


HOWARD GARDNER MULTIPLE INTELLIGENCE CHARTER SCHOOL

	Academic	AC20-0401
	Curriculum Academic Program Policy	ADOPTED DATE: April 21, 2020 REVIEWED DATE: REVISED DATE:

Introduction

The school philosophy and curriculum of the Howard Gardner Multiple Intelligence Charter School (HGMICS) is based on the theory of Multiple Intelligences developed by Harvard Professor Howard Gardner. This theory is based on the premise that intelligence is and can be developed in a variety of ways, individuals can be intelligent in more than one area, and hence, intelligence can be measured beyond the traditional IQ test. The curriculum at HGMICS is a set of planned units of instruction presented in an educational setting where children can experience the joy of learning as they are guided in intellectual, social, physical, moral, and creative growth. The goal is to develop the potential of each child and for students to become independent, self-directed learners. The curriculum is aligned to the PA Core Standards and/or National Common Core.

Purpose

HGMICS is committed to the application of the Multiple Intelligence Theory in its educational programs and recognizes its responsibility for the development, assessment, and improvement of the curriculum provided to its students in respects to this theory. The HGMICS shall provide a comprehensive program of planned instruction that enables enrolled students to achieve our educational mission, which promotes student achievement while adhering to the academic standards required for state compliance. It ensures that every student has equal opportunity to our curriculum, regardless of gender, race or disability. It also recognizes the importance of meeting the physical, social and emotional, and cognitive needs of individual students according to their interests and aptitudes. The curriculum is thus supplemented with diverse learning activities, teaching strategies, and assessments. Also embedded in the curriculum is a way for students to build mutual respect between each other and faculty as they learn what is expected behavior from the way they are treated.

Definition

For the purposes of this policy, an MI curriculum shall be defined as a program of planned instruction that is aligned with established academic standards and is coordinated, articulated and implemented in a manner to result in the achievement of specific knowledge, skills, and dispositions by all students. This planned instruction shall be organized and integrated according to the developmental appropriateness of the student to maximize learning and growth.

Guidelines

In order to provide a quality educational program for HGMICS students, the School shall adopt a curriculum plan that includes the state requirements for courses to be taught; subjects to be taught in the English language; courses

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adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.

Planned instruction shall include but is not limited to the following:

- Objectives to be achieved by all students
- Content, including materials, activities and time allotments
- The academic standards related to planned objectives
- Procedures for differentiating instruction to meet the needs of all students
- Components related to the incorporation of the theory of Multiple Intelligence
- Assessments used to measure the stated objectives

Authority

The CEO, Principal, and Assistant Principal are responsible for the curriculum used in the HGMICS program. The HGMICS' Board of Trustee Academic Committee, the School's Curriculum Committee, and faculty are consulted and provide input as needed.

Responsibility

The Principal and Assistant Principal, as the curriculum coordinator, shall be responsible for the leadership of the curriculum. They shall establish procedures for a multiculturally responsive, trauma-informed curriculum development, evaluation and modification of the program on a continual basis. They prioritize the utilization of available and appropriate resources and professional development. They will monitor the effective participation of teaching staff, students, and community members and the overall implementation of the program.

A listing of all curriculum materials shall be made available for the information of Parents/guardians, students, staff and Board members, upon request.

Pilot programs may be proposed to the CEO as part of a continuous improvement effort for the educational programming provided by HGMICS.

Content

The content of the HGMICS curriculum includes and is not limited to:

- English Language Arts:
 - Reading-varied reading approaches, phonics, poetry, literature, informational text and supplementary materials
 - Writing and Grammar-English grammar, process writing, and history of language

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Spelling

- Mathematics-basic math processes of addition, subtraction, multiplication and division, the hierarchy of decimal system to one hundred million, fractions, metric, geometry, algebra, and advanced math
- Science-biology, earth science, botany, physical science, and chemistry
- Social Studies:
 - Cultures- cultural and political relationships
 - History- development of civilization, world history, national, state, and local history
 - Geography-physical features of the world
 - Current Events
- Physical Education and Health
- Music
- Art
- Technology
- Languages: Spanish, Mandarin Chinese
- Social Emotional Learning
- Career awareness

Infused throughout the curriculum is cultural awareness, trauma informed practices, good citizenship and respect for oneself and others.

Conclusion

The HGMICS Curriculum Policy affords the HGMICS Board of Trustees, Administration and faculty a responsibility to develop and maintain a comprehensive program of planned instruction committed to the application of Multiple Intelligence Theory and aligned to State and/or National Core Standards The policy provides guidelines for instruction and curriculum content that contains a robust combination of core subjects and integrated arts carefully planned to the developmental appropriateness of the student. This rich content is made available to all students enrolled at the school and intended to result in the achievement of specific knowledge skills, and dispositions.