

BAYSIDE ACADEMY
Curriculum Guide 2011-2012

Early Childhood Center

Lower School (Grades 1-4)

Intermediate School (Grades 5-6)

Middle School (Grades 7-8)

Upper School (Grades 9-12)

“Building our future ... one child at a time”

The Bayside Academy Curriculum Guide is written and compiled by the Faculty Advisory Committee. This summary of curriculum content and division schemas is designed to acquaint members of the Bayside Academy community with the academic mission of the school. The school provides a required curriculum to develop the skills and knowledge needed for college admission. In addition, a variety of electives is offered to broaden the student’s perspective and provide opportunities for creative pursuit. The final selection of a student’s course of study is a joint effort of the student, his or her parents, the school faculty and the administration.

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INTRODUCTION

MISSION STATEMENT

Bayside's mission is to educate and develop the whole student, who, upon graduation is fully prepared to pursue higher education and who possesses high moral standards, a sense of responsibility, respect for self and others, and pursues excellence.

PHILOSOPHY

Bayside Academy is an independent co-educational day school that includes pre-three through twelfth grades. It is a non-profit organization governed by an elected Board of Directors. Tuition, fees and gifts support the school. The primary purpose of the school is to provide quality education with an emphasis on college preparation.

The school aspires to provide those resources of faculty, curriculum and environment that best enhance student opportunity for academic, moral, emotional, physical, spiritual and social development. Bayside should inspire and lead its students to become self-motivated and ready for the pursuit of future opportunities in education, the exercise of citizenship in a democratic society and the chance to serve the members of their community. Graduates of Bayside Academy should be men and women of honor and faith who are prepared for a successful college experience.

Each student will be viewed as unique so that special qualities may be recognized and developed. Emphasis will be given to developing those traits of character that lead to high moral standards, to a sense of responsibility, to respect for self and others, and to an enthusiastic pursuit of excellence.

OBJECTIVES

Bayside Academy seeks to provide:

- a college preparatory curriculum with requirements and electives that develop graduates academically qualified for college admissions and advanced studies.
- a developmental learning program designed to improve and enhance the motor and mental skills necessary to give each student an opportunity to learn to the best of his ability.
- facilities and teaching aids of the highest quality.

GOALS

- To prepare students for college
- To equip students with life-success skills of self-confidence, self-discipline, responsibility, and respect for the rights of others
- To instill in its students a love of learning

As an independent school, Bayside views itself as a service to the students and families of Bayside Academy.

With the realization of the school's goals and in recognition of the independent nature of the school, Bayside strives to achieve a cooperative relationship with Bayside families, emphasizing the separate but interrelated roles of school and parent in the educational and developmental growth of the children we share. Bayside views parents who are supportive of school personnel and policy and appropriately involved in their child's school as an essential ingredient of a successful student.

GRADUATION REQUIREMENTS

The following are graduation credit requirements:

English	4 units
Mathematics	4 units
Social Sciences	4 units
Natural Sciences	4 units
Foreign Language	2 units
Fine Arts	1 unit
Physical Education	1 unit
Computer	½ unit
Electives	<u>3 units</u>
Total	23 Units

Note: All students must have a minimum of six (6) subjects per semester.

THE ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement is a program of college-level courses and examinations for high school students. It is sponsored and coordinated by the College Board and Educational Testing Service. The Advanced Placement Program gives students the opportunity to pursue college-level studies while still in high school and to receive college credit upon entering college, depending on the institution's policies.

Bayside offers the following AP courses, which are enrollment driven.

Advanced Placement English Language and Composition
Advanced Placement English Literature and Composition

Advanced Placement Calculus (AB)

Advanced Placement European History
Advanced Placement U. S. History
Advanced Placement Government
Advanced Placement Macroeconomics

Advanced Placement Biology
Advanced Placement Environmental Science
Advanced Placement Chemistry

Advanced Placement French Language
Advanced Placement Spanish Language

Advanced Placement Art with concentrations in Drawing, 2-D, and 3-D

Admission to AP classes at Bayside is based upon faculty recommendation. The Faculty Advisory Committee consisting of Department and Division Chairs governs the process.

AP Examinations are administered on designated days in May throughout the world. In July, the grades are sent to the students and their schools. Taking the appropriate AP Examination is a required part of the curriculum and students are responsible for the test fee.

ACADEMIC ELIGIBILITY FOR PARTICIPATION IN ALL SCHOOL-SPONSORED EXTRA-CURRICULAR ACTIVITIES *

- A. If a student has two failing grades in courses, he/she will be ineligible for all of the next nine-week grading period.
OR
- B. If a student one failure, and if his/her overall academic average is below a 70.00 (69.99 or below), he/she will be ineligible for all of the next nine-week grading period. Only numerically graded courses are factored into the 70 average.
OR
- C. If a student has one failure, or his/her overall academic average is below a 70, he/she will be on probation for the entire nine-week grading period. An academic plan of remediation will be devised by the Head of the Middle School, the teacher(s) of the failed or affected class (es), the Athletic Director, the student, the parents of the student, and the coach/sponsor of the affected sport/activity. If at any time during the probationary period, the academic plan of remediation is not being followed, the student will immediately become ineligible for the remainder of the grading period. The ultimate decision will be at the discretion of the Headmaster. This policy does not apply to class field trips.
- D. Once a student gains eligibility, he/she is eligible for the remainder of the entire grading period.
- E. If a student becomes ineligible at the end of a semester due to a course that is a semester in duration, he/she will be ineligible for a minimum of nine weeks.

F. AHSAA ACADEMIC ELIGIBILITY REQUIREMENTS

- 1. Students entering the tenth, eleventh and twelfth grades must have passed during the last two semesters in attendance and summer school, if applicable, at least six (6) new Carnegie units with a minimum composite numerical average of 70 in those six (6) units.
 - a. Four (4) core curriculum courses must be included in those units passed and averaged. (English, mathematics, science and social studies are core curriculum courses).
 - b. Any student that accumulates more than four (4) units of core courses per year may earn less than the required four (4) core courses during the next school year and be eligible as long as the student remains on track for graduation with his/her class.
- 2. Students entering the eighth and ninth grades must have passed during the last two semesters in attendance and summer school, if applicable, at least five (5) new subjects with a minimum composite numerical average of 70 in those five subjects.**

*class field trips are not included in this policy

**A copy of the Alabama High School Athletic Association rules is available through the Athletic Director.

THE LEARNING PLACE

The Learning Place Program is offered to provide support services to students with learning differences. The program is designed to help these students function in the least restrictive academic environment. Once test data and records are on file, eligibility and placement determination will be made by a committee comprised of the Learning Place teachers, the Headmaster, the admissions director, and teachers involved with the student. Placement in the LP remains the option of the parents and the students after consultation with the eligibility committee. Placement is generally considered to be contractual for the semester. Placement for the following year will be re-assessed at the end of each school year.

The Learning Place program is designed to provide support services to students who have been identified through psychological and academic testing as having a learning difference. Students receive help in a variety of study skills to enhance their academic performance in the regular classroom. In addition, tutorial instruction in the various subject areas is also available. Periodic communication is maintained with parents and classroom teachers of LP students.

- In order to be considered for admission to the Learning Place, a student must meet all eligibility requirements for Bayside Academy and be enrolled as a student in the school.
- Potential students will be evaluated by LP staff prior to admission to determine if the LP is equipped to meet the individual needs of the student. The LP is for students with primarily academic problems. The staff of the LP is not equipped to handle emotional/behavioral difficulties.
- The following are requirements for placement in the Learning Place:
 - A. A recent (less than three years) psycho-educational evaluation by a certified psychologist or psychometrist. A copy must be on file in the Learning Place
 - B. An IQ that falls within the average or above-average range
 - C. A specific diagnosis in at least one of the following areas:
 1. Developmental Learning Disorder
 2. Attention Deficit Disorder
 3. Central Auditory Processing Disorder
- In accordance with state law, each student must have regular three-year re-evaluations by a certified psychometrist or psychologist in order to remain in the LP.
- Parents of students participating in the LP program must have sent the school copies of their child's evaluations by physicians reporting any visual, auditory, or physical deficits, allergies, hyperactivity, etc., and provide information about the need for any medication for such conditions.
- LP students will be evaluated on a yearly basis by LP staff and teachers to determine whether the LP can continue to be of benefit to the student. Students may be released from the LP if the student refuses to cooperate with classroom and/or LP teachers.
- Learning Place fees are not included in tuition.

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Bayside Academy Early Childhood Center

Early Childhood Center Philosophy:

The Bayside Academy Early Childhood Center is committed to a curriculum that is developmentally appropriate at each level. The Early Childhood Center faculty and staff establish an atmosphere of love, concern and respect in the classroom. In a structured but flexible environment, early childhood students are guided through daily activities designed to provide opportunities for each child to grow intellectually, socially, emotionally, and physically.

It is a recognized fact that the period from birth through age six represents a time of very rapid and intense learning in one's life. During this critical period, attitudes are developed and patterns are formed. Young children are anxious to learn and extremely curious about their environment. The Bayside Academy Early Childhood Center provides the opportunity for students to explore their world within a secure environment and under the supervision of a nurturing and caring professional staff.

EARLY CHILDHOOD CURRICULUM SCHEMA

Pre-Kindergarten	Kindergarten
Language Arts PK: Reading Readiness Language Development, Handwriting Library	Language Arts K: Reading Phonics Grammar Spelling Handwriting Library
Math Readiness PK	Mathematics K
Social Studies PK	Social Studies K
Science PK (enrichment lab – 1 day)	Science K (enrichment lab – 1 day)
Spanish PK (3 days)	Spanish K (2 days)
Music PK (3days) Art PK (integrated)	Music K (2days) Art K (integrated)
Computer Lab PK (1 day)	Computer Lab K (1 day)
Physical Education PK	Physical Education K
Social Skills PK Character Education PK (integrated)	Social Skills K Character Education K (integrated)

Early Childhood Center Course of Study:

The Early Childhood Center Program educates the whole child; and while the discrete courses of study are noted in the Curriculum Schema, the daily educational program is not designed to segment all learning experiences into separate academic areas. Activities are planned in a variety of areas to encourage the development of specific skills and habits of mind. This interdisciplinary approach allows for maximum development of the child. The child's age and developmental readiness will determine the degree to which development occurs at any particular time. Some of the specific skills and habits of mind addressed in the Early Childhood Center include:

- Coordinating large and small muscles
- Following simple directions
- Identifying with the feelings of others
- Forming relationships with peers and teachers
- Noting and following rules
- Recognizing time and space relationships
- Classifying, sorting, and matching things that are the same and different
- Sequencing
- Counting and understanding the concept of numbers
- Developing a sense of rhythm
- Solving problems in step by step systems
- Completing tasks within a reasonable time
- Recognizing letters of the alphabet
- Using phonics and fluency with phonic elements
- Understanding the relationship of letters to words, words to sentences, sentences to paragraphs and paragraphs to stories

All Early Childhood students participate in daily art and music activities with the classroom teacher. In addition, the Early Childhood level students attend special classes each week with teachers who are certified in the specific subject matter areas of Spanish, Library Skills, Physical Education, Computer and Science Enrichment. Character education and social skills are integrated throughout the curriculum.