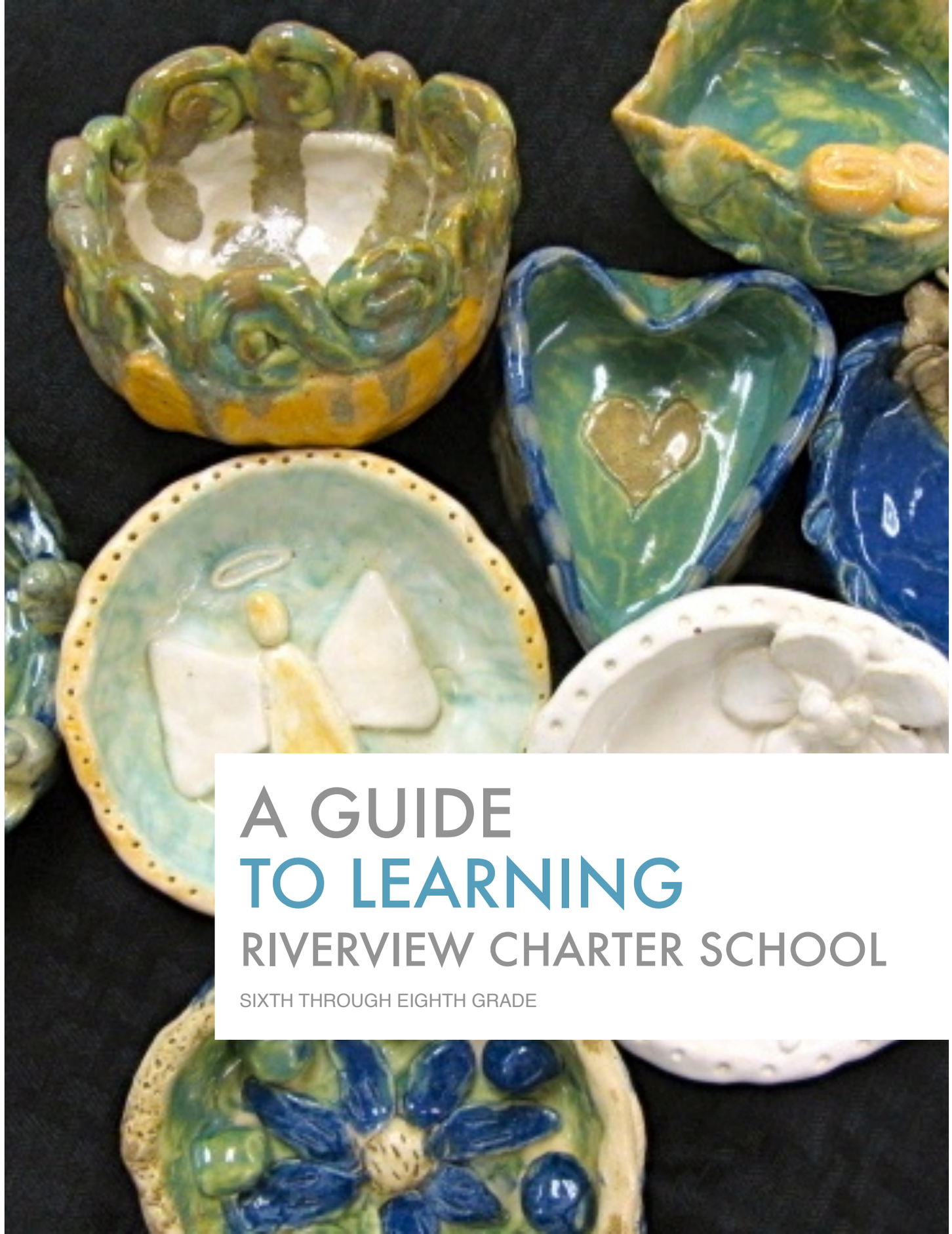


A GUIDE TO LEARNING

RIVERVIEW CHARTER SCHOOL

SIXTH THROUGH EIGHTH GRADE

HISTORY

In 2009, Riverview Charter School opened its doors to 254 Kindergarten through fifth grade students and celebrated the distinction of becoming Beaufort County's first public charter school. Founded by a small group of parents, Riverview began with the belief that a small group of citizens can change the world, and with this theme at the core of its curriculum, Riverview strives to grow engaged, global citizens through an experiential approach.

MISSION

It is Riverview's mission to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing "learning by doing", family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global society.

CORE VALUES

Guide the policies, practices, and development of our school. They are the heart of our social and emotional learning approach...

- Integrity
- Cooperation
- Gratitude
- Empathy
- Mindfulness
- Stewardship
- Perseverance

RULES

Guide the policies, practices, and order of our school...

- Take care of yourself
- Take care of others
- Take care of the community

LEARNING COMMUNITY

At Riverview we strive to create a learning community with:

Children who...

Are self-directed, joyful learners
Are active participants in the learning process
Are effective communicators: confident and competent in articulating their observations, discoveries, and ideas
Are explorers and academic risk-takers
Are responsible, engaged members of the community that demonstrate Riverview's core values
Are expected and encouraged to do their best
Appreciate the special gifts and talents of others and themselves

Teachers who...

Make children feel safe, valued, and loved
Demonstrate flexibility, creativity, consistency, and innovation
Encourage critical thinking and creative problem solving
Inspire and motivate
Share Riverview's educational philosophy and Core Values
Challenge their students to do their best
Embrace the mission of the school
Recognize students' individual intelligences, gifts, & special needs
Know each of their students well
Are life long learners

Parents who...

Care about their children's education
Embrace the mission of the school
Volunteer their time and talents to serve Riverview & the community
Actively engage in their child's learning
Model Core Values
Teach academic, personal and social responsibility
Set limits and boundaries
Are life long learners

A program that...

Focuses on the whole child
Combines academic excellence with civic engagement
Emphasizes 21st Century Skills and concepts
Recognizes and accommodates individual differences in development, temperament, and learning style
Fosters an appreciation for the arts, sciences, and natural world
Integrates skills & concepts into the context of real-life experiences and projects, allowing kids to "see the big picture"
Broadens and enriches the child's view of the world
Engages students in active, meaningful learning experiences
Studies the past to understand the present and envision the future

A learning community where...

Members share common Core Values
Members are dedicated to the mission of the school
Policies and practices are fair, equitable, and ethical
Finances are managed soundly and responsibly
Members nurture the whole child and prepare students to be engaged, global citizens

Eighth grade students study howler monkeys during their Capstone Field Experience in Costa Rica..

EDUCATIONAL PHILOSOPHY

Riverview is committed to creating a small, diverse learning community that recognizes and values the whole child—cognitively, physically, socially, emotionally, aesthetically, and ethically—and provides educational opportunities for each dimension to grow and strengthen. By providing a setting that develops the natural learner in every child, Riverview supports children's creativity, curiosity, and individual needs, while preparing them to be responsible, engaged citizens able to be successful in a global society.

Riverview's experiential learning philosophy fosters learning by doing and constructing knowledge through experiences. Using an integrated curriculum with research-based methodology, students are encouraged to observe and explore their environment in a community that nurtures and respects each individual child. Riverview's educational program is designed to develop self-directed learners, to instill a love of learning, and to help students develop the knowledge, skills, and attitudes needed to communicate effectively, understand the world around them, and be socially responsible.

At each grade level, the curriculum teaches basic academic concepts and skills, interwoven with interdisciplinary 21st century themes, through real-life

experiences. Riverview students are challenged to practice their academic, social, and emotional skills through service projects they design and implement with community partners. Students develop their appreciation for the natural world through environmental education, guided experimentation, and fieldwork. They cultivate their natural artistic talents by actively participating in the visual and performing arts. Reading, writing, speaking, and mathematics are investigated through hands-on experiences and student-initiated projects. Students will come to know the world, embrace its cultures, participate in world language studies and learn its history through role-play, interactive media and simulations. A wellness-focused curriculum promotes physical activity, healthy eating habits, and social and emotional skill building. Media literacy, collaboration, technology, and creative problem-solving skills weave their way through all content areas and foster critical thinking.

Using experiential principles as our guide, Riverview employs a variety of research-based educational approaches to help students master 21st century skills and the South Carolina Academic Standards through meaningful learning experiences.

Students pick up trash and recyclables at a local beach.

CURRICULUM FRAMEWORK

At Riverview, we believe it's important for students to gain knowledge and master skills, but we also recognize that students need to make connections between their learning and the real world. To guide students, Riverview has created a curriculum framework that organizes the curriculum by providing structure and coherence beginning in Kindergarten and culminating in 8th grade.

At each grade level, students are required to meet proficiency in state mandated standards that are heavily focused on skills and content. To enrich the curriculum, Riverview teachers write integrated units of study centered around Big Ideas to help students see that life is not arranged by content areas--that it's interconnected. For example, the Big Ideas in the K-2 cycle are Beginnings, Cycles and Patterns, and Systems. Kindergarten students learn how seeds grow into plants, in first grade, students discover that seeds are a part of a life cycle, and in 2nd grade they explore this concept further by experimenting with how the life cycle of a plant fits in to a larger eco-system. We call this Connecting the Dots. Students are encouraged to apply what they learn in each grade level to the next grade level, to make meaning, build connections, and apply their learning to the real world.

To further help our students Connect the Dots, Riverview students embark on a nine year journey that is comprised of three Cycles. Each Cycle, K-2, 3-5, and 6-8 is guided by conceptual themes that link the curriculum with the development of the child-- the child as an individual in an expanding social network—community, culture, and world.

Running through and interconnected to all three Cycles are common threads to Riverview. These include a whole child approach, Core Values, service learning, and preparing 21st century learners.

CYCLE THREE: WORLD

BIG IDEAS: SIXTH GRADE: CONTRIBUTIONS

SEVENTH GRADE: INTERDEPENDENCE & INDEPENDENCE

EIGHTH GRADE: PERSPECTIVE, CHANGE & TRANSFORMATION

In Cycle Three, inclusive of Sixth, Seventh and Eighth Grades, students expand their world view as they reflect on the past and study ancient civilizations, the middle ages and renaissance, the dawn of modern European history, and America and South Carolina's role on the global stage. Simultaneously, we consider that the word world refers to the international context of a child's social experience—the child's nation, continent, religious affiliation, and larger ethnic and national identities. While students yearn for independence, this also becomes a time when they begin to feel a part of something larger than themselves and the relationship of independence and interdependence emerges. The history of the world's great civilizations and recognition of their political, scientific, and historical contributions to the world today becomes important and students are asked to examine multiple perspectives over the course of time and to track changes and transformations over time. Remembering the past to understand how we became the people we are today allows us to participate in our world and dream about the future. Riverview's goal is to give students the knowledge, skills, conceptual understanding and confidence they need to become active participants in the world in which they live. As they study the "world," they begin to see the interconnectedness of people, cultures and nations, and they are asked to consider what their own legacy, their own contribution to the world will be.

UNITS

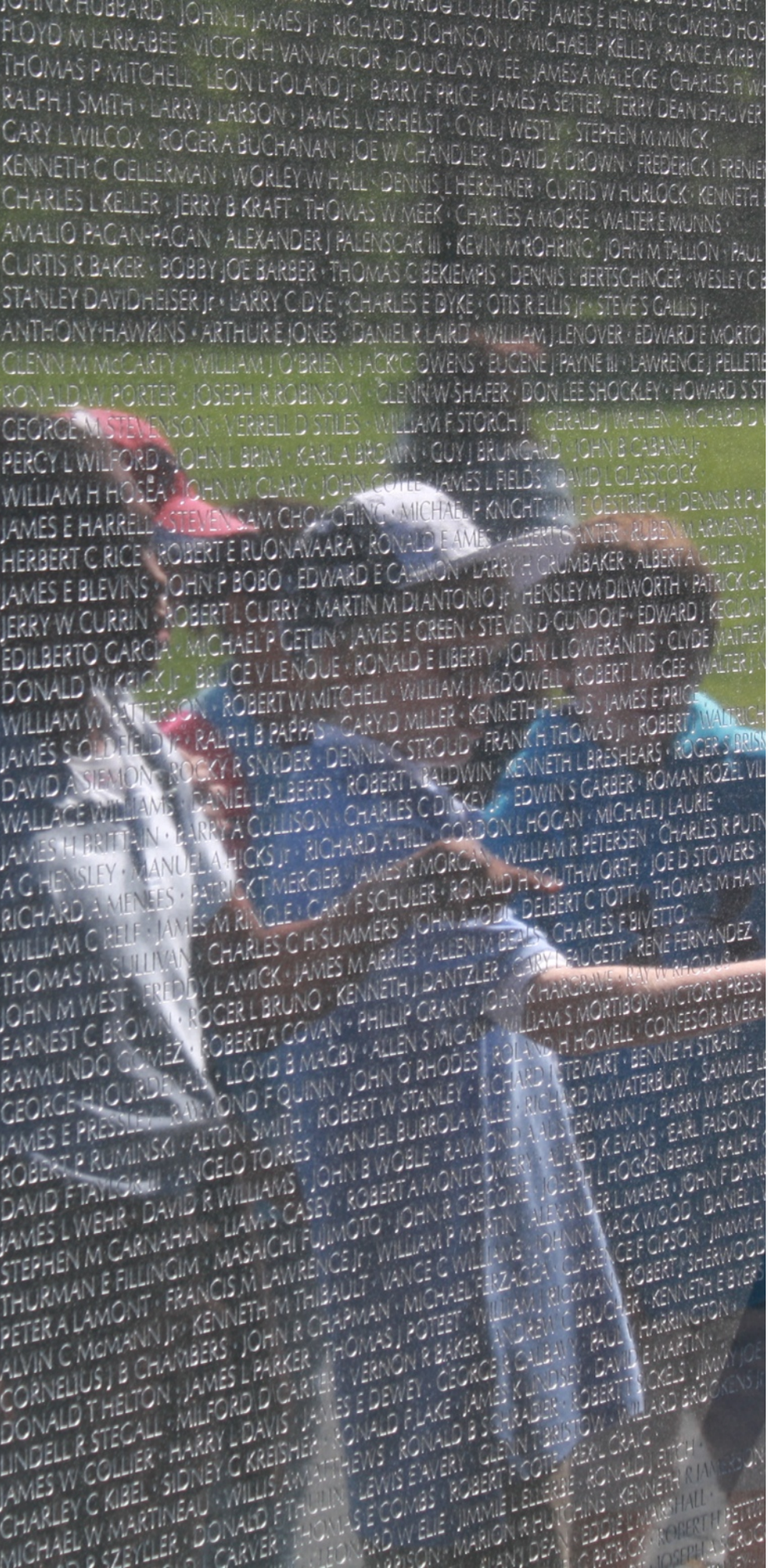
Throughout the year, Riverview students learn through integrated units of study. Riverview teachers are trained to use a "backwards design" approach when developing units, which means "to plan with the end in mind."

Grade level teams are trained to ask What do we want students to know, understand, and demonstrate at the end of 6th Grade? 7th Grade? 8th Grade?

Using the State Standards and the State Common Core Standards as our guideposts, Riverview designs integrated units that help students think critically, solve real world problems , apply skills, and make connections between the "Big Ideas" and content knowledge.

All integrated units have enduring understandings and essential questions that focus the unit. Students engage in learning experiences to help them discover the answers to the questions that lead them to conceptual understanding and "connecting the dots".

Units of Study range from 6-12 weeks and focus on depth, rather than breadth or fast coverage.



Riverview students visiting the Vietnam War Memorial in Washington, DC

EXAMPLES OF UNITS AND HOW THEY CONNECT TO BIG IDEAS

In 6th grade, each unit is related to the Big Idea of “Contributions.” For example: A unit on foundations focuses on the ancient civilizations of Greece and Rome and the historical, political, and scientific contributions they made that still exist today; hence laying the foundation for future generations.

In 7th grade, each unit is related to the Big Ideas of “Independence and Interdependence.” For Example: A unit on American Voices, links individual stories of veterans to the our nation’s UNITED STATES history while examining the how organisms interact and respond with abiotic and biotic components of their environment,

In 8th grade, each unit is related to the Big Ideas of “Perspective, Change, and Transformation.” For example: A unit on perspectives and inquiry examines the multiple viewpoints of the Native Americans, the English settlers, and African American slaves during the settlement and colonization era of South Carolina. Simultaneously, students analyze how biological adaptations of populations enhance survival in a particular environment.

CAPSTONE FIELD EXPERIENCES

Arenal Volcano is the fist destination on the eighth grade Capstone Field Experience to Costa Rica.

Part of Riverview's larger vision for students is to provide field experiences that extend the walls of learning beyond the classroom. In addition to the common threads, each Cycle culminates in Capstone Field Experiences and projects at the end of Second, Fifth, and Eighth Grade.

The field experiences are designed to allow students and teachers to use place-based learning to enrich the curriculum and engage students in real world, authentic experiences.

These field experiences build off of the Big Ideas explored in each grade level and the conceptual themes of Community, Culture, and World. Students participate in fund raising for their capstone field trips, and each trip is presented as a celebratory culmination of every student's growth throughout the cycle of three years.

COSTA RICA

Throughout the third cycle, our eighth graders will complete three years of studying the global stage and South Carolina's role in it: 6th grade explores ancient civilizations and religions around the world, Classical Greece, the Roman Empire, Europe and the Middle Ages, 7th grade investigates early modern European History and American History to the present, and 8th grade returns to their roots as they revisit South Carolina's role in the nation and the world.

The conceptual theme of "World" is relevant and meaningful to all three grade levels and integrates into their big picture learning experience as students begin to understand how their community, culture, and world shape history and the future, and how individuals are connected to the world. Middle school sclence furthers this exploration as students' study plants and animals, energy, weather, climate, cells, heredity, disease and human body systems, ecology, and the earth's biological diversity, structure and processes--with a focus on the relationships and symbiosis inherent in inhabiting the planet earth. With our 8th graders approaching the end of their time

at Riverview, they are encouraged to reflect and consider how they as individuals impact the earth, and how their individual talents and gifts can contribute to their local community and the world.

It's only fitting that our 8th graders travel internationally for a field trip in experiential learning to coincide with our Conceptual themes of Community, Culture, World. This year students will travel to Costa Rica, Central America to investigate the similarities and differences between our local community and environs, with a country on another continent. Both Beaufort and Costa Rica are coastal areas, both with a history of a plantation economy, and both with a rich and diverse ecosystem. In addition, students will be able to practice their world language, Spanish, while participating in experiential learning opportunities and service learning experiences.

Traveling is often a transformative experience, offering students the opportunity to demonstrate personal responsibility and growth, while creating lifetime memories. Riverview believes learning should be transformative and memorable as well, and by providing Capstone Field opportunities to all of our 2nd, 5th, and 8th grade students, Riverview hopes to inspire its students to " Connect the Dots" and better understand their place and contribution to the world.

previous page:
Eighth grade students participate in a Service-Learning project at a school in Costa Rica.

this page:
Eighth grade students white water raft in the Puerto Viejo area of Costa Rica.

WHAT TO EXPECT FROM YOUR...

SIXTH GRADER

Eleven year olds are going through huge changes in their bodies, minds, and social behavior as they begin adolescence. The easy friendliness of ten often gives way to awkward, sometimes rude behavior at eleven. With their growing capacity for higher level thinking, children at this age like to try work that feels grown up, such as researching and interviewing.

Socially:

Moody, self absorbed
Easily embarrassed, need to “save face” in front of peers
Sensitive about their changing bodies
Needs lots of time to talk with peers
Common age for girls to form cliques
Worry about who’s “in” and who’s “out”
Like to challenge rules, argue, and test limits
Need adult empathy, humor, and light attitude to help them take things less seriously

Physically:

Restless and energetic
Need lots of food, physical activity, and sleep
Growth spurt for many girls; some begin menstruating
“Growing pains” (bone out-growing muscle) may cause nightly aches and daily complaints
More colds, ear infections, flu, etc.

Cognitively:

Can think abstractly, e.g., more able to understand ideas such as “justice”
Beginning to challenge adult explanations and their own assumptions
Would rather learn new skills than review previous work
Enjoy using their developing, thinking skills, to do brain teasers and puzzles
Like “adult” tasks (researching, interviewing, footnoting) and “adult” studies (history,biography) - though may be outwardly fuss while secretly enjoying their work

WHAT TO EXPECT FROM YOUR...

SEVENTH GRADER

Twelves are often unpredictable and hard to read as they swing between childhood and adulthood. Their greatest need is to be with peers as they sort through their physical, social, and emotional challenges and the all-important identity question, “Who am I?”

Socially:

Peer opinions matter more than those of teachers and parents
Question and argue with adults about rules; need adults to listen to their ideas
More willing to accept guidance from adults other than teachers and parents
Capable of self-awareness, insight, and empathy
Can take on major responsibilities such as running a school store or raising money
Careless with “unimportant” things such as cleaning their rooms and keeping track of assignments
Like both group and individual work

Physically:

Very energetic; need lots of sleep, exercise, and food (including in-school snack)
Enjoy physical education and sports
Boys and girls both have growth spurts
Girls show signs of puberty; most are menstruating

Cognitively:

May begin to excel at a subject (such as science) or skill (such as drawing)

Understand and enjoy sarcasm, double meanings, and more sophisticated jokes

Enthusiastic about school work they see as purposeful, such as, research projects, science experiments, and drama productions

Can set goals and concentrate well

Very interested in civics, history, current events, environmental issues, and social justice Have difficulty seeing things from other viewpoints

Imaginative

Think very literally

WHAT TO EXPECT FROM YOUR...

EIGHTH GRADER

Thirteen is typically an age of rapid growth in mind and body, an age of contrasts and confusion. Thirteen -year-olds are both pushing away from adults and seeking them. They're excited about new teenage opportunities but hesitate to take risks. Adding to the confusion, physical and emotional development is happening faster in girls than in boys.

Socially:

Moody and sensitive; anger can flare up suddenly

Feelings are easily hurt; can easily hurt others' feelings

Very concerned about personal appearance

Like to be left alone when home

Prefer working alone or with a partner

Spend hours on the phone or computer, and with video games and TV

Decorate their bedrooms to show personality and independence

A lot of peer pressure in what to wear, how to talk, what music to listen to

Girls tend to focus on close friendships; boys tend to travel in small groups or gangs

Challenge ideas and authority of parents and teachers

Answer parents with a single word or loud, extreme language

Often mean (may stem from being insecure or scared)

Physically:

Lots of physical energy

Skin problems are common; hygiene becomes more important

Most girls are menstruating and have almost reached full physical development

Most boys are showing first signs of puberty (will reach full development at age fourteen or fifteen) and are awkward

Changing bodies make gym, health, and sex education embarrassing

Often write better than they speak, so better at written work than oral explanations

Need short, predictable homework assignments to build good study habits

Starting to enjoy thinking about the many sides of an issue

Cognitively:

Tentative, worried, unwilling to take risks on tough intellectual tasks

Interested in fairness, justice, discrimination, etc.

A group of middle school girls with their pinwheels on International Peace Day.

SOCIAL AND EMOTIONAL LEARNING:

NURTURING THE WHOLE CHILD

Teachers have long known and researchers are now confirming that social skills are not just something to be taught so that children behave well enough to get on with the real business of schooling. Rather, they are intertwined with cognitive growth and intellectual progress. A child who can listen well, who can frame a good question and has the assertiveness to pose it, who can examine a situation from a number of perspectives will be a strong learner. Our social and emotional curriculum is integrated into all subject areas and will foster a school community that shares common core values, is kind, empathetic, cooperative, unified, and spirited. Morning Meeting is a daily ritual and part of our social and emotional curriculum. It provides a forum in which social and emotional skills can be practiced. It is not an add-on, something extra to make time for, but rather an integral part of the day's planning and curriculum.

THE RESPONSIVE CLASSROOM APPROACH

Riverview has adopted the following Responsive Classroom Guiding Principles:

The social curriculum is as important as the academic curriculum.

How children learn is as important as what they learn: Process and content go hand in hand.

The greatest cognitive growth occurs through social interaction.

To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are Cooperation, Assertion, Responsibility, Empathy, and Self-Control (C.A.R.E.S).

Knowing the children we teach-individually, culturally, and developmentally is as important as the content we teach.

Knowing the families of the children we teach is as important as knowing the children we teach.

How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

MORNING MEETING

Teachers lead students in a daily gathering that uses a consistent format for friendly greetings, sharing of news, having fun together, and warming up for the day of learning ahead. The purposes of Morning Meeting are to: set the tone for respectful learning; establish a climate of trust and build relationships; create a sense of belonging; make students feel significant; have fun; merge social, emotional and academic learning.

SERVICE - LEARNING

SERVICE and LEARNING can offer both our students and the greater community. To extend the learning from the classroom and field experiences, and to encourage students to become responsible citizens, personally, socially, and globally, each fall and spring students engage in a service learning project. The Empty Bowls Project, is a school-wide service learning experience that had been held each fall since the inception of Riverview. Partnering with Stop Hunger Now, Riverview students, teachers, families and community supporters work cooperatively to package 20,000+ meals for children in orphanages around the world. To prepare for the Empty Bowls event, teachers at every grade level thoughtfully plan the curriculum unit that best lends itself to the service learning project. Service-Learning events in the spring have changed historically as teachers refine curriculum units to ensure learning is at its optimum and consistent to nurturing a global citizen. As students engage in learning experiences and service learning projects, they soon begin to realize the connection education has in making the world a better place for humanity.

ACADEMICS

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

The Common Core State Standards were developed through an unprecedented state-led initiative that drew on the expertise of teachers, parents, administrators, researchers and content experts from across the country. The Standards define a staircase to college and career readiness, building on the best of previous state standards and evidence from international comparisons and domestic reports and recommendations. Most states have now adopted the Standards to replace previous expectations in English Language Arts.

As mandated by the state, Riverview's curriculum aligns with Common Core State Standards for English Language Arts. Common Core standards provide rigor, exposing students to a wide range of complex and meaningful texts and performance tasks to demonstrate learning.

KEY FEATURES OF ELA STANDARDS

Reading: Text Complexity and the Growth of Comprehension

The Reading Standards (Literature, Informational Text, Foundational Skills) place equal emphasis on the sophistication of what students read and the skill with which they read. It defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. The goal is that students show a growing ability to make connections between personal experience, ideas and texts, teaching students to analyze, synthesize, and evaluate texts at a deeper level.

KEY FEATURES OF ELA STANDARDS (CONT.)

Writing: Text Types, Responding to Reading, and Research

The Writing Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The Standards stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Research standards are prominently included in the writing strand of the standards.

Speaking & Listening: Flexible Communication & Collaboration

The Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, Effective Use, and Vocabulary

The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

ENGLISH LANGUAGE ARTS IN PRACTICE AT RIVERVIEW

BALANCED LITERACY: READING, WRITING, LISTENING, SPEAKING, LANGUAGE

Balanced Literacy is designed to help all students learn to read and write and communicate effectively. Standing firmly on the premise that all students can learn to read and write, at RCS the balance between reading, writing, listening and speaking allows students to receive the individualized teaching appropriate to their strengths and needs in literacy. Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing, and, sharing and reflecting on learning on a daily basis. The Riverview integrated curriculum includes a balanced literacy approach that transcends the disciplines.

The Daily 5 is a series of literacy tasks that students complete every day while the teacher meets with small groups of students or confers with individuals. The Daily 5 structure helps students develop the daily habits of reading, writing, and working independently. In our K-4 classes, while the teacher provides guided reading instruction to a small group of students reading at the same level, the remainder of the class engages in reading experiences to include Read to Self; Read to Someone; Listen to Reading; Work on Writing; and, Word Study. Students rotate through these tasks during the reading and writing block to ensure that each child meets with the teacher.

WRITING WORKSHOP

BALANCED LITERACY APPROACH

Writer's Workshop is a research-based approach that focuses on the goal of fostering life long writers It is based upon four principles; students write every day across the curriculum, to build fluency; writing is a process that develops with increasing differentiation, they write to express their ideas in relevant ways and publish for real audiences; and they evolve into self-directed writers. Writer's Workshop is organized to begin with an explicit lesson, followed by time to write and confer, and concludes with share time. Like Reader's Workshop and the Daily Five, Writer's Workshop allows for differentiation to accommodate the range of student abilities and needs.

SHARED WRITING

The teacher and students work together to compose various forms of writing. Students provide the ideas and the teacher supports the process as a scribe. The teacher provides full support, modeling and demonstrating the process of writing.

INTERACTIVE WRITING

The teacher and class compose together to create a variety of written text using a "shared pen" technique. The group agrees on what to write through discussion and negotiation. Together the teacher and students navigate through the writing process.

GUIDED WRITING

The teacher selects and introduces new techniques and strategies carefully chosen to match the instructional levels of students. Writers are carefully prepared when being introduced to an element of the writer's craft, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.

WRITING CONFERENCES

The teacher meets with an individual student, engaging in a dialogue about the student's writing. In the conference the teacher may listen to the students read the writing aloud, reinforce the writer's strengths, provide explicit instruction regarding some aspect of writing, and set writing goals. Conferences allow the teacher to identify instructional needs to be addressed in focus lessons and evaluate a student's progress in writing.

INDEPENDENT WRITING

Students write independently a variety of genres. Writing topics are either directed by the teacher or often self-selected. During this time, students practice writing strategies and techniques that were explicitly taught during shared writing, interactive writing and guided writing.

SHARING/REFLECTION

The teacher and students come back together at the end of the reading and writing workshop to share their new thinking about the reading and writing process, reflect upon their own reading and writing and to explain how they have used the information learned from the read aloud, shared reading/writing, interactive writing, conferences and guided reading/writing.

COMMON CORE STATE STANDARDS FOR MATHEMATICS

As mandated by the state, Riverview's curriculum aligns with Common Core State Standards for Math. The Common Core State Standards were developed through an unprecedented state-led initiative that drew on the expertise of teachers, parents, administrators, researchers and content experts from across the country. The Standards define a staircase to college and career readiness, building on the best of previous state standards and evidence from international comparisons and domestic reports and recommendations. Most states have now adopted the Standards to replace previous expectations in Mathematics.

The Mathematics Common Core State Standards (CCSS) are designed to be: focused, coherent, clear and rigorous; internationally benchmarked; anchored in college and career readiness; evidence and research based. Key Points of the Mathematics State Standards:

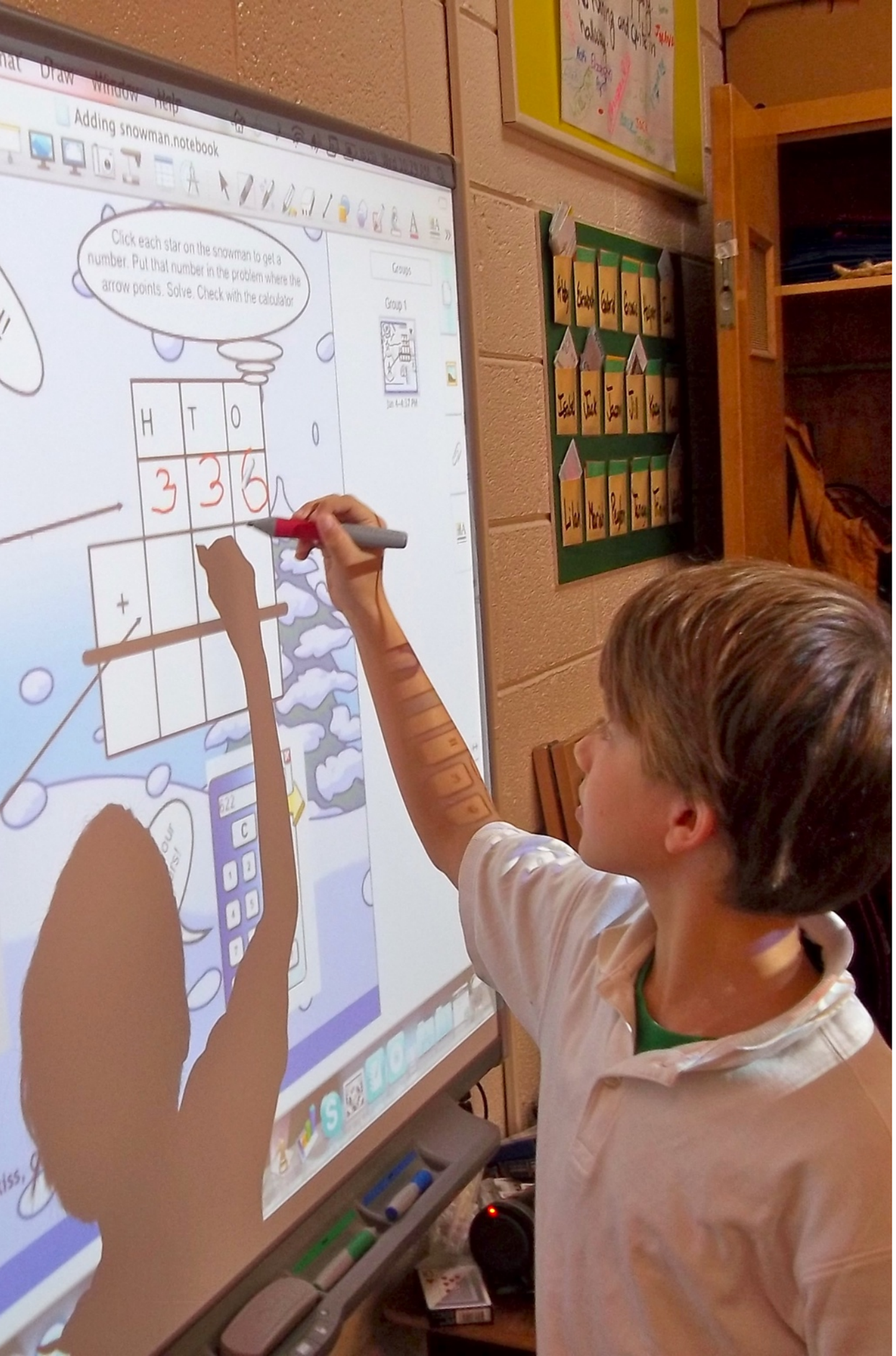
KEY POINTS OF THE MATHEMATICS STANDARDS

Students work collaboratively to solve math problems.

The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals - which helps young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In Kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and



geometry, and do so by maintaining a continuous progression from grade to grade.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and *mastered the content and skills through the 7th grade Common Core* will be well-prepared for Algebra in grade 8.

The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.

The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.

The high school standards set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.

GRADE 6 OVERVIEW

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADE 7 OVERVIEW

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices
Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

GRADE 8 OVERVIEW

The Number System
- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability
- Investigate patterns of association in bivariate data.

Mathematical Practices
- Make sense of problems & persevere in solving them.
- Reason abstractly & quantitatively.
- Construct viable arguments & critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

ALGEBRA OVERVIEW

Seeing Structure in Expressions
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Functions
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

Creating Equations
- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable

Solve systems of equations
Represent and solve equations and inequalities graphically
Mathematical Practices
Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

GEOMETRY OVERVIEW

Congruence
Experiment with transformations in the plane
Understand congruence in terms of rigid motions
Prove geometric theorems
Make geometric constructions
Similarity, Right Triangles, and Trigonometry
Understand similarity in terms of similarity transformations
Prove theorems involving similarity
Define trigonometric ratios and solve problems involving right triangles
Apply trigonometry to general triangles
Circles
Understand and apply theorems about circles
Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations
Translate between the geometric description and the equation for a conic section
Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension
Explain volume formulas and use them to solve problems
Visualize relationships between two-dimensional and three-dimensional objects
Modeling with Geometry
Apply geometric concepts in modeling situations
Mathematical Practices
Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

MATHEMATICS IN PRACTICE AT RIVERVIEW

Riverview supports a balanced math approach that deepens student understanding of the critical key mathematical topics and processes at each grade level. Striking a balance between conceptual understanding and procedural fluency, while fostering reasoning and sense-making in mathematics, Riverview encourages critical thinking and problem solving skills to grow 21st century thinkers. Teachers are encouraged to use a variety of resources and instructional methods to meet the needs of varied learners. Students will participate in hands-on experiences that apply mathematics to every day, real life problems and situations. Writing in math, manipulatives, math games, technology, and cooperative learning are used to deepen and enrich student's understanding of mathematics.

Students use blocks to study geometry and to construct basic structures.

Students observe wildlife at their local beach habitat.

SCIENCE

Riverview's science program aligns with State Academic Standards and the Common Core State Standards by concentrating on the following areas:

Physical Science: Physical science content is related to the properties and structure of matter, energy, force and motion.

Life Science: Life science concepts are related to the principles of heredity and structure, function of cells and organisms, relationships among organisms, relationships among organisms and their physical environment and the diversity of life.

Earth and Space Science: Earth and space science content is related to atmospheric processes and the water cycle and the composition and structure of the Earth and universe.

In keeping with the Common Core push for shared literacy responsibility, Riverview recognizes that reading and writing is critical to building knowledge. At the middle school level especially, science instruction teaches academic vocabulary, an understanding of domain-specific words and phrases, an attention to precise details and the capacity to evaluate intricate arguments and synthesizes complex information. Science, technology, engineering, and mathematics (STEM) as well as robotics, are also encouraged at the K-5 level and middle school levels.

SCIENCE IN PRACTICE AT RIVERVIEW

Riverview's science curriculum engages students in a systematic investigation of their world that is aligned with the South Carolina Academic Standards. Students experience a balance of explicit instruction and hands on investigations, while emphasizing the processes of science and conceptual understanding of topics. Engagements are centered around Big Ideas and essential questions that lead students through the process of inquiry, either in a single lesson, a series of lessons, or projects. This allows students to go after questions in search of and seeking resolutions, while nurturing inquiring habits of mind to enable students to continue the quest of knowledge throughout life.

The Inquiry Process includes: observation; gathering, organizing, and analyzing data; making predictions; formulating and testing hypotheses; estimating and measuring; identifying, using, and reading informational resources; communicating scientific findings, arguments, and evidence through writing or speaking; and practicing accepted safety procedures.

ENVIRONMENTAL STEWARDSHIP

To extend the Academic Standards, Riverview integrates environmental science studies throughout the curriculum. Providing direct experiences in nature, our local environs, and our Eco-Cuisine food program, Riverview encourages environmental conservation and sustainability. Research shows that people learn to care for things they understand, and they understand things they have direct experiences with. Using RCS's experiential learning philosophy and allowing students to construct knowledge by experiencing it will not only help students make achievement gains, but also will contribute to them becoming responsible, global citizens.

SOCIAL STUDIES

Riverview's social studies program aligns with State Academic Standards and State Common Core Standards by concentrating on the following areas:

American History: Content focuses on the causes and effects of U.S. historical events and the life and development of American culture over time.

World History: Content focuses on the causes and effects of world historical events and the life and development of cultures over time.

Geography: Geography studies are integrated into American and World History. Geography-related themes across the grades include the world in special terms, places, and regions, physical systems, human systems, environment and society and the uses of geography. Geography-related content looks at the interdependence among the Earth's natural features, climate, resources, and population.

Culture: Culture-related content involves beliefs, customs, arts, influences, and institutions of a society.

In keeping with the Common Core push for shared literacy responsibility, Riverview recognizes that reading and writing is critical to building knowledge. At the middle school level especially, social studies instruction teaches academic vocabulary, an understanding of domain-specific words and phrases, an attention to precise details and the capacity to evaluate intricate arguments and synthesize complex information.

previous page:
Students in every grade level put on one play a year that is integrated with either their science or social studies curriculum.

SOCIAL STUDIES IN PRACTICE AT RIVERVIEW

Riverview's social studies program aligns with the South Carolina Academic Standards while helping students develop a historical perspective and gain a deeper understanding of the modern world. Social studies is at the heart of the curriculum, interwoven across the disciplines in an integrated, holistic approach to big picture, conceptual learning. Emphasizing 21st century skills, Riverview's social studies curriculum develops historical thinking in meaningful ways that connect to real life experiences.

In-depth explorations focused on Big Ideas and essential questions, provide students with an ever-widening understanding of how people live and work together, how habitat and geography affect communities, and the similarities and differences among cultures. Study of historic periods and events helps students analyze how and why change occurs over time. Through studies of social issues (hunger, poverty, human rights, conflict resolution, etc.) students gain an awareness of their rights and responsibilities as individuals in a community and the broader world. By aligning the South Carolina Standards with volunteerism, students participate in projects that directly influence the local area and their global community, while demonstrating mastery of academic, social, and emotional skills and building responsibility toward engaged citizenship.

In addition, studies in geography, history, and cultures become the context through which our students learn and apply academic skills. Learning opportunities and field experiences provide students with opportunities to develop skills in information processing, critical thinking, problem solving, informational, opinion, and argumentative writing, collaboration, communication, and their use of reference tools and technology.


SPECIALS

Bowls made by students for the school's annual Empty Bowls Service-Learning project.

THE ARTS

VISUAL ARTS:

Riverview's integrated arts education program is aligned to follow the South Carolina State Standards. Explorations in the arts encourage self-expression through projects that strengthen conceptual development. Areas of study will include the development of artistic skills and knowledge; connections between areas of knowledge; choosing and evaluating a range of subject matter, symbols, and ideas; critical analysis and aesthetic awareness; media application and processes; historical and cultural context; and using knowledge of structures and functions. The artistic process is be emphasized in addition to the resulting products.

PERFORMING ARTS:

Riverview's integrated performing arts program is a unique offering that has become a hallmark of the Riverview experience. To emphasize the 21st century skill of communication and collaboration, Riverview students learn to appreciate and experience the performance arts through yearly theater productions that integrate fully across the disciplines. Riverview students develop speaking skills, performance skills, body control, movement skills, voice control, musical skills, and the confidence to perform in front of large audiences.

MUSIC

Riverview's music program is aligned with South Carolina State Standards. Students learn about music from a theoretical, cultural, and historical perspective, while learning to appreciate music, the science of sound, the mathematical patterns in music and develop good listening skills. Students will participate in activities such as: singing, dancing, playing instruments, composing, reading notation, analyzing and evaluating music, and integrating music across the curriculum.

BAND

Band is an ensemble that provides students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged.

21ST CENTURY SKILLS

To extend the South Carolina Academic Standards, Riverview integrates 21st Century skills across the curriculum focusing on four themes: Knowing the World, Information and Media Literacy, Collaboration, and Creative Problem Solving. Riverview is committed to preparing its students to be responsible, engaged citizens in a global society.

SPANISH

Riverview's world language program is in alignment with the South Carolina Academic Standards for Modern and Classical Languages. Students learn about Spanish-speaking countries and cultures as they expand their ability to speak, sing, read, write and listen in the Spanish language. Music and movement are an integral part of the Spanish program at Riverview.

SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)

This course is designed to incorporate STEM skills, as well as 21st century skills. Students will be challenged to work in teams to solve complex problems by creating novel and effective technological design solutions as well as evaluate the successes of their solutions.

COMPUTER TECHNOLOGY STUDIES

Riverview's integrated computer technology program is aligned with the South Carolina Academic Standards. At each grade level, technology is integrated into the curriculum to support learning, increase productivity, promote creativity and build 21st Century skills.

Middle school students practicing for an upcoming cross-country meet.

PHYSICAL EDUCATION AND WELLNESS

Our physical education curriculum is aligned with the South Carolina Academic Standards, and incorporates physical activity, wellness, and sports and fitness activities into a program that helps children develop competencies and positive attitudes about their bodies and health. Personal health and fitness, collaboration, sportsmanship, and self-discipline are also emphasized and integrated into the content areas. In addition, physical activity is built into the school day through daily recess and learning experiences in the core curriculum areas.

ASSESSMENT

Riverview teachers use a variety of approaches to assess what students know and are able to do. Using multiple measures to assess students allows teachers to design instruction critically on behalf of each student and each class, and thus personalize learning.

Students attending Riverview have a hands-on role in the assessment process. It is important for children to learn how they learn in order to increase understandings. Teachers work with students to become meta-cognitively aware of their individual learning styles and processes and to empower students to become self-directed learners.

TYPES OF ASSESSMENTS USED AT RIVERVIEW INCLUDE:

Pre-tests assist the teacher in identifying what students know and provide benchmark data.

Measures of Academic Progress (MAP) is an adaptive test that assesses students in math, reading, and writing for grades K-8. MAP can be used as a diagnostic, formative, and summative assessment measure.

Student Self-Assessment allow students to set goals and track progress with teacher assistance. Students reflect on their learning experiences to become more meta-cognitively aware of their individual learning process.

Learning Portraits for each student are created to determine what each child knows and how they learn best. They are constructed based on a variety of research-based assessments such as learning style inventories, Measures of Academic Progress results, community and family reflections, student records, and teacher observations. They allow teachers to assess and identify students' readiness, interests, and preparation to meet challenges that may lie ahead.

Evidence Based Rubrics are developed by instructors, often with the help of students, to assess the performance of students. They list the dimensions or tasks of the performance to be assessed, and the specific criteria used to evaluate each dimension. They are different from simple checklists because they also describe gradations of quality for each dimension of the performance to be evaluated. By describing what each criterion looks like at various degrees of qualities, the instructor not only creates a framework for fair, objective grading, but also conveys expectations to the students.

Teacher observations, check lists, and anecdotal records provide data and insight into student learning processes.

Curriculum Related Tests include traditional classroom tests such as multiple choice, short written responses, and essays. These tests are tied to the academic standards where applicable.

Performance-Based Assessments measure based on authentic tasks where students demonstrate their use of knowledge and skills.

Digital Student Portfolios highlight authentic learning experiences, demonstrate students' growth and competencies, and involve the teacher, the student, and parents in the assessment process. Multi-media portfolios can include writing samples, artwork, audio files, video clips, goal setting, self and teacher assessments, as well as many other processes and products. Levels of media used throughout the portfolio will depend on grade level.

Riverview's **Report Cards** provide specific information about a child's progress throughout the year. In addition, they put the emphasis on learning, rather than on comparisons among students; separate academic performance from work habits and personal characteristics; and give information to assist the teacher and parents in understanding the child as a learner. Reports are summative evaluations that reflect the child's progress toward grade level standards and concepts.

Palmetto Assessment of State Standards (PASS) is administered to South Carolina public school students, including charter school students in grades three through eight. PASS test items measure grade level student performance on the South Carolina Academic Standards and Common Core Standards. PASS test results are used for school, district, and federal accountability purposes.

STANDARDIZED MEASURES

PALMETTO ASSESSMENT OF STATE STANDARDS (PASS)

The Palmetto Assessment of State Standards (PASS) is administered in the spring to South Carolina public school students, including charter school students in grades three through eight. PASS test items measure grade level student performance on the South Carolina Academic Standards and Common Core Standards. PASS test results are used for school, district, and federal accountability purposes. Subjects tested in each grade level include:

6th grade: English language arts; mathematics; writing; science **or** social studies (randomly assigned)

7th grade: English language arts; mathematics; writing; science **and** social studies

8th grade: English language arts; mathematics; writing; science **or** social studies (randomly assigned)

THINGS TO KNOW ABOUT PASS

PASS tests are not timed.

All PASS tests contain multiple-choice test questions with varying degrees of difficulty. The writing test also includes one extended-response item.

The writing test is given on two days in March, and the remaining tests are administered in May.

Studies show that a good night's sleep and a healthy breakfast increase test scores.

Students receive the results of their test at the beginning of the next academic year.

Student results are shared through performance levels. Performance levels for each test are: Exemplary, Met, and Not Met.

All students in grades 3–8 must participate in PASS. Students with disabilities must participate in PASS with the appropriate accommodations, if necessary, or in the South Carolina Alternate Assessment (SC-Alt). The SC-Alt assesses students with significant cognitive disabilities.

Limited English Proficient (LEP) students must participate in PASS with the appropriate accommodation(s), if necessary.

MEASURES OF ACADEMIC PROGRESS (MAP)

Measures of Academic Progress (MAP) are a series nationally normed computer based tests that identify a student's level of academic achievement and also measures their progress in school. Each school year, students in K-8th grade take the MAP in the fall and spring. MAP tests are adaptive tests and the computer program adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student answers the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. With this information RCS is able to monitor the growth of students of all abilities and differentiate learning.

THINGS TO KNOW ABOUT MAP

Identifies specific strengths and areas of concern (diagnostic assessment)

Provides data to guide instruction and monitor progress (formative assessment)

Correlated to the Common Core Standards

Assesses through non-timed multiple choice

Adjusts level of difficulty appropriate for each student (adaptive)

Given twice a year (fall and spring)

Measures student progress in RIT score, an equal interval scale much like feet and inches on a yardstick - charting student academic growth from year to year in reading and math

Studies show that a good night's sleep and a healthy breakfast increase test scores.

MAP vs. PASS

While PASS assesses mastery of grade level standards at the end of each academic year, MAP assesses student's knowledge, independent of grade level. MAP is taken in the fall to diagnose students' proficiency in reading and math. Riverview teachers use the diagnostic MAP data as one tool to guide and differentiate instruction to meet students' needs. MAP is administered again in the spring to measure growth.

EOCEP (END-OF-COURSE EXAMINATION PROCESS)

The End-of-Course Examination Program (EOCEP) provides tests for courses taken in middle school for high school credit. At Riverview, students enrolled in Common Core Algebra 1 Honors and Common Core Geometry Honors will take the EOCEP test in May. South Carolina does not require students to take an EOCEP test for Spanish 1 high school credit.

RIVERVIEW REPORT CARDS

A MEANINGFUL, CLEAR AND CONSISTENT APPROACH TO ASSESSING LEARNING GOALS

Students work on Macintosh laptops to complete some assessments.

When educators think about parents and grading, they often worry about the question foremost in any parent's mind: "What grade did my child get?"

When using a concept approach like Riverview, the questions parents are encouraged to ask are:

"What are the targets my child should know and understand by the end of the year?"
"What has my child learned?"
"What does my child know, understand, and care about?"
"What is my child able to do?"
"What concepts and skills does my child need support with and what are my child's areas of strength?"
"Is my child progressing well?"

These questions are at the heart of Riverview's assessment system.

Riverview is committed to the growth of the whole child: academically, socially, emotionally, physically, aesthetically, and ethically. A key component of meeting this commitment is the accurate communication of student learning. In addition to state standards, Riverview has expectations that exceed the state requirements and address national standards, as well as social and emotional targets. After a thorough examination of current research and best practice, student learning goals have been established for each grade level and are reflected on Riverview's concept-based reports. While we believe these are not the only concepts and skills children need to learn, the report targets have been identified as "musts."

WHY USE RIVERVIEW'S APPROACH INSTEAD OF A TRADITIONAL REPORT CARD?

The purpose of a report card is to clearly, fairly, and objectively communicate how a child is doing in school. Schools nationwide have been moving away from the traditional format of letter grades, to focus on learning goals, accountability, and consistency. Riverview's reporting structure provides specific information about a child's progress throughout the year. Our report cards communicate a clear message to parents about what their child knows and is able to do, in addition to what concepts and skills need more attention.

Riverview's Report Cards put the emphasis on learning, rather than on comparisons among students; separate academic performance from personal characteristics and work habits; give information to assist the teacher and parents to better understand the child as a learner; help students, parents, and teachers understand what concepts and skills have been mastered and which need more attention; personalize instruction and attend to individual development.

By contrast, a traditional report cards give single letter or number grades on broad categories, like "math" or "reading" and often reflect such things as effort, extra credit, work habits, and attitude. While those attributes are important at Riverview as well, they do not help parents and students understand specifically what has been learned and what the student needs support with. At Riverview, learning will be reported based on evidence of what a student understands and can do at particular points in time, rather than an "average" over a reporting period. Performance scores reflect the quality of student understanding, rather than the quantity of points accumulated.

ASSESSMENT CRITERIA

4 = Area of Excellence: The student demonstrates superior accomplishment in performance and skill. The student consistently exceeds expectations.

3 = Area of Proficiency: The student demonstrates solid accomplishment in performance and skill. The student consistently meets expectations.

2 = Area of Development: The student shows partial accomplishment in performance and skill. The student meets some grade level expectations with support.

1 = Area of Concern: The student demonstrates little or no progress in performance and skill. The student is working below grade level and requires a high level of intervention and support.

/= Not evaluated at this time

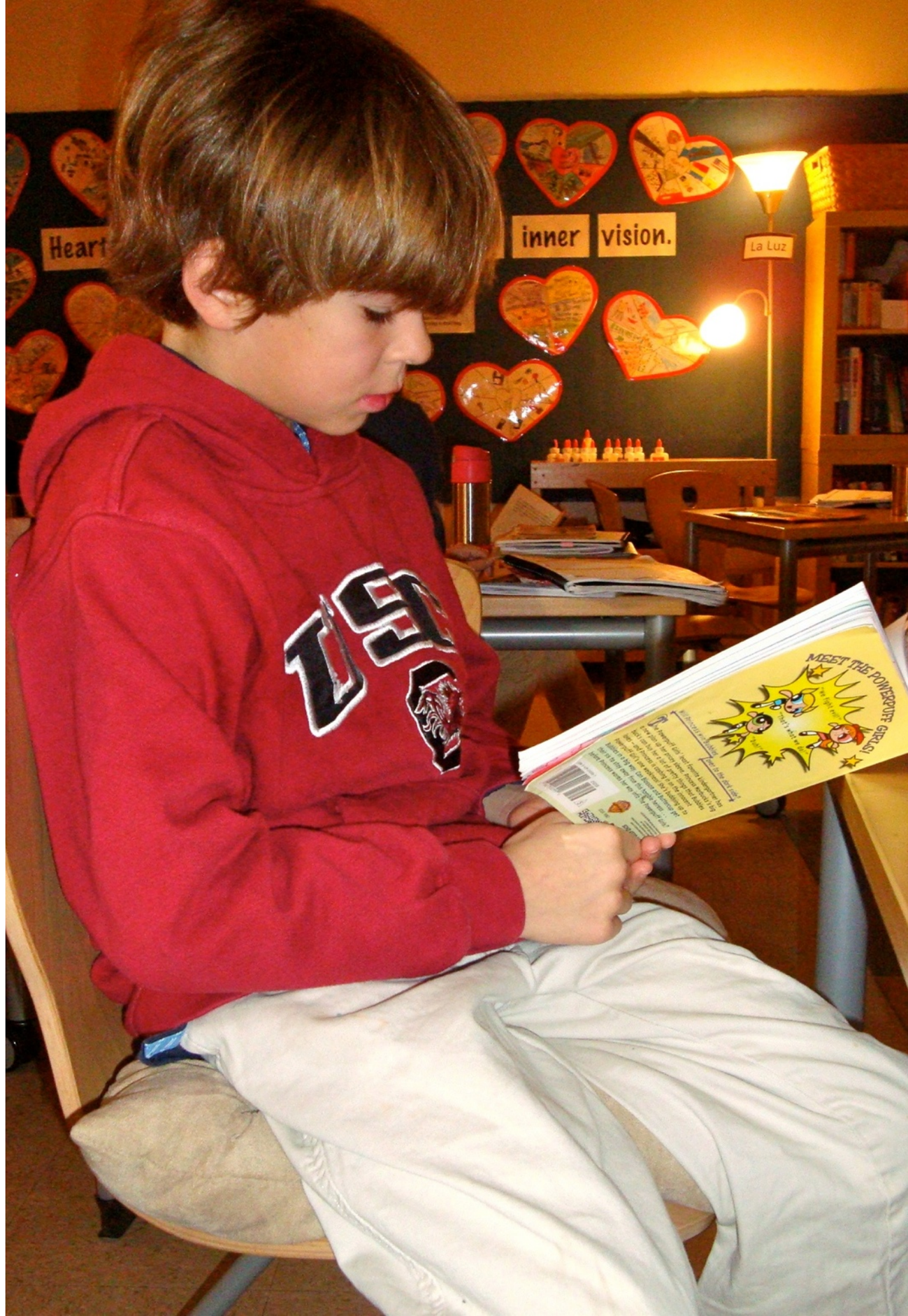
THINGS TO DO AT HOME TO SUPPORT LEARNING

SHARPEN READING SKILLS TO PREVENT LEARNING LOSS

THE POWER OF CHOICE: Help your child find a book that matches his/her interests. Building on a student's interests can stimulate an interest in reading, even among reluctant and struggling readers. 91% of kids are more likely to finish books when they are allowed to choose them.

MAKE BOOKS ACCESSIBLE. Having books all around the house or while traveling in the car are great ways to encourage your kids to pick one up and read. Audio and eBooks are great options too! When kids read 4 or more books over the summer, they can avoid the "Summer Slide"-- the loss of core reading skills that occurs when kids don't read books during summer break.

READ EVERY DAY: Children who read widely and frequently are higher achievers than students who read rarely and narrowly. As kids spend more time reading for fun, their reading achievement increases.



ENCOURAGE READING AT HOME EVERY DAY

Reading, like any skill, requires practice, so we encourage you to promote summer reading in your home (and on vacation!).

Go to the library together every week.

Share books that you loved as a kid with your own child.

Read aloud to your child—even if they're growing up. Every age group loves to be read to and it strengthens reading skills.

Create a Family Book Club (or mother-daughter, father-son, etc.) where you read the same books and discuss them. This is a great strategy for middle school students reading books that have complex themes. Reading is like watching a movie—you want to talk about it!

Encourage your child to choose the books they want to read.

previous page:
Reading can take on many forms including “reading to self” or reading to a partner or friend.

ENCOURAGE SKILL PRACTICE AT HOME

COMPASS LEARNING ODYSSEY ~ A 21st Century Learning Tool

Compass Learning Odyssey™ is a computer-based program that Riverview uses to differentiate instruction and homework, as well as prepare students for standardized testing measures. The Odyssey software allows Riverview to integrate assessment data from external assessments, such as the Measures of Academic Progress (MAP), and create a portfolio of individualized assignments for each student attending Riverview. Compass Learning is research-based, with proven results. It simultaneously provides academic intervention, as well as academic acceleration, and helps teachers meet kids where they are.

RIVERVIEW USES COMPASS LEARNING ODYSSEY BECAUSE IT IS:

Built on more than 40 years of research on how young people learn, think, and achieve

Aligned with Common Core and State Standards

Differentiates instruction for students of all ages and abilities

Helps teachers understand if students are proficient or advanced and whether they’re making progress toward State and Common Core Standards

Designed specifically to aid in the development of 21st century skills and college and career readiness

Complete with tools to report, track, and measure individual and classroom performance

Assists struggling learners with additional instruction

Allows high achievers to accelerate curriculum

Facilitates parent involvement by providing easy access for parents to login and monitor their child's progress and achievement on assigned activities

Prepares students for standardized measures

Helps students continue to learn during the summer months and assists in preventing learning loss

How Compass Learning Odyssey Works:

To get started using Compass Learning Odyssey, student MAP data is uploaded into the software system.

Once assessments are complete, the system automatically creates an individualized learning path with explicit instructions and learning activities for each student, based on his or her specific needs and abilities.

When assignments have been loaded into the Odyssey system, Riverview families are given a Compass Learning password that each student will use to log into the program. Once students are able to log on to Compass Learning, direct instruction is delivered through reading passages, manipulatives, videos, and animations. The curriculum, which is available for every grade, across every subject, is rigorous, and the activities are interactive and engaging. It is also based on current and confirmed research and is directly aligned to State and Common Core Standards.