AVENUES: THE WORLD SCHOOL
Avenues: The World School was founded in 2010 with a vision to create a network of connected campuses throughout the world. This vision is now a reality with state-of-the-art campuses in New York, São Paulo, Shenzhen, and many more under development.

Avenues Online, the virtual campus of Avenues: The World School, provides a world class education anywhere there is an Internet connection. And, like all Avenues campuses, it is dedicated to graduating creative thinkers and true global citizens. A recognized leader in educational innovation, Avenues graduates have been admitted to more than 200 of the finest colleges and universities in the world.

AVENUES ONLINE
Avenues Online offers a comprehensive program of study for students in grades 4–12. Our curriculum reflects an interdisciplinary, project-based approach to education, requiring students to turn off their computers and engage in authentic hands-on learning experiences.

These learning experiences are further enriched by collaborations with premier faculty and peers from other cultures and countries. And because Avenues Online is part of the global network of Avenues campuses, students enjoy additional benefits including access to advanced programs, college counseling, and travel opportunities.

AVENUES ONLINE FEATURES
• World class leadership and elite faculty
• A rigorous, comprehensive “Great Works” curriculum
• Interdisciplinary, project-based learning
• Innovative, problem-based math program
• Emphasis on writing across the curriculum
• Instruction in more than 40 languages
• Live, online fitness programs
• State-of-the-art technology including our proprietary learning platform
• NCAA approved curriculum for student-athletes
• Highest-caliber college counseling and academic advising
• Graduates earn an Avenues Diploma
• Commencement at Avenues brick-and-mortar campuses
AVENUES ONLINE PATHWAYS
An Avenues Online education allows students to engage in an academically rigorous college preparatory program of study from anywhere in the world. Three paths of study are available to provide flexible options for students.

1. THE SYNCHRONOUS PATH
Students benefit from cooperative learning and collaboration with their peers. Working together in small cohorts, students participate in virtual classroom seminars for their academic coursework as well as social-emotional learning programs, advising, assemblies, and extracurricular activities.

2. THE ASYNCHRONOUS PATH
Students benefit from a flexible program of study that enables them to work through the curriculum independently. Faculty and peers provide feedback and coaching through the Avenues Online interface or via email; instructors are also available to meet one-on-one during established weekly office hours.

3. THE HYBRID PATH
Students may choose to move back and forth between the synchronous and asynchronous paths, opting to complete certain units or even certain courses on one path or the other. While working asynchronously, students keep pace with their synchronous path peers in order to ensure a seamless transition back to the cohort.
THE GREAT WORKS CURRICULUM

Great Works are both what our students read and what our students produce. At Avenues Online, students approach their learning with an intensive focus on both making and reading. Our proprietary curriculum rigorously blends project-based pedagogy (inspired by programs at Stanford’s d.school and MIT) with a great books curriculum (in the spirit of core curricula at Columbia University and the University of Chicago).

Interdisciplinary learning experiences are structured around unique, age-appropriate themes that have resonated across the globe and throughout history. Within these year-long themes, students engage in units of study based on thoughtful pairings of texts—one “STEAM” (science, technology, engineering, art, and mathematics) and one “World” (literature, history, philosophy, politics, and economics)—that are complemented by hands-on projects that nurture creative, real-world connections and spark interdisciplinary thought.

Students also enroll in math inquiry, world language, writing immersion, high intensity practice, and online personal fitness training.

RECOGNITION
- The Alchemist
  P. COEHLO
- A Really Short History of Nearly Everything
  B. BRYSON
- The Circuit
  F. JIMÉNEZ
- Julie of the Wolves
  J.C. GEORGE
- Our Town
  T. WILDER
- A Long Walk to Water
  L.S. PARK
- The Phantom Tollbooth
  N. JUSTER
- A Sense of Wonder
  R. CARSON
- The Universe Verse
  J.L. DUNBAR
- I Am Malala
  M. YOUSAFZAI
- Climate Changed
  P. SQUARZONI
- The Diary of Anne Frank
  A. FRANK
- Krakatoa
  S. WINCHESTER
- Julius Caesar
  W. SHAKESPEARE
- Hidden Figures
  M.L. SHETTERLY
- Women In Science
  R. IGNOTOFSKY

ALIENATION
- And Then There Were None
  A. CHRISTIE
- Everyday Physical Science Mysteries
  R. KONICEK-MORAN
- Zane and the Hurricane
  R. PHILBRICK
- World Without Fish
  M. KURLANSKY
- A Midsummer Night’s Dream
  W. SHAKESPEARE
- The Housekeeper and the Professor
  Y. OGAWA
- Fahrenheit 451
  R. BRADBURY
- The Pluto Files
  N.D. TYSON
- Lord of the Flies
  W. GOLDING
- Shipwreck at the Bottom of the World
  J. ARMSTRONG
- Alice’s Adventures in Wonderland
  L. CARROLL
- Math and Magic in Wonderland
  L. MOHR
- I’m With the Bears
  M. MARTIN, ed.
- “A Sound of Thunder”
  R. BRADBURY
- Packing for Mars
  M. ROACH

SOLIDARITY
- “Song of Myself”
  W. WHITMAN
- Cosmos
  C. SAGAN
- Animal Farm
  G. ORWELL
- Flatland
  E. ABBOTT
- Maus
  A. SPIEGELMAN
- The Cartoon Guide to Chemistry
  L. GONICK
- Inherit the Wind
  J. LAWRENCE AND R.E. LEE
- The Age of Empathy
  F. DE WAAL
- Ethan Frome
  E. WHARTON
- Seven Brief Lessons on Physics
  C. ROVELLI
- Annie John
  J. KINCAID
- The Lives of a Cell
  L. THOMAS
- Romeo and Juliet
  W. SHAKESPEARE
- The Hidden Life of Trees
  P. WOHLLEBEN
- The Jungle
  U. SINCLAIR
- The Omnivore’s Dilemma
  M. POLLAN
- “The Allegory of the Cave”
  PLATO
- My Beloved Brontosaurus
  B. SWITEK
UPPER GRADES THEMES AND READING LISTS

**HEROISM**
The Iliad
Homer
Cats’ Paws and Catapults
S. Vogel
Invisible Cities
I. Calvino
Why Buildings Stand Up
M. Salvadori
Nervous Conditions
T. Dangarembga
The Curious Incident of the Dog in the Night-Time
M. Haddon
Antigone
Sophocles
Ideas and Opinions
A. Einstein
Henry IV
W. Shakespeare
Tesla vs. Edison
N. Cawthorne
The Souls of Black Folk
W.E.B. DuBois
The Immortal Life of Henrietta Lacks
R. Skloot
Jane Eyre
C. Bronte
The Radioactive Boy Scout
K. Silverstein
Radioactive
L. Redniss
Fun Home
A. Bechdel
The Physics of Superheroes
J. Kakalios

**MONSTROSITY**
“The Turn of the Screw”
H. James
“The Strange Case of Dr. Jekyll and Mr. Hyde”
R.L. Stevenson
The Madhouse Effect
M.E. Mann and T. Toles
The Crying of Lot 49
T. Pynchon
Weapons of Math Destruction
C. O’Neil
Mein Kampf
A. Hitler
The Doctrine of Fascism
B. Mussolini
Trinity
J. Fetter-Vorm
Metamorphoses
Ovid
“The Singularity Is Near
R. Kurzweil
“The Last Question”
I. Asimov
“The Metamorphosis”
F. Kafka
Animal Liberation
P. Singer
Heart of Darkness
J. Conrad
The Soul of an Octopus
S. Montgomery
The Picture of Dorian Gray
O. Wilde
A Madman Dreams of Turing Machines
J. Levin
Frankenstein
M. Shelley
Engines of Creation
E. Drexler
Macbeth
W. Shakespeare
Behave
R. Sapolsky

**IDEOLOGY**
The Handmaid’s Tale
M. Atwood
The Radium Girls
K. Moore
Death and the King’s Horseman
W. Soyinka
The Elegant Universe
B. Greene
Purple Hibiscus
C. Adichie
Pythagoras’ Trousers
M. Wertheim
The Communist Manifesto
K. Marx and F. Engels
Silent Spring
R. Carson
Bartleby the Scrivener
H. Melville
The Evolution of Cooperation
R. Axelrod
Hamlet
W. Shakespeare
The Periodic Table
P. Levi
Citizen
C. Rankine
The Demon-Haunted World
C. Sagan
The Reluctant Fundamentalist
M. Hamid
The Selfish Gene
R. Dawkins

**CHANGE**
The Tempest
W. Shakespeare
Longitude
D. Söbel
Orlando
V. Woolf
Meeting the Universe Halfway
K. Barad
July’s People
N. Gordimer
The Blind Watchmaker
R. Dawkins
The Symposium
Plato
The Calculus of Friendship
S. Strogatz
Interpreter of Maladies
J. Lahiri
The Calcutta Chromosome
G. Ghosh
Persepolis
M. Satrapi
Physics for Future Presidents
R. Muller
Sister Outsider
A. Lorde
This Changes Everything
N. Klein
Origin Story
D. Christian
DAILY SCHEDULE
Avenues Online students are expected to spend approximately 6 hours a day on school work, including synchronous time with teachers and peers.

WEEKLY SCHEDULE
The sample schedule below shows what a week might look like for an Avenues Online student on the synchronous path. Virtual classroom seminars are video conferences with a student’s cohort and instructor.

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<th>MONDAY</th>
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<th>WEDNESDAY</th>
<th>THURSDAY</th>
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MONDAY
1. Read Volume I of *Frankenstein* and compose responses to Reading Journal prompts.
2. Get some context for the historical moment in which Shelley wrote *Frankenstein* by reading “Mary Shelley: A Biography,” the “Norton Introduction to the Romantic Age,” and watching “History of Ideas: Romanticism.”
3. British Romanticism developed on the heels of the Enlightenment—a period in European history when huge advances in the sciences were made and order, reason, and rationality were emphasized. How might we understand Romanticism as a reaction against the values of the Enlightenment? Compose a one-page reflection.

TUESDAY
1. Read Volume II of *Frankenstein* and compose responses to Reading Journal prompts.
2. The Romantics—Mary Shelley included—celebrated and promoted the importance of maintaining a connection to the natural world. Compose a one-page analysis on how literature contributes to debates about the environment nowadays. Use specific examples to illustrate your points.
3. Learn about Victorian experiments with “animal electricity” that inspired Mary Shelley’s *Frankenstein* by watching “The Real Doctor Frankenstein” and reading “The Science That Made *Frankenstein*.” Make a video in which you reflect on these experiments. What surprised you most? What do you want to know more about?

WEDNESDAY
1. Read Volume III of *Frankenstein* and compose responses to Reading Journal prompts.
2. Learn more about Victorian pseudosciences of by watching “Victorian Pseudosciences” and reading “Physiognomy, The Beautiful Pseudoscience,” “Phrenology: The Shape of Your Head and the Shape of Your Mind,” and “Facing a Bumpy History.” Take thorough notes on each source.

THURSDAY
1. Using the Evidence Worksheet, conduct thorough research on a scientific experiment happening today that—like the Victorian pseudosciences you learned about—might stir up similar anxieties or serve as a cautionary tale.
2. Using the Media Literacy Guide, consider the sources of evidence in your research and how the experiment you’ve studied has been presented to the public.

FRIDAY
1. Put it all together! Propose a news segment on the current scientific experiment you researched. In your production pitch, draw analogies to *Frankenstein* as well as to the Victorian pseudosciences you studied; include visual aids like photographs, video clips, and graphics to help tell the story of your experiment. Use your notes from the Media Literacy Guide to call attention to any biases in previous reporting that the public should be made aware of. Your pitch should be directed at a particular media source (print, broadcast, online, etc.) and should include an explanation of why you have chosen that platform, network, or anchor for your segment.