knowledge to major societal issues and become politically literate citizens.

These themes include the following:

- Constitutional Underpinning of the United States Government.
- The Political Beliefs and Behaviors of the American People.
- The Role of Political Parties, Interest Groups and Mass Media in our Society.
- The Institution we Call our National Government.
- How do We Establish and Carryout Public Policy.
- The Preservation and Extension of Civil Rights and Civil Liberties.

Students will be able to demonstrate the following nine skills upon completion:

- Recognize the process of the formation and adoption of the Constitution
- Understand the concept of separation of powers
- Apply and recognize the idea of Federalism in our current society
- Have a working knowledge of the different theories of democratic government

- Explore the beliefs and behaviors of American people as they relate to their government and its leaders
- Gain an understanding of the party system, interest groups, and how the media impacts the voting public
- Seek to understand all aspects of government (Judicial, Legislative and Executive Branches) and the relationships between them
- Understand the role the public has in establishing policies as it relates to both current and historic events in the political systems of the United States and in the world
- Understand the historical and continual struggle to ensure civil rights and liberties to all people

Economics

This class considers the fundamental economic concepts and principles that govern personal finances. Students study how economic decisions affect their lives. They learn how to write and balance a checkbook, how credit works and the role that advertising plays in their lives. The instructor for the course utilizes Dave Ramsey's Financial Peace to teach the students a practical, hands-on approach to economics.

Civics

Civics studies citizenship and government. This course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens.

Elective Curriculum

Each term, our elective course offerings vary, depending on the interests of the students, time of year, upcoming adventure education opportunities, and instructor availability.

Visual Arts: Mixed Media

The Visual Arts is designed to introduce the student to a wide range of styles, mediums and compositions in the arts. Students work on painting, drawing, collage, and design projects. Materials used in classes include the following: watercolor, acrylic paint, pastels, charcoal, ink, scratchboard, colored pencil, graphite, markers, and printmaking. Surface materials include newsprint, watercolor paper, canvas, masonite, and rice paper. Students gain the understanding of composition, value, perspective and design through a variety of project, using the subject matters, landscapes, portraiture, caricature studies, anatomy and abstracts.

Students are encouraged to explore new mediums and subject matter and to express themselves creatively. Grading is based on participation, attendance, a number of graded assignments, including a final portfolio of cumulative work.

Students who have a background in art and a good understanding of the basic principles mentioned may have the opportunity to take on a long-term project, decided upon with the

student and teacher. Some examples of long-term projects the students work on include murals, trompe l'oeil, calligraphy, children's book illustrations and mosaics.

Painting/Drawing

As this is an introductory pencil drawing/painting class, no previous drawing experience is necessary to participate in the course. Throughout the class, students develop skills in line drawing, shading, perspective and the use of negative space. Assignments for the course include the completion of several drawings: forms, structures, landscapes and portraits. This class culminates in an art show.

Applied Animal Science – Canine Program

This class, utilizing the Pawsitive Works Classroom Curriculum, is organized around units, each representing a theme and reflecting key principles in social and emotional learning while training homeless dogs. Units are comprised of direct instruction lessons and interactive activities that are focused on developing the students' understanding of a specific social emotional intelligence concept and applying it to their dogs as well as to themselves. This class fulfills one science elective credit.

Applied Animal Science – Equine Program

The key components to this class are: the study of horse anatomy and preventative health care; sound horse management practices; learning about horse behaviors and mannerisms; the integration and historical use of horses; proper and safe horse handling and riding. This class is designed to help students learn responsibility, empathy, and mindfulness, along with physical activity. It also provides staff the opportunity to interact therapeutically with students, reinforcing positive behaviors during the teaching process. The Equine class fulfills one science elective credit.

Theory and Practice of Life Skills

This elective course is structured into three phases with themes designed to build on lessons learned in an earlier phase. These lessons are based on particular areas of struggle and focus on topics such as self-confidence building, taking ownership of intrapersonal and/or interpersonal dynamics that need adjustment, and identifying personal value sets. Students are required to journal, write essays, do community service work and learn self-advocacy through written representations. In addition to exploring personal life issues, Theory and Practice of Life Skills includes units that address addictive behaviors, emotion regulation and mood disorders, attachment and adoption, executive functioning, trauma, and social/relational skills. The entire course is designed to take up to six semesters to complete and students are enrolled in it for the length of their stay, with one semester credit awarded for all classwork completed at the end of each term.

Life Skills

In this class, students work on time management, goal setting, personal finance, job search and resume building, as well as independent living skills.

Psychology DBT

This half-credit Psychology elective course is a group interactive class utilizing the Dialectical Behavior Therapy (DBT) model for instruction and exploration of therapeutic methodology. DBT Skills training is made up of four modules: core mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Its main goals are to teach students how to live in the

moment, cope healthily with stress, regulate emotions, and improve relationships with others. Students process their work through journaling, group therapy and written assignments.

Orientation Class

This is a two-hour daily class designed to ease the academic transition for the first 3-4 weeks after enrollment. These two class periods require students to engage in daily tasks and chores that contribute to the maintenance of a working farm and are designed to teach the value of a good work ethic—a major contributor to their future academic success. Students also complete writing assignments, including their life story. During this orientation period, the students also work on developing personal responsibility and interpersonal communication skills.

Horticulture

This class works with the seasons in nature, both in the greenhouse and outside. Each student learns how to grow his/her own plants to use in the dorm and plant in the garden according to the season. Some of the students will make their own raised beds. This class teaches students about the different types of plants, how they grow, the history of horticulture, floral design and propagation of plants not started by seed. They will also help care for the school garden, which provides vegetables for the salad bar in the dining hall.

Languages Curriculum

Rosetta Stone® classroom software provides our Academic Department tremendous flexibility in language offerings. Students have engaged in Japanese, Hebrew, Latin, French, German, Mandarin, Italian, Latin Spanish, and Arabic courses. A variety of other languages are also available, depending on the needs of individual students. The utilization of this software allows our academic program to support the unique and individual interests of our students.

While we currently provide foreign language curriculum with this software, we have supplemental curricular materials for an on-site Spanish instructor to assist students in increasing vocabulary and grammatical structure. The materials include a scope and sequence that aligns with Idaho curricular standards. The students in the language classes are supported in the computer lab by an instructor who monitors daily progress and assists them if they encounter technical difficulties.

The Learning Center

The Boulder Creek Academy Learning Center provides academic testing to assess areas of needed growth in reading, language arts and math.

Initial information is gleaned from previous (within 2 years) testing reports, current psych evaluations and IEP or school records. If an area of concern is identified, the Learning Center team administers a variety of tests based on the concern. Examples of these include: the GORT-5, WJ IV Tests of Academic Achievement, the LAC-3, (Lindamood Auditory Conceptualization) test, the SI (Symbol Imagery) test, the TOWL 4, and the KEY-MATH 3.

A variety of programs may be implemented to address specific needs a student may have as indicated by their assessment testing results.

For remedial reading needs, the Learning Center incorporates the use of Lindamood-Bell programs such as LiPS, a reading program that addresses phonemic awareness by teaching the student to feel the sounds in words and Seeing Stars, a research-based, research-verified program that stimulates symbol imagery which is the visual memory for letters seen in the mind's eye. Both programs promote mastery for students who struggle with reading and spelling.

Visualizing/Verbalizing is another Lindamood-Bell program used for remediation of language comprehension and thinking problems. We also use Stetson spelling which contains the 3,000 words most frequently used in written language, and Vocabulary Workshop to strengthen our students' vocabulary base and prepare them for the SAT vocabulary test. The ACE Reader Flash Card Game is used to reinforce the retention of their spelling words and their definitions in long term memory.

We also utilize BrainWare Safari with many of our students. BWS is a program that helps build cognitive skills in six main areas: Attention, Memory, Visual Processing, Auditory Processing, Thinking (logic, reasoning) and Sensory Integration.