

prothéseōs

neighborhood schoolhouse network



Prothéseōs HySchool 5-8

**A New Concept
for Middle School Education**



Prothéseōs (adj..)

From the Greek προθέσεως meaning **INTENTIONAL**

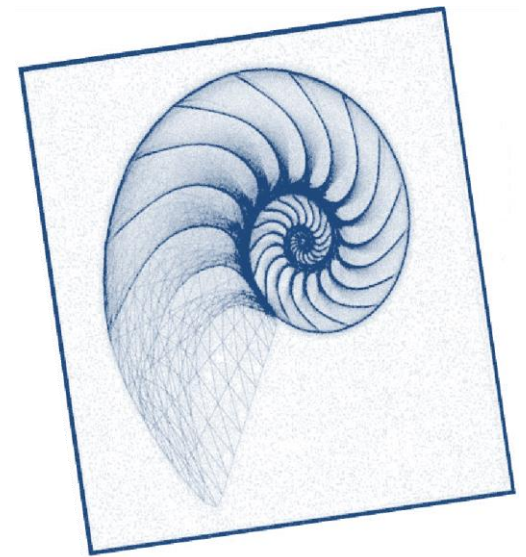
A new dawn for Middle School education

The **Prothéseōs HySchool 5-8** model envisions a national network of neighborhood-based, middle-years schoolhouse programs that are truly responsive to 21st Century learning priorities and market demands for accountable and effective learning in 5th to 8th Grades. Serving children from ages 9 to 14, the model is focused on engendering confident, capable and intentional young learners by interspersing innovative in-classroom **small group learning** modules with customizable **self-directed learning** (a la “home school”) terms in a 12-month learning cycle. Both styles of learning are facilitated by innovative, broadly capable Prothéseōs faculty and are carried out using the latest in interactive learning technology.

The academic curriculum in a **Prothéseōs Hy-School 5-8** program is highly experiential, STEM-centric, infused with craft-based inquiry, and fully integrated into the most robust personal educational technologies available. Students are trained throughout the scope and sequence to *take responsibility for their own learning* and to know exactly where their education (and their best efforts) can take them. Most important, Prothéseōs pedagogies consciously emphasize intellectual skills and learning habits directly relevant to success and fulfillment in 21st Century education, workplace and living environments.

More than two-dimensional *teachers*, **Prothéseōs Hy-School 5-8** faculty are specifically recruited for their strengths as powerful *learning guides* for middle-years students. They are highly tuned to 21st Century learning priorities and trained to identify the specific intellectual needs, opportunities and interests of each child. With a range of the latest interactive e-learning technologies at their fingertips, Prothéseōs *learning guides* are able to use experiential learning strategies and proven e-learning tools to seamlessly weave each student’s customized, self-directed learning (SDL) activities (that are designed in partnership with a child’s parent or guardian) with the cutting-edge, standards-based, in-school, in-classroom (ISL) phases of the program

The intended result of a **Prothéseōs Hy-School 5-8** program is a confident, self-aware, and broadly capable *intentional learner* who has a clear sense of his or her own strengths, opportunities and responsibilities as a citizen and who has had comprehensive exposure to concepts, skills and perspective critical to success in high school and generally in the 21st Century.

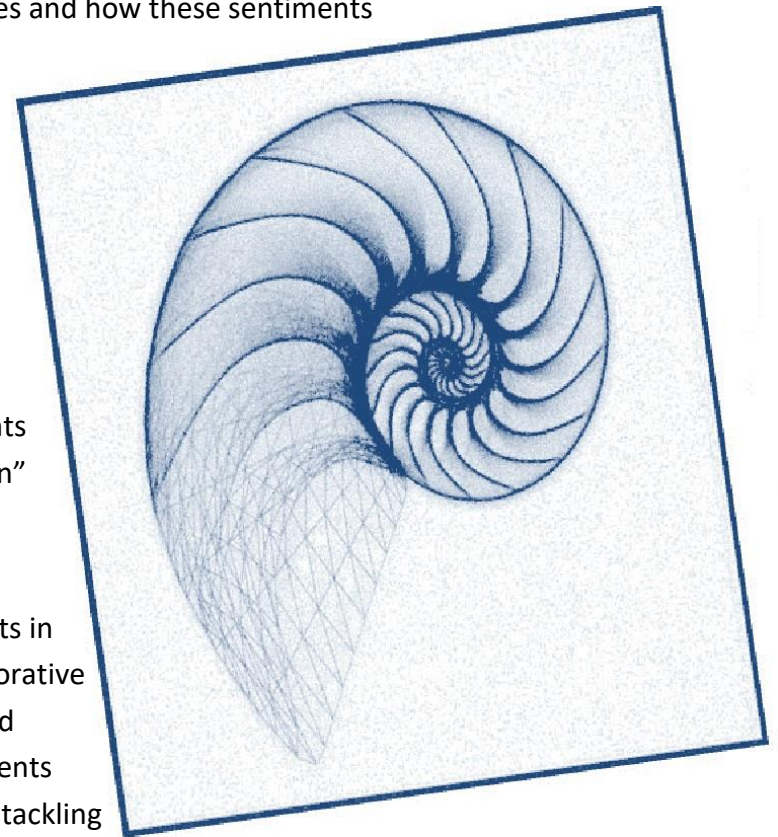


*If it is OUR FUTURE we are interested in, then let's think
STEAM, not stopping at STEM*

A recent poll quoted in Newsweek magazine compared the aspirations of parents throughout the United States for education innovation with the views of parents in developing nations such as China, India, Brazil and elsewhere. Not surprisingly, over 52% of U.S. parents of school-aged children cited “improvement of instruction in Science, Technologies, Engineering and Math” as their highest priority. Parents in the developing nations were far less enthusiastic about STEM instruction as the sole driving force in improvement of their children’s education. Perhaps that isn’t so surprising and should be encouraging to thoughtful parents and education innovators.

But perhaps more enlightening is what the non-U.S. parents *did* select as their top priorities and how these sentiments compare to the views of leading economic and business forecasters who are now defining the competition for the jobs, careers, and lifestyles of the future. Chinese parents, for example, overwhelmingly cited “Creative Approaches to Problem Solving”, “Entrepreneurial and Business Creation Skills”, and “Knowledge of World Cultures” as equally important key drivers of future success for their children. In essence, they are responding to what has been America’s *competitive edge* as a nation and education system. This edge defines the reason why so much of the world’s “progress energy” in the last 100 years has emerged from these shores. When polled, American and global job creators are of course still bullish about STEM education, but they also share the sentiments of parents in developing nations when it comes to these other “Creativity” and “Inspiration” skills as key drivers in a well-rounded and *effective* education for future employees.

When a **Prothéseōs HySchool 5-8** program talks about the cultivation of 21st Century middle school success skills and perspectives, we mean much more than just improvements in STEM learning. This unique program consciously makes daily work in “Creative and Collaborative Arts” a key part of the curriculum as well. Creativity and collaboration on both abstract and physically relevant problems and opportunities is a primary feature of the pedagogy. Students are constantly encouraged to explore, adventure, and think outside of boxes whether it is tackling a word problem in math or seeking a workable compromise in a Model Congress session. The bottom line is, the **Prothéseōs HySchool 5-8** model is more “STEAM-based” in terms of focus than almost any other middle years program and that is what engages today’s middle school children.



The unique Prothéseōs hybrid middle school approach

The HySchool 5-8 model is unique in that it involves both in-school, traditional classroom learning (in small groups) and self directed learning modules during which the child learns independently (at home or at the schoolhouse) using both curricula related to their core academic studies *and* extensions chosen in partnership with their parents or guardians

In-School Learning Connected to 21st Century Realities

Prothéseōs HySchool 5-8 in-school learning (ISL) is consciously designed to be more collaborative, experiential, STEM-centric and academically challenging than curricula now available in mainstream public, charter, private and parochial/religious middle schools. In addition to the intermittent “SDL” terms (see description at right) ample self-directed learning time is also built into every Prothéseōs in-school “ISL” day. That means homework and other “busy work” outside of school is largely unnecessary in this model leaving more time in the evenings and on weekends for **Prothéseōs HySchool 5-8** students to pursue their personal interests and passions while staying engaged with family during these key middle school years.

To take the Prothéseōs student beyond the mobile phones, Game-Boys, and X-Boxes that increasingly dominate the exploratory impulses of 21st Century adolescents, much of the learning is **hands-on** including a daily “skills shop” featured in the ISL-schedule. Skills Shop includes units in wood and metal working, basic mechanics skills, home-based engineering skills and other domestic crafts.

This unique aspect of the **Prothéseōs HySchool 5-8** “ISL” curriculum (along with physical fitness and other self-directed learning modules available throughout the curriculum) is the key to the program. It helps assure that Prothéseōs students will have every opportunity to leave middle school with strong academic preparation as well as utile, “physically relevant” skills and crafts that they will use for the rest of their lives no matter what professional path they pursue.

Customized Self-Directed Learning

A **Prothéseōs** education involves a unique partnership between parents and school in the design of each child’s middle-years learning journey thanks to self directed learning (SDL) terms interspersed throughout the academic year.

Self-directed, home school style learning modes enable individual students in a **Prothéseōs Hy-School 5-8** program to solidify their grasp and enhance their comprehension of core curriculum using their own learning styles and working at their own pace.

SDL Terms *also* allow families and the students themselves to supplement the core, standards-based academic program with *personalized self directed learning opportunities* in the form of interest based academic enrichment, personal skills development and other positive learning programs (including faith-based modules) that can comprise up to 50% of a child’s SDL program.

Prothéseōs offers a wide range of potential digital learning choices for parents to choose from which are drawn from a variety of accredited home school programmers and curriculum developers. Parents can also propose a digital or home school curriculum they identify independently for their child’s SDL program.

These family-driven learning extensions are integrated into a student’s comprehensive academic agenda and are both monitored and assessed by a student’s learning guides.

What is an in-school learning (ISL) day like?

IN-SCHOOL LEARNING (ISL) DAYS — *Emphasizing experiential, schoolhouse-based, small-group learning*

For over 160 days each school year (usually in 3 to 7 week blocks), **Prothéseōs HySchool 5-8** students come on weekdays to the schoolhouse to pursue knowledge and skills in self-directed learning blocks, small group “classes” and in community-based clusters.

Sample Daily Schedule During a Prothéseōs HySchool 5-8 In School Learning (ISL) Term

- 7:45-8:00:** (ADVISORY GROUPS) Daily Schoolhouse Share and Discussion—Reflection, questions on work, discuss current events, catch-up on each other. (7:45 am is the required arrival time with 15 minutes to get prepared for self-directed learning activity).
- 8:00-9:10:** (SELF-DIRECTED) The first 70-minute block for students in all grades every day is set aside for quiet, intentional, self-directed work. (This critical time in a **Prothéseōs HySchool 5-8** student’s day is both a period of open-ended extension activity, digital learning and “study hall” taking the place of the need for “homework”).
- 9:15-10:10:** (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) Mathematics & Economics
- 10:15-11:10:** (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) Humanities (Literature & Critical Thought, Vocabulary, History)
- 11:15-12:05:** (SMALL GROUP & SELF-DIRECTED) Students can “work over lunch” or dine socially with friends for 30 minutes. Lunch is followed by at least 20 minutes of required “Individual Reflection/Recharge Time” including quiet rest, self-directed reading, art extensions, individual music rehearsal, or academic catch-up opportunities.
- 12:10-1:05:** (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) Latin, Modern Languages & Global Communications Skills
- 1:10-2:05:** (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) Natural Science, Engineering & Technology
- 2:10-3:20** [Monday, Wednesday, Friday] (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) Skills Shop – An interdisciplinary Project Based Learning, skills/craft workshop period (Includes modules of woodworking, metalworking, basic mechanics skills, home-based engineering skills and other domestic crafts) [There is an open Skills Shop opportunity on Tuesdays and Thursdays between 3:30-4:10.]
- [Tuesday] (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) Humanities Workshop w/Civics & Geography
- [Thursday] (SMALL-GROUP CLUSTERS IN GRADE-BASED CLASSROOMS) STEM Labs
- 3:25-4:10:** [Monday, Wednesday, Friday] (SMALL-GROUP CLUSTERS) Lifetime Fitness – Active movement and personal enrichment classes including physical skill and confidence-building activities.
- [Tuesday, Thursday] (SMALL-GROUP CLUSTERS) Open Skills Shop, student project collaboration, student clubs and activities, project collaboration time, academic enrichment and tutoring opportunities.
- 4:15:** Dismissal to home or to à la carte after-school programs.

What are self-directed learning (SDL) terms like?

SELF DIRECTED LEARNING (SDL) DAYS— 1 or 2 week periods between ISL Terms emphasizing planned, self-directed learning

Prothéseōs HySchool 5-8 students have one or two week Self Directed Learning (SDL) terms built into their schedules. This is time set aside for students to work independently on self-directed learning programs selected by both the school and by their parents. During SDL terms, students can work at their own pace and in a more reflective manner. They can use self-directed learning space (and supervision) available to them at home or they can take advantage of individual learning stations built into the schoolhouse.

Prothéseōs HySchool 5-8 students pursue two areas of self directed learning during SDL terms:

- Interdisciplinary self-directed learning programs drawn from the curriculum of the schoolhouse which are personalized for each student by their learning guide and are delivered mostly online. (A minimum of 50 percent of the student's SDL program is delivered in this way.)
- Specialized self-directed learning programs chosen by the student's family. HySchool 5-8 offers a variety of vetted "home school" options for families to choose from in determining this family-based portion of the SDL curriculum. Of course, families are free to choose an accredited curriculum from their own sources for this portion of the student's home study plan. (Parents can select up to 50 percent of the child's credited SDL program).
 - ◇ This unique facet of the SDL term enables parents to choose a variety of supplementary study options throughout the year including faith-based modules, character development modules, science and engineering exploration programs, creative writing, vocational exposure, arts instruction, agricultural studies, language studies, sports science and more.
 - ◇ Students can pursue their SDL Term work *wherever in the world they happen to be* on the SDL term day. This can be at home, in self-directed learning spaces available to them at the Schoolhouse, at a tennis tournament they are participating in overseas or perhaps even in the middle of a Costa Rica rainforest while on a family adventure trip! The **Prothéseōs HySchool 5-8** schoolhouse is staffed during the SDL term so students who cannot remain safely or productively at home can be supervised, given an Internet connection and a place to study.

Unbridled opportunity for academic exploration

During In-School Learning (ISL Days) a Compelling 21st Century Core Curriculum Infused With Experiential Learning Opportunity (More details on scope and sequence broken out by “discipline clusters” begin on page 13.)

CORE STUDIES DISCIPLINES

Mathematics & Economics (265 minutes of ISL class time and drill/week)
 Natural Sciences, Engineering & Technology (265 minutes/week plus 70-minutes STEM Lab time/week)
 Humanities [Reading/Literature, Critical Thinking, Vocabulary, History] (265 minutes/week)
 Latin, Modern Languages & Global Communications Skills (265 minutes/week)
 Civics & Social/Political Geography (70 minutes/week)

CORE INTERDISCIPLINARY STUDIES

Composition [Key Writing & Expression Skills] & Study Skills Training are woven into each core discipline and overall progress in each area is measured throughout the year.

CORE CO-CURRICULAR STUDIES

Skills Shop [wood and metalworking, mechanical and “home engineering” skills, domestic crafts] (210 Minutes/week)
 Lifetime Fitness [physical fitness and recreation skills, outdoor skills, and confidence-building activities] (135 Minutes/Week)
 Flex-Time [clubs & activities, project collaboration time, open skills shop, open fitness, tutoring opportunity] (90 Minutes/Week)

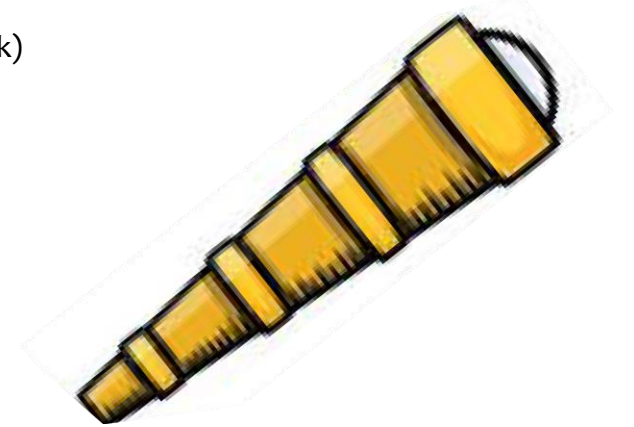
POTENTIAL AREAS OF SELF-DIRECTED LEARNING EXTENSION

A small sampling of online curricula available right now for middle school students and parents to choose from for SDL studies includes:

SOFTWARE PROGRAMMING
 INFORMATION SYSTEMS DESIGN
 ROBOTICS
 ACCELERATED MATH
 SCIENCE SPECIALTIES
 CREATIVE WRITING
 ADVANCED LITERATURE STUDIES
 ATHLETICS SPECIALTIES
 MYTHOLOGY

VISUAL ARTS
 MUSIC THEORY
 THEATER STUDIES
 FAITH-BASED STUDIES
 OUTDOOR LEADERSHIP
 VOCATIONAL SPECIALTIES
 MOVIE MAKING
 ORIENTEERING & GEOCACHING
 FIRST AID & CPR

PHOTOGRAPHY
 ART HISTORY
 ARCHITECTURE
 CAD-CAM DESIGN
 GAME DEVELOPMENT
 SPELLING & GRAMMAR IMPROVEMENT
 READING IMPROVEMENT
 PHILOSOPHY & LOGIC
 PSYCHOLOGY



Academics at school, ample time for extensions outside...

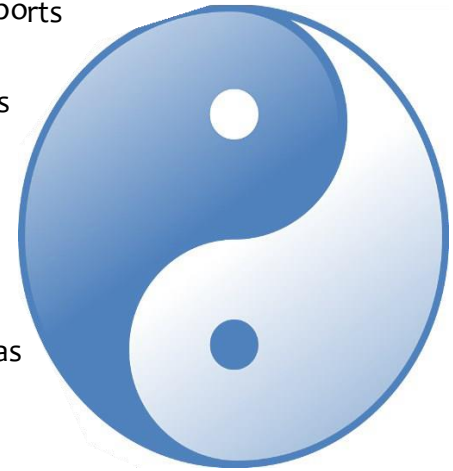
After School and Weekend Options During ISL Terms and SDL Terms

The **Prothéseōs HySchool 5-8** philosophy holds that school time is for academics and co-curricular learning activities delivered as efficiently and effectively as possible. Out of school time is where boys and girls should be freed from academic “busy work” to pursue their interests and develop skills *beyond academics* on their own. That is why there is minimal busy work required outside of the schoolhouse. We believe this is a superior means of preparing middle years students to live intentionally and set themselves up for success and fulfillment in the years that follow.

That is why a **Prothéseōs HySchool 5-8** neighborhood middle schoolhouse **does not** offer interscholastic sports teams, instrumental music instruction or medium-specific visual arts instruction as part of our typical ISL school day (7:45-4:15). As parents and child development aficionados ourselves, we do believe these kinds of things are *critically important* in a young person’s life. But we do not believe schools should use their precious time and resources with the children to offer a one size fits all series of extra-curricular and “specials” programs that drain core-based academic learning time.

So **Prothéseōs HySchool 5-8** programs actively encourage the use of school facilities by community-driven after school and weekend programs that can offer the students high quality athletic opportunities (such as travel teams, town rec teams, private coaching), music opportunities (private instrumental and voice instruction, chorus and orchestral programs, jazz band, etc.), private visual arts instruction/discovery programs, as well as other valuable outside-of-school youth programs such as scouting.

Prothéseōs HySchool 5-8 faculty also participate themselves in offering these kinds of outside-of-school enrichment opportunities themselves as private coaches, instructors or chaperones and the school itself also offers a wide range of optional à la carte, fee-based after-school enrichment programming for both HySchool 5-8 students and others from area middle and elementary schools.



... Plus there is ample refresh, recharge and family engagement time as well

The **Prothéseōs HySchool 5-8** model favors a schedule in which students are intellectually engaged in positive learning and exploration all year long. But growing boys and girls also need periods to refresh and recharge (and fully engage with their family) from time to time throughout the year. That is why there are also “academic-work-optional” refresh, recharge and family engagement times built into the schedule throughout the year *and* in the summer. No academic work is expected of students during these refresh and recharge time periods and only traditional day care (or optional extension activities/skill-building) will be provided at the schoolhouse.

What about summer in the 12-month learning cycle?

S-TERM – THE Prothéseōs HySchool 5-8 “SUMMER SCHOOLHOUSE”

American kids have thrived during the summer for well over a century since the Dewey model for education has guided middle school academic year scheduling. This time away from public and private schoolhouses have produced many fond memories of childhood.

However when this 19th Century model was designed, most children did not spend these three months in idle and “learning-free” reverie but in various forms of directed, productive (and mostly required) activity. The challenge of effective 21st Century education is to make the most of the summer months to allow for rest and play but also to encourage extension, development, exploration and joy in *thoughtful* engagement, play and discovery.

With this in mind, the **Prothéseōs HySchool 5-8 “S-Term”** is a 9-Week Summer “Extended Learning Outside of the Schoolhouse” Term during which students are prompted and encouraged to pursue a summer of planned learning and growth experiences along with a scaled-back agenda of self-directed learning assignments designed by their HySchool 5-8 learning guide. Fun is a key part of a middle school child’s life and it is a primary requirement for the active summer experiences that are meant to be part of a typical **Prothéseōs HySchool 5-8** student’s S-Term.



For their S-Term, **Prothéseōs HySchool 5-8** students are challenged to think out a positive agenda and account for the productivity of their summer pursuits (even if that involves simply “chilling”). Learning guides help students identify summer camps, student or family travel programs, internship opportunities, or perhaps a few entrepreneurial endeavors (maybe even a lemonade stand) so they can make the most of these formative times in their lives. If it can be approved by a student’s learning guide as a fun and positive learning pursuit and the student can commit to real benchmarks for growth over the summer, the sky is the limit in terms of how a HySchool 5-8 student can succeed in their S-Term.

A summer on the couch or days on end just playing video games is *not* an option for a **Prothéseōs HySchool 5-8** student’s summer (that is if they intend to complete and be credited for the full HySchool 5-8 “S-Term” program which is necessary to move on to the next grade). However, each student’s learning guide works closely with the student and his family to come up with a productive (and do-able) plan for a fun summer of growth, exploration and continued learning.

So with all that, what does a Prothéseōs year look like?

Prothéseōs HySchool 5-8: SAMPLE SCHOOL YEAR SCHEDULE (Using the 2020-21 Calendar Model):

August 31-September 4, 2020:	1-Week Self Directed Learning (SDL) Term for prep work anticipating the first 2020-21 ISL term beginning after Labor Day.
September 8-October 2:	4-Week Schoolhouse (ISL) Term (Including special initiation and ice-breaker activities)
October 5-October 9:	1-Week Field Studies (ISL classes conducted <i>outside</i> of school in alternative locations — with overnights for 7th and 8th graders)
October 12-November 6:	4-Week ISL Term (Including SDL Skills Training)
November 7-November 29:	3-Week SDL Term (w/a 3-day “R&R Study Break” to allow for family time around Thanksgiving itself)
November 30-December 18:	3-Week ISL Term
December 19-December 27:	1-Week “R&R Study Break” (Optional self-directed enrichment available but NOT required.)
December 28-January 3, 2021:	1-Week SDL Term
January 4-February 5:	5-Week ISL Term
February 6-February 14:	1-Week SDL Term
February 15-March 26:	6-Week ISL Term
March 27-April 11:	2-Week SDL Term (Optional enrichment travel/exploration opportunities also offered during this SDL term)
April 12-April 18:	1-Week On and Off-Campus ISL Discovery Week (experiential, skill based mini-courses on and off campus)
April 19-May 21:	5-Week ISL Term
May 22-May 30:	1-Week SDL Term and Final Self-Directed Project/Course Completion Time
June 1-June 4	1-Week ISL Term for Course Exams, Final Project Presentation , Course Wrap-Up and S-Term Strategic Planning, Course Wrap-Up
June 7, 2021	S-Term Plan Sharing, School Transitions Celebration
June 8-June 16	1-Week Rest, Recharge & Family Engagement Time (Schoolhouse Closed)
June 17-August 13:	9-Week S-Term or Summer “Extended Learning” at home, on the road or in a structured summer program (with light SDL work).
August 14-August 30:	2-Week Rest, Recharge & Family Time (Schoolhouse Closed)
August 31-September 6, 2021:	1-Week Self Directed Learning (SDL) Term for prep work anticipating the first 2015-16 ISL term beginning September 7.

How much learning do Prothéseos students achieve?

The HySchool 5-8 Model builds intentional learners through a 12-month schedule of academic endeavor including:

- 195 NON-SUMMER WEEKDAYS OF PLANNED AND ASSESSED IN-CLASSROOM (ISL) AND SELF-DIRECTED (SDL) LEARNING
 - ◇ Typical Public, Private, and Parochial middle schools feature around 180 days of assessed learning and in reality offer way fewer than 180 days of *meaningful* academic pursuit after all is said and done.
 - ◇ These 195 Substantive Learning Days Include:
 - * At least 31 full 5-day weeks [155 planned and assessed work days] of in-schoolhouse (ISL) instruction.
 - * At least 8 Weeks [including 40 planned and assessed work days] during which assessed and monitored self-directed learning (SDL) takes place in a parent or teacher supervised location.

S-TERM – 9 Additional Weeks for Planned Learning, Personal Development and “Intentional Fun”

In addition to the 195 days of substantive and assessed learning time, the **Prothéseōs HySchool 5-8** model adds eight Summer Weeks of planned, fun and productive personal growth activity. While fun and freedom are the first priorities for a HySchool 5-8 student’s summer, this time is thoughtfully planned with an eye toward *productivity* of various kinds. In addition, modified self-directed skill-building and experiential learning will be assigned to each student during the 9-week S-Term. The S-Term plan makes the summer months a truly productive learning adventure for middle years students instead of the unplanned, “learning-free” down times most kids experience now.



When enrolled in the Prothéseōs HySchool 5-8 program, a fully engaged student will be actively (and accountably) engaged in extraordinary learning and active exploring – that is, accountably gaining skills, confidence and capabilities — on more than 250 days in each of their middle school years .

Academic Curriculum (STEM Studies)

NOTE: This overview reflects the school-driven aspect of the **Prothéseōs HySchool 5-8** curriculum. This would guide the entire in-school learning (ISL) component of the program and a minimum of 50% of the assigned and assessed work completed during self-directed learning (SDL) modes. Parents are able to select supplementary content that may or may not be specified in this overview for up to 50% of their child's SDL program.

Mathematics (MA) & Economics (EC)

5th Grade

- (MA) Review Elementary Computation and Calculation Skills
- (MA) Introduction to Applied Mathematics Basic Skills
- (EC) Introduction to Personal Economics

6th Grade

- (MA) Next Step Math Skills (Linking Basic Skills to Applied Math)
- (MA) Introduction to Basic Geometry Concepts
- (EC) Introduction to Household Level Economics

7th Grade

- (MA) Introduction to Basic Algebraic Concepts & Methods
- (MA) Intersections of Basic Algebra and Basic Geometry
- (EC) Introduction to Organizational Level Economics.

8th Grade

- (MA) Algebra I for HS credit
- (MA) Basic Introduction to Trigonometry and Calculus Concepts
- (MA) Review of Basic Geometry concepts
- (EC) Introduction to Basic Macroeconomics

Natural Sciences (NS), Engineering (EN), Technology (TE)

5th Grade

- (NS) *How the Earth Turns* (Basic Earth Science)
- (EN) *Dream Big* (Basic Principles of Architecture and Design)
- (TE) MS Office Suite Review and Intro to Design Programs

6th Grade

- (NS) *How Stuff Works* (Conceptual Physics)
- (EN) *Making Things That Work*: Basics of Building Structures
- (T) MS Office Suite Review and Intro to Java Programming

7th Grade

- (NS) *How Life Goes Around* (Life Science)
- (EN) *Engineering Good Things* (Process Engineering Through Culinary Arts & Nutrition Studies)
- (TE) Business Presentation Software, Java Programming II, Beginner 3-D Printing

8th Grade

- (NS) *Intersections of Biology, Chemistry and Physics* (Basic Introduction to HS Sciences)
- (EN) *Creating Useful Stuff*: Basics of Chemical Combinations and Chemical Engineering
- (TE) Build a Personal Computer Project & intro to Robotics, Advanced 3-D Printing

Academic Curriculum (Communications & Languages)

Humanities (HU), Composition (CO) Vocabulary (VO) & Study Skills

5th Grade

- (HU) Introduction to Literary Forms, Genres & Content Review
- (CO) Composition 5 – Writing Workshop (Exposition)
- (VO) Vocabulary 5: Using roots and affixes for deciphering
- (SS) Self-directed learning habits and success skills

6th Grade

- (HU) Beginning Literary Analysis—Heroes in Ancient Literature
- (CO) Composition 6 – Writing Workshop (Persuasion)
- (VO) Vocabulary 6: Latin and Greek Roots and word structure
- (SS) Using tech effectively in class and self-directed learning

7th Grade

- (HU) Exploring Archetypes in Classic American Literature
- (CO) Composition 7 – Writing Workshop (Description)
- (VO) Vocabulary 7: Latin, German and French Etymologies
- (SS) Effective note taking, content review and meaningful classroom/work group participation strategies

8th Grade

- (HU) Ideas, Themes and Symbols in Classic World Literature
- (CO) Composition 8 – Writing Workshop (Precision)
- (VO) Vocabulary 8: Mastering SAT and other key vocabulary using roots, etymologies and context clues.
- (SS) High school success strategies for both in classroom and self-directed learning.

Latin (LA) Modern Languages (ML) & Global Communications Skills (GC)

5th Grade

- (LA) Introduction to Latin (Latin MS I)
- (GC) Exploration of Romance Languages (Spanish and French)

6th Grade

- (LA) Latin Fundamentals (Latin MS II)
- (GC) Basic Exploration of Cyrillic (Russian) and Character-Based (Chinese) Languages

7th Grade

- (ML) Language Choice Level I (All with online self-directed instruction offering Rosetta Stone Classroom choices with additional small group support. Spanish is also offered during language block as a traditional language class.)
- (GC) Translation Skills, Using Cultural Cues in Communications

8th Grade

- (ML) Language Choice Level II (All with online self-directed instruction offering Rosetta Stone Classroom choices with additional small group support. Spanish is also offered during language block as a traditional language class.) HS “Language I” Credit can be awarded after completion of Language Choice Level II based on accredited Rosetta Stone Classroom requirements or HS Spanish I class curriculum.
- (GC) World Link Project: Ongoing Skype connection working on a joint project with a student in non-English speaking classroom (using English and the student’s Language Choice tongue).

Academic Curriculum (History and Physical Skills)

History (HI), Civics (CI) & Social/Political Geography Skills (GE)

5th Grade

(HI) Ancient and Classical Civilizations (Mesopotamia, Greece, Rome, China, Mongols)

(CI) Basics of Democratic Citizenship

(GE) Cultures and geography of the Northern Hemisphere.

6th Grade

(HI) World Culture/Pre-Modern History (Middle East, Africa, South Asia/Polynesia, Native America)

(CI) Comparative Government and Comparative Major Religions

(GE) Cultures and geography of the Southern Hemisphere

7th Grade

(HI) US History: Pre-Columbian America to Reconstruction

(CI) US Constitution and Civics (Including Model Congress, Moot Court, Mock Trial)

(GE) US Cultural, Political and Physical Geography

8th Grade

(HI) History of Global Ideas, Sciences, and Technologies

(CI) Model-UN and World Issues Review

(GE) World and US Political and Physical Geography

Skills Shop (SK)

In all grades, Skills Shop includes a progressive sequence of units in woodworking, metalworking, basic mechanical skills, home-based engineering skills and other domestic crafts.

Lifetime Fitness (LF)

In all grades, Lifetime Fitness offers a progressive sequence of units covering physical fitness and recreation skills, outdoor skills, and confidence-building activities.

What unique benefits does this model offer families?

INNOVATIVE AND EFFECTIVE MIDDLE SCHOOL EDUCATION... an innovative concept in middle school education based on 21st Century pedagogy and learning priorities that are aligned with the realities of work and life in these competitive times.

INNOVATIVE & STUDENT CENTERED... a community-based schoolhouse program with rigorous academics stressing 21st Century learning, exploration and preparation delivered both in classrooms and in self-directed (home-school) modes. All programs are specifically tailored for bright, curious and active middle scholars who seek to be inspired.

OPPORTUNITY AND FLEXIBILITY FOR PARENTS SEEKING A HAND IN THEIR CHILD'S DEVELOPMENT... a perfect option for families seeking a broader spectrum of opportunity for their middle school child allowing for individual extensions based on interests, passions and family priorities all without compromising on standards-based core curriculum rigor.

“STEM” CENTRIC, ACCOMPLISHMENT-BASED LEARNING... a school curriculum that emphasizes instruction in Science, Technology, Engineering and Mathematics (STEM learning), in articulate and effective presentation of ideas, and also in the development of *physically relevant* lifetime crafts and skills.

EXPERIENTIAL LEARNING... a range of experiential and project-based exploration throughout the course of a child's studies. Daily opportunities for guided learning in wood and metal craft, basic electrical/mechanical engineering, and home skills. These hands-on learning opportunities take children beyond the small screen mentality to a world of physically-relevant lifetime capability and endeavor.

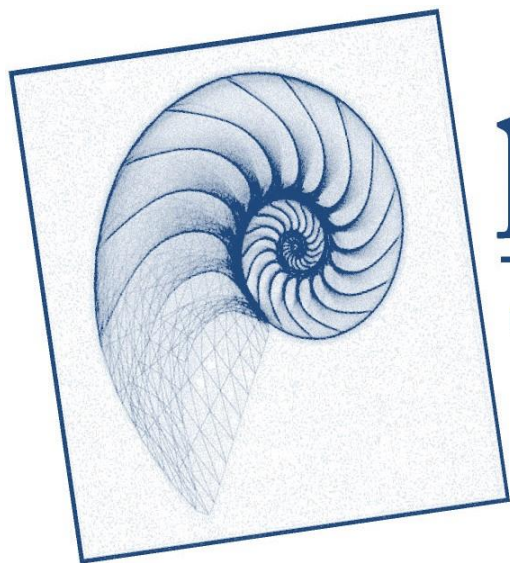
NO MORE BUSYWORK AFTER SCHOOL... a school concept that maximizes learning, practicing and academic mentoring opportunities during efficiently scheduled academic time in school largely eliminating the need for “busy work” and most homework outside of the school day. This frees children at this critical age to build their lives and skills (and relationships) outside of the school day and an academic context.

A YEAR-LONG VOYAGE OF GROWTH & DISCOVERY... a 12-month calendar offering blocks of classroom learning terms interspersed with 1 or 2-week self-directed learning modules. A 9-Week “S-Term” in the summer designed to encourage active, fun and *productive* learning and personal growth pursuits that can be accomplished outside of school. Because middle years students also need down time, several *refresh and recharge* opportunities (without required academic assignments) are also built into the schedule.



Bright and curious middle school students, ready to go!

*Prothéseōs HySchool 5-8 is a place that grows positive, energetic learners: Upon graduation, the HySchool 5-8 student will have worked hard to become an **intentional learner** with a backpack full of things he or she **knows how to do** both academically and in their lives. This young person will have had every opportunity to develop confidence, competence and perspective on *living life fully* and becoming **responsible for their own success** in high school and beyond.*



prothéseōs

neighborhood schoolhouse network

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The Prothéseōs Neighborhood Schoolhouse Network

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