

[Pilot Phase]

Do not quote or reproduce without permission.

AMERICAN ACADEMY FOR LIBERAL EDUCATION



SAMPLE CURRICULUM

I. ELEMENTARY EDUCATION

II. MIDDLE SCHOOL EDUCATION

III. SECONDARY EDUCATION

These curricular guidelines are presented as samples that exemplify the principles of AALE accreditation. They are not required, however; AALE welcomes the opportunity to review the curricula of all charter schools that embody a strong liberal arts education, as explained in "Standards for Charter School Accreditation." Curricular Standards from several institutions have informed this draft. AALE expresses particular thanks to the Core Knowledge Foundation for its guidance.

I. ELEMENTARY EDUCATION

Students will develop knowledge and skills in reading, technology, mathematics, writing, health and science, history, geography, visual art, literature and music.

Elementary schools should make all possible efforts to include a foreign language in the curriculum or, at a minimum, language exercises that will develop receptivity to the learning of foreign languages.

The curriculum will provide a structure for the orderly progression of knowledge and skill in these areas, with frequent opportunities to reinforce, integrate, and strengthen different branches of the curriculum.

ENGLISH LANGUAGE ARTS:

Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills starting with identification of syllables and phonemes, blending, and decoding to the ability to sound out unfamiliar multisyllabic words to recognition of irregularly spelled words and fluent reading and strong comprehension skills. Acquisition of an extensive and advanced vocabulary will be emphasized at every level.

Students will have regular and frequent lessons and practice in the writing of standard English. Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose.

Students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts and tables.

LITERATURE:

The elementary reading and writing curriculum will serve as a framework in which students encounter the works of great authors of the past and present. The curriculum will include, but not be limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. Students will read such authors as Louisa May Alcott, Hans Christian Andersen, Gwendolyn Brooks, Lewis Carroll, Kenneth Grahame, Langston Hughes, X. J. and Dorothy Kennedy, Rudyard Kipling, Edward Lear, C. S. Lewis, A. A. Milne, Beatrix Potter, Christina Rossetti, Carl Sandburg, Maurice Sendak, Robert Louis Stevenson, Booth Tarkington, Mark Twain, E. B. White, and Oscar Wilde.

The school will use reading materials not only to develop decoding and interpretive skills but also to begin students' encounters with great and enduring writings that will form a basis for advanced literary study and will address issues of character, virtue, and citizenship.

MATHEMATICS:

The elementary mathematics curriculum will provide students with daily instruction and practice in mathematics. Mathematical problem solving will also be incorporated and integrated throughout the curriculum, including art and music.

Students will gain proficiency in computation of whole and fractional numbers, including decimal fractions, and will learn to understand the concepts and theory on which arithmetical computation is based, including, but not limited to factors, multiples, sets, exponents, perfect squares and square roots; they will also gain proficiency in applying these concepts in word problems that include measurement of weight, volume, area, velocity, and time. Students will learn to determine ratios and express them as percentages.

The curriculum will include the elementary principles of geometry, including identification of polygons, understanding of their essential features, computation of the areas of two-dimensional shapes, and the volume of rectangular prisms. Students will receive an introduction to probability and statistics and will begin to explore algebra by solving equations using variables. They will learn to display data using charts and graphs and to describe data by mean, median, mode, and range.

SCIENCE:

The elementary science curriculum will introduce students to all aspects of natural science, including chemistry, physics, biology, astronomy, meteorology, and geology.

Students will gain acquaintance with the properties of the elements. They will study at grade-appropriate levels changes of states of matter, electricity, magnetism, machines and mechanics, and the properties of light and sound. The curriculum will include study of the

stars, solar system, planets, and the physical formation and structure of the earth, including the study of minerals and fossils and geological change. Students will gain an understanding of seasons, climate, and weather phenomena.

Students will learn the scientific classification of living things, the structure of plant and animal cells and the life-cycle processes of plants and animals. They will study the anatomy of plants and animal species, incorporating grade-appropriate study of human anatomy, health and nutrition, and wellness. The curriculum will address current issues of ecology, atomic energy, and protection of the environment in a nonpartisan manner.

Students will conduct scientific experiments and learn the basic techniques of forming and testing a hypothesis, conducting measurements, collecting and analyzing data; they will have experience in the proper communication of scientific concepts and learn to distinguish between conception and misconception in science. They will receive instruction and have experience in the proper use of scientific equipment and in safety and responsibility. Their experiments will include measurements that can be analyzed and elementary mathematical concepts will be reinforced through use of the metric system.

Students will study the history of scientific discovery and the biographies of major scientists.

HISTORY:

The curriculum will provide students with a thorough grounding in the history of the United States and the development of its government. The curriculum will include, but not be limited to the European settlement of North America and the formation of the Thirteen Colonies; the American Revolution and the principles of the Founding; the growth and expansion of America; the slave trade and the American Civil War; industrialization, immigration, and labor movements; World War I and II; the Great Depression and the New Deal; the Civil Rights Movement; the Cold War and American involvements in Asia; and its current role in global affairs. Students will learn about the branches of American government and will study the lives of major United States presidents.

The curriculum will also introduce students to world history, giving them a foundation that will facilitate their further studies of the civilizations of Greece, Rome, Israel, Europe, Latin America, Egypt, Mesopotamia, Africa, China, and Japan. Students will study the rise of the major world religions and will develop elementary knowledge of major events of history, including such topics as the rise of Athenian democracy, the Roman Republic and Empire, the fall of Rome and the barbarian invasions, the rise of Byzantium, major dynasties of China, the rise of Islam, the Mongol invasions, feudalism, the British Monarchy, the Crusades, the Renaissance, the Reformation, the Elizabethan Age, the French Revolution, Colonialism, Marxism and the Russian Revolution, the Second World War, and the Cold War.

Students will learn to use and evaluate primary sources and historical documents and use the internet responsibly and critically to access information.

GEOGRAPHY:

Students will gain an understanding of maps, mapmaking, and map reading, and will be introduced to geographical information systems. They will be able to identify the states of the United States and their capitols, as well as major nations of the world and their capitols.

They will be able to identify major landmasses and their topographies and the major bodies of water and place in their geographical locations major world civilizations of the past and present.

VISUAL ART:

Students will receive lessons in drawing, painting, printmaking, and sculpture, using techniques of Western and Asian art. Their study of color and perspective will be integrated with their studies of mathematics and physics.

Their creative explorations will be enhanced by the gradual incorporation into their classes of the works of the great artists and artistic schools, such as Pheidias and Praxiteles, Raphael, Botticelli, Michelangelo and Leonardo, Archimboldo, Rembrandt, Yoruba wood sculpture, Chinese calligraphy (brush and ink) and landscapes, the Impressionists, Rodin, Faberge, the Trompe d'oeuil school, the Hudson River School, Sargent, Whistler, Homer, Tanner, Eakins, Cassatt, Klee, Picasso, Andrew Wyeth, Shahn, and Dali.

They will be introduced to major architectural achievements of the world.

The school will provide opportunities for students to appreciate and use the cultural resources available in their surroundings

MUSIC:

Students will learn the essential elements of reading music: clef, key signature, meter signature, dynamic markings, and notations, as well as the basic elements of listening appreciation.

They will learn about the major genres of music, including but not limited to symphony, opera, chant, spirituals, chamber music, ballads, madrigals, jazz, and folk songs. They will study the lives of major musical figures, including Antonio Vivaldi, J. S. Bach, W. A. Mozart, Ludwig van Beethoven, Edvard Grieg, Maurice Ravel, J. P. Sousa, George Gershwin, Scott Joplin, Cole Porter, Marion Anderson, Duke Ellington, Louis Armstrong, Pete Seeger, and Doc Watson.

The school will provide opportunities for students to appreciate and use the cultural resources available in their surroundings.

II. MIDDLE SCHOOL EDUCATION

Students will develop knowledge and skills in English language arts, mathematics, science, history, geography, visual art, literature and music. Middle Schools should make all possible efforts to include at least one foreign language in the curriculum.

The curriculum will provide a structure for the orderly progression of knowledge and skill in these areas, with frequent opportunities to reinforce and strengthen different branches of the curriculum. Through faculty collaboration, students will have frequent opportunities to integrate the skills and knowledge of different academic areas and pursuits.

Students will be assigned projects that will require use of the library and the application of computer skills, and will develop sound procedures for research, analysis, and critical thinking.

ENGLISH LANGUAGE ARTS:

Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

They will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice expository writing, with strong emphasis on proper sentence and paragraph and essay organization; they will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers-that is, essays that discuss and rely extensively on sources-will be required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper and acknowledge sources properly.

They will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Middle School students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone.

Students will demonstrate intermediate level word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs.

LITERATURE:

Middle School students will read a broad selection of poetry and prose, gaining acquaintance with major genres and authors and developing a sense of literary history. Their reading will include selections from such authors as Louisa May Alcott, Joseph Conrad, James Fenimore Cooper, Charles Dickens, Emily Dickinson, Nathaniel Hawthorne, O. Henry, Homer, Victor Hugo, Washington Irving, Rudyard Kipling, C. S. Lewis, Jack London, Guy de Maupassant, Ogden Nash, Edgar Allan Poe, Shakespeare, Robert Louis Stevenson, Rabindranath Tagore, Booth Tarkington, J. R. R. Tolkein, Mark Twain, and Laura Ingalls Wilder; and speeches by major orators, such as George Washington, Abraham Lincoln, Winston Churchill, and Martin Luther King.

MATHEMATICS:

The Middle School curriculum will consolidate and reinforce the students' skill in fundamental arithmetical operations and their ability to solve complicated word problems involving several arithmetical steps. Student will gain knowledge and skill in algebraic functions, including linear equations in two variables, quadratic equations in one variable and the use of graphing to solve equations in two variables. Students will demonstrate understanding of the use of exponents, including fractional exponents.

They will begin Euclidean geometry and trigonometry and will show mastery of the measurement of triangles. Students will be able to critique the validity of statistical sampling methods and create a scatter plot, describing the variables.

SCIENCE:

The curriculum will deepen students' knowledge and skills in physics, chemistry, biology, geology and oceanography, and astronomy to include, but not be limited to the following sub-topic noted below.

Students will develop an understanding of the electromagnetic spectrum and its appropriate measurement, and they will be able to explain the generation of electricity, its flow, and its measurement. They will experiment with and understand the principles of the measurements of sound and light. Students will learn and use the basic formulae for describing density, motion, work, and power and will be able to do basic calculations to explain the operation of levers and pulleys. They will expand upon their elementary explorations of the elements to an understanding of the structure of the periodic table. Students will discover simple chemical reactions in laboratory exercises and learn to explain these by basic chemical equations; they will demonstrate an understanding of oxidation, reduction, and catalysis.

Students will learn through study and experiment the photosynthetic process and will learn the system for the classification of plants and animals. Biology laboratory exercises will include the use of the microscope, and students will begin the study of microbiology. Their study of animal and human physiology will include the study of growth, evolution, reproduction, nutrition, disease, and health. Earth science will include wherever possible field trips to view and describe ecological, geological, and/or oceanographic change. Students will learn the major constellations and study the formation of stars and planets and their movements. They will develop the ability to communicate scientific ideas and use the computer appropriately for research and presentation.

HISTORY AND GEOGRAPHY:

The middle school curriculum will consolidate and build upon the elementary school study of geography and history. Students will learn the importance and proper use of primary and scholarly sources in historical research. Students will be able to identify on a map or globe the sites of the historical events they study and will know the locations of the major oceans, rivers, lakes, valleys and mountain ranges of the world.

Their studies of ancient history will deepen the foundational knowledge acquired in elementary school, focusing on such topics as the early civilizations of the Tigris and Euphrates valleys and the Nile Valley civilization, including the rise of ancient Judaism and the concept of monotheism; the role of Confucianism in the imperial and civil government of China; the history of the Athenian democracy and classical Greek civilization and its spread in the Hellenistic world through the conquests of Alexander; the Roman Republic, its values, and its end; the Golden Age of Rome under Augustus; the rise of Christianity in the context of the Roman Empire. Their studies of the Middle Ages will include such topics as the rise of Islam, feudalism, religious warfare, the Norman Conquest, and the growth of guilds and of towns and cities.

Modern world history will develop students' historical skills and critical thought through examination of such topics as the birth of modern science and medicine; the proliferation of knowledge through books and periodicals; the Enlightenment and its impact upon the American Founding; the development of British constitutional monarchy; the study of the industrial revolution and the rise of capitalism and socialism; the emergence of internationalism, including the League of Nations and the United Nation, the development of Latin American independence movements and popular movements.

American history will focus particularly upon the American Founding and its documents but will also include the settlement of America and its native peoples; immigration and the growth of America; women's suffrage; the American Civil War; wars with Spain and Mexico; the rise of monopolies and trusts and of federal regulatory power; World War I and II; the Great Depression; the Cold War and post-World War II economy; and the experience of minority groups in later 20th century America. Students will show the ability to use and evaluate the internet and online sources, such as bibliographies, texts, and archives for historical and geographical research.

VISUAL ART:

Students will study art history with attention to major schools, genres, and periods of art history and architectural history, with particular attention to classical Greek art and its emergence from the archaic period, Greek and Roman architecture, Medieval art, Romanesque and Gothic architecture, the Italian Renaissance, Baroque, Neoclassical, Romantic, Realist, Impressionist, the Arts and Crafts School, Expressionist, and Surrealist Art.

They will continue their study of major artists such as Pheidias, Polycleitus, Praxiteles, Lysippus, Raphael, Botticelli, Michelangelo, Bernini, Leonardo, Bosch, Rembrandt, Cellini, Rubens, Hogarth, Goya, Copley, Moran, Church, Cropsey, Monet, Renoir, Van Gogh, Gauguin, Manet, Cezanne, Rodin, Faberge, Sargent, Cassatt, Whistler, Winslow Homer, Thomas Eakins, Mary Cassatt, Horace Pippin, Pablo Picasso, Rene Magritte, Andrew Wyeth, and Salvador Dali.

Significant attention will be paid to the artistic traditions of Africa, Asia, and the pre-Columbian Americas. The school will provide opportunities for students to experience a variety of media, with particular emphasis on drawing and sketching, and develop their own creative abilities.

The school will provide opportunities for students to appreciate and use the cultural resources available in their surroundings. Students will be able to digitize and manipulate images on the computer. They will show the ability to integrate the computer into their classwork for research and creative expression.

MUSIC:

Students will deepen their ability to recognize in both notation and in listening, the major genres of classical music and major divisions of musical compositions, e.g., chant, prelude, interlude, theme, fugue, concerto, variations, intermezzo, sonata-form, nocturne, etc.; they will be able to identify chords and intervals and distinguish the sounds of orchestral instruments.

They will gain acquaintance with major non-western musical traditions, e.g., the twelve-tone scale, the Indian sitar, folk instruments of the Andes, Japanese bamboo flute.

They will study the major periods and composers of music from Baroque through Jazz and the lives and works of major composers and artists, such as J. S. Bach, W. A. Mozart, Ludwig van Beethoven, Frederic Chopin, Franz Liszt, Maurice Ravel, George Gershwin, Claude Debussy, Igor Stravinsky, Scott Joplin, Cole Porter, Marion Anderson, Duke Ellington, and Louis Armstrong..

The school will provide opportunities for students to appreciate and use the cultural resources available in their surroundings.

III. SECONDARY EDUCATION

Students will develop and demonstrate knowledge and skills in English language, arts, technology, foreign language, mathematics, science and health, history, visual art, literature and music at a level that prepares them for successful college-level work.

The curriculum will provide a structure for the orderly progression of knowledge and skill in these areas, with frequent opportunities to reinforce and strengthen different branches of the curriculum.

Through faculty collaboration, students will have frequent opportunities to integrate the skills and knowledge of different academic areas and pursuits.

Students will be assigned projects that will require use of the library and electronic resources and will demonstrate their mastery of sound procedures for research, analysis, and critical thinking.

ENGLISH LANGUAGE ARTS AND COMMUNICATION:

Students will demonstrate proficiency in standard written English, including a firm grasp of the rules of syntax, grammar, and punctuation, as well as proper and effective sentence and paragraph form and essay structure. They will write essays and term papers on academic subjects throughout the curriculum; they demonstrate their ability to identify a manageable topic, explore evidence and its complications, and develop ideas coherently and clearly. In writing research papers, they will show their ability to interpret evidence, explain conflicting views, organize sections coherently, create a bibliography in proper form, cite sources according to current convention, and edit their own work for effective presentation. Students will be able to use word processors to produce properly formatted papers with footnotes, table of contents, and bibliography.

Students will demonstrate an understanding of rhetoric and the application of different rhetorical forms and have frequent opportunity to practice presentation of their ideas coherently and clearly in oral reports. In their class presentations, they will also demonstrate their ability to use presentation software appropriately. They will be able to create their own web sites, using web publication software.

LITERATURE:

Students will demonstrate the ability to read, appreciate and critique a broad range of literary works, representing a wide range of genres, styles, places, and eras; they will show knowledge of major literary movements and major points in literary history.

Students' readings will include a healthy balance of periods and authors, including (from the Classical through the Renaissance) such authors as Homer, Sophocles, Herodotus, Thucydides, Plato, Aristotle, Confucius, Sun-Tzu, Vergil, Ovid, Lao Tsu, Dante, Plutarch, Chaucer, Shakespeare, Cervantes, Racine, Miyamoto Musashi.

Readings from the Enlightenment up to the Modern periods will include such authors as Jonathan Swift, Alexander Pope, Henry Fielding, Oliver Goldsmith, William Blake, Charlotte and Emily Bronte, Jane Austen, J. W. Goethe, John Keats, Percy Bysshe Shelley, Nathaniel Hawthorne, Emily Dickinson, Frederick Douglass, Herman Melville, Edgar Allan Poe, Henry David Thoreau, Walt Whitman, Charlotte Perkins Gilman, Mark Twain, Kate Chopin, Fyodor Dostoevski, Alfred Lord Tennyson, Charles Dickens, George Eliot, Thomas Hardy, Henry James, and Oscar Wilde.

Readings from the Modern period onward will include such authors as Chinua Achebe, Jorge Luis Borges, Albert Camus, Willa Cather, Joseph Conrad, Isak Dinesen, Theodore Dreiser, T. S. Eliot, Ralph Ellison, William Faulkner, F. Scott Fitzgerald, Robert Frost, Carlos Fuentes, Robert Hayden, Ernest Hemingway, Hermann Hesse, James Joyce, Franz Kafka, Philip Larkin, Ursula LeGuin, Sinclair Lewis, Jack London, Gabriel Garcia Marquez, Somerset Maugham, H. L. Mencken, Edna St. Vincent Millay, Toni Morrison, George Orwell, Sylvia Plath, Theodore Roethke, George Bernard Shaw, John Steinbeck, J. R. R. Tolkein, Kurt Vonnegut, Robert Penn Warren, Eudora Welty, Virginia Woolf, Richard Wright, and William Butler Yeats.

HISTORY:

The secondary school curriculum will cover United States and world history with an emphasis on the use of primary and secondary sources, proper methodology of historical inquiry, and causes and effects of major historical events.

Students will acquire a thorough understanding of the Declaration of Independence, the Constitution, the Bill of Rights, and other central documents (such as the Federalist Papers and Jefferson's correspondence) of the American Founding and will learn the essential elements of United States Constitutional history. Students will demonstrate their ability to analyze key events in American history, including the settlement of America and its native cultures, major Supreme Court decisions, emergence of political parties, important presidential elections, conflicts involving the United States, major social and economic changes, and the Civil Rights Movement. They will acquire knowledge of the workings of state and federal government and the electoral process.

Studies of world history will build upon the knowledge acquired in elementary and middle school and will focus upon the growth of civilizations and nations in the ancient and modern world, with attention to key moments in their rise and decline. Topics will include such as the following: the Peloponnesian War, the Hellenistic World, the end of the Roman Republic and the Roman Civil Wars, the decline of Rome, the rise of Byzantium, Meso-American civilizations and the arrival of Spain in the New World, religious wars of the Middle Ages, the Renaissance, the Reformation, the formation of nation states in Europe, the rise of modern science and medicine, the Opium Wars, the Potato Famine and Irish migrations, the Sepoy Rebellion, the Boxer Rebellion, the Bolshevik Revolution, Colonialism, African Independence, 20th century India, the Holocaust, the Atomic Age, the Cold War, the fall of Communism, and the Technological Revolution.

Students will be able to use word processors to produce papers with footnotes, charts, and graphs and will be able to use a variety of formatting techniques appropriately for different documents. They will be adept at searching for information on the internet and will demonstrate the ability to use the internet critically for research purposes.

SCIENCE:

Students will deepen and build upon their knowledge of biology, chemistry, and physics. They will study the human and animal anatomy in detail, focusing on the operations of systems and organ function, including metacognition. They will be able to explain cell structure, characteristics, and function and demonstrate an understanding of DNA structure and function. They will conduct experiments in genetics and show understanding of reproductive processes. Biology laboratory exercises will include dissection and the use of the microscope.

Students will gain an understanding of atomic structure and theories, the history of atomic theory and the development of nuclear energy, molecular structure, and environmental issues involved in nuclear power. The curriculum will include both inorganic and organic chemistry. Students will demonstrate an understanding of chemical reactions and their description through chemical equations.

Students will develop a basic understanding of Newtonian mechanics, including the concepts of velocity, distance, acceleration, force, gravity, potential energy, momentum, and inertia. They will acquire a deepened understanding of the relationship of electricity and magnetism.

Students will develop the ability to evaluate critically scientific claims and the relationship between science and public policy issues. In learning scientific concepts, they will also study the historical development of scientific thought and discovery. Students will make appropriate use of the computer to conduct and present scientific research, including spreadsheet presentation.

FOREIGN LANGUAGE:

Students will gain proficiency at least through the intermediate level in at least one ancient or modern foreign language, and students will have the opportunity to progress through the advanced level in one or more languages. They will achieve at least intermediate level reading ability, and in the case of a modern foreign language, intermediate level conversation and writing skills. Courses in foreign languages will familiarize students with the cultures associated with those languages.

MATHEMATICS:

Students will demonstrate proficiency in Euclidean geometry, including its laws and theorems, and be able to construct two-column proofs. They will show proficiency in trigonometric functions. They will show understanding of statistical analysis, be able to critique sampling methods, and be able to organize results graphically, using standard deviation, variance, and t-testing and making appropriate use of regression. They will be able to predict outcomes through probability distributions.

Students will use the graphing calculator to solve algebra problems and will be able to solve linear, polynomial, and exponential equations using both symbols and graphs. They will demonstrate the ability to analyze the properties and relationships of functions.

The curriculum will include the essential elements of pre-calculus, including limits, series, sequences, polar equations, and the graphing of parabolas and hyperbolas; the school will ensure that courses in calculus are available to students in which students will gain the ability to solve problems involving limits, derivatives, and integrals and will acquire an understanding of the Fundamental Theorem of Calculus.

VISUAL ART and MUSIC:

Students will be able to identify major works of art, architecture, and music and analyze them in their historical contexts. They will have a thorough understanding of the principle genres and the critical terminology of art, architecture, and music.

They will continue to study the lives and work of major composers and artists, such as J. S. Bach, Ludwig van Beethoven, W. A. Mozart, G. F. Händel, Johannes Brahms, Franz Schubert, Hector Berlioz, Frederic Chopin, Franz Liszt, Maurice Ravel, Igor Stravinsky, and Manuel de Falla; and George Gershwin, Scott Joplin, Cole Porter, Duke Ellington, Louis Armstrong, and Leonard Bernstein. They will continue to study ethnomusicology/nonwestern musical traditions, such as Balinese Gamelan, Tibetan Chant, and Classical Indian Raga.

Students will continue their studies of major schools, genres, media, and periods of visual art. Particular attention will be paid to classical Greek art and its emergence from the archaic period, Greek and Roman architecture, Medieval art, Romanesque and Gothic

architecture, the Italian Renaissance, Chinese landscape painting, the development of Japanese architecture, Baroque art, Neoclassicism, Romanticism, Realism, Impressionism, the Arts and Crafts School, Expressionism, Precisionism, Surrealism, Postmodernist art, and the New Realists; and to the artistic media and traditions of Africa, the Middle East, South Asia, East Asia, Australia, and the pre-Columbian Americas.

The curriculum will provide elective opportunities for students to develop their creative abilities in the fine arts and will provide opportunities for students to appreciate and use the cultural resources available in their surroundings. Students will demonstrate their knowledge and skill in appropriate use of the computer as a tool for research in the arts and for creative expression.

Acknowledgment:
*Curricular standards from several institutions have informed
this document. AALE expresses particular thanks to the
Core Knowledge Foundation for its guidance.*