

## ASSIGNMENT 1 | Karina Hyland

### CURRICULUM FOR MY SOPHOMORE YEAR

At the sophomore year of Wenlock High School, the professor's aim is to provide enough tools and knowledge so that students can learn to recognize their particular abilities and interests. The professors do not teach specific content, but they aid the natural mental processes that cover analytical and creative components. The learning pace is different for each student. As long as they achieve their weekly goals, they will be able to complete the full year and be promoted to the next. Evaluation is transparent and clear for the students. It is thoroughly described and stated at the beginning of each module. For every assignment the rubric will be reviewed so that students have clarity of their performance, failures and successes. There is no homework, every task should be done during school time. Students should rest, play and spend time with their friends and families during the hours that they aren't in school. They will bring home only topics that they should think throughout the weekend or problems to solve mentally while doing leisure activities.

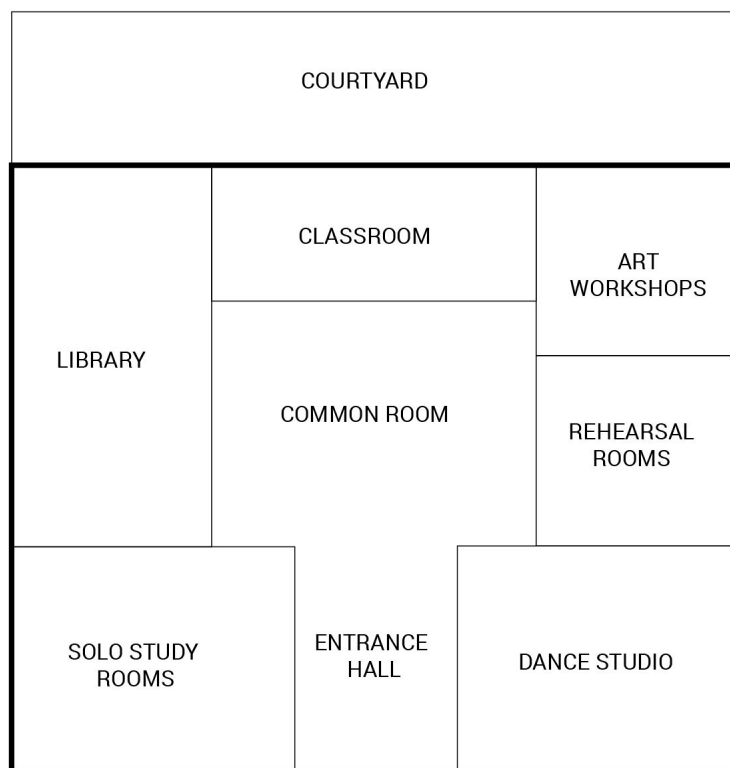
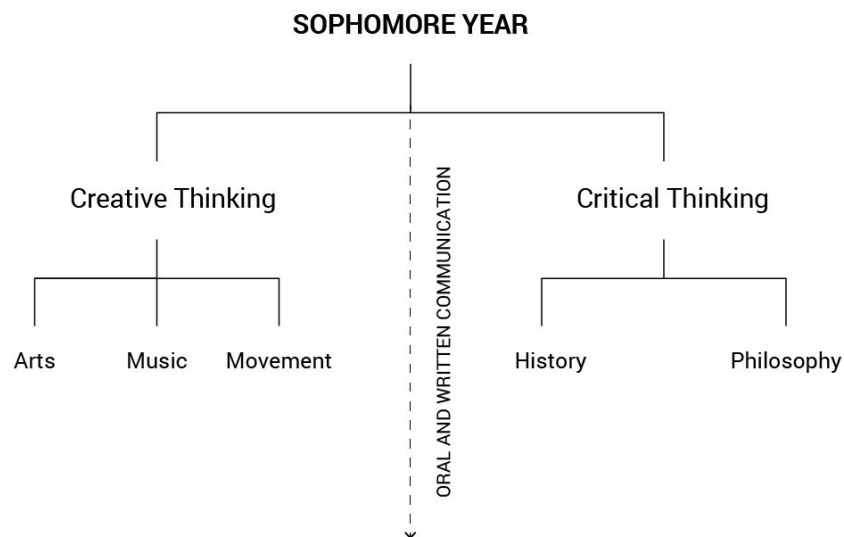


Fig. 1. Distribution of the space to facilitate the proper development of the curriculum.

The curriculum of this year is divided into two pillars of knowledge. The first one is **Creative Thinking**. In the classes related to this area, the students will learn to develop the skills to be a good creative thinker. The **Creative Thinking** pillar will be taught through three different practices. The first one is Visual Arts in which the students will experiment with drawing, painting and sculpture skills to translate abstract ideas

into tangible objects. Secondly they will have to attend Music Practice through the year. Students will learn to play an instrument, music theory and musical appreciation. Finally, the students will attend Movement sessions. Through free dancing, physical training and stretching everybody will develop a unique connection with their bodies and how they can use it to express themselves fluidly. The outcomes of the **Creative Thinking** branch is to develop an alternative way of communication and expression while using the different languages of art. They will achieve the following characteristics of creative thought: (1) perseverance toward tasks, (2) overcoming their personal goals and (3) flexibility of the mind and body.

The second pillar of the curriculum is **Critical Thinking**. Throughout the courses the students will develop characteristics of a good critical thinker. As mentioned before, it is of the main interest of this year to prepare the students to have a stance toward actual world affairs. Everybody should be able to have arguments for dialogue. This abilities will be acquired through classes about international History. Here they will learn about historical facts from the past to understand better the present. Also, the fundamentals of Philosophy will be reviewed to comprehend the relationship between humanity and the world that surround us. During both modules the students will practice comprehensive reading and writing skills so they can communicate effectively with their environment. In every classes, the students will achieve flexibility and empathy to propose and exchange ideas with others in order to be capable to base their arguments strongly when problems arise in their daily lives.



*Fig. 2. Diagram of the pillars and modules of the year.*