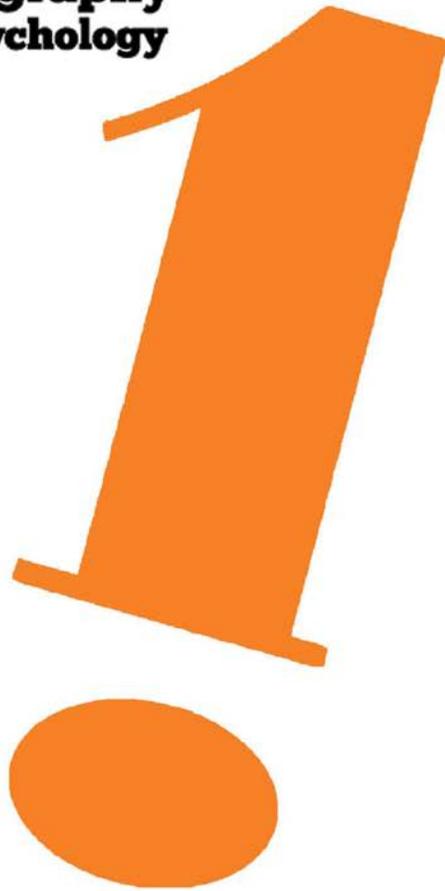


Playwriting
Physics
Spanish
Documentary **Current**
French Improv **Affairs**
Pottery Literature
Video **Trials**
School
Geometry
Dance **Biology** **One**
Fibers
Soccer
Photography
Psychology



A Period

Advanced Algebra
American Literature
Drawing
Herstory
Intermediate Algebra
Music Workshop
Resource
Spanish 1
Spanish 2

D Period

Art Matters
Biology
Illustration
Physics
Spanish 3
Utopia/Dystopia
Western Civ: Holocaust
Writing Workshop

B Period

American Affairs
Calculus
Chemistry
Creative Writing
Essential Math
Fine Art
Literary Genres
Survival Math
Theater

E Period

Art Portfolio
Basic Algebra
Ceramics
Computer Science 1
Improv
Shakespeare's History
Spanish 1
Spanish 4-5

C Period

Buddha
Biology
Designing America
Ensemble Performance
Geometry
Lights, Camera, Action (Video)
Pre-Calculus
Resource
Trials

F Period

Advanced Algebra
British Literature
Current Affairs
Digital Media
Forensics
Psychology
Resource
Zine

Phys. Ed. And Health

Football
Table Tennis
Walking

Health
Tai Chi
Yoga

ENGLISH

BRITISH LITERATURE II: Perchance To Dream

Cary Honig

There's this guy, see. He tends to dress in black. He should be in school, but he's just sort of hanging out. He used to love his mom, but she's been pissing him off lately. His step-dad thinks he can take his dad's place, but he smiles and smiles, and he's still a villain. You know the type. There's a lot of parental pressure to go into the family business, but with his step-dad now in charge, that's not appealing. There's this girl he likes, but lately, he's not so sure what she's after, and her dad's an long winded dork. This guy used to enjoy hangin' with his friends, but now most of them seem like posers. To top it all off, his real father's visits are very upsetting. Something is rotten in the state of Denmark. Everyone thinks he's either a slacker or a looney, but really, figuring out whether to be or not to be is just too, too difficult. Does this sound familiar? This guy's name is Hamlet, and this trimester his play's the thing.

This is the second trimester of the six trimesters of British Literature. We will utilize literature to explore the developing English (and western) mindset from a cultural perspective, examining history, art, religion, government, social and sexual mores, science and philosophy. This trimester, we will focus on Early Modern England, moving roughly from 1580 into the eighteenth century (and skipping a bit further ahead in search of an awesome but reasonably sized novel). We will focus on Shakespeare for most of the trimester, reading a large selection of his sonnets, discussing his life and loading up on Hamlet, certainly the world's most quotable play. We will also read part of Paradise Lost (featuring gorgeous poetry and a strangely attractive Satan), Aphra Behn's proto-novel Oroonoko (about a South American slave revolt like one she actually witnessed), and poetry from John Donne, Christopher Marlowe, Walter Raleigh, Katherine Phillips, Andrew Marvell and Ms. Behn. We'll finish up by reading Jane Austen's Pride and Prejudice, her funniest, most romantic novel, which stands at the transition between eighteenth century neo-classicism and Romantic literature, which is where we're headed next trimester. Expect to write a well thought out essay based on your reading almost every week. Nil sine magno vita labore dedit mortalibus. Punctuality of students and assignments and willingness to voice opinions and ask questions will be vital to learning and earning credit. As that guy says, "The readiness is all!"

AMERICAN LITERATURE II: Modernity and the 20th Century

Michael Fox

This trimester we leave behind the agrarian roots of American civilization and enter an age of bustling industrialism and the rise of the American city. Life was transformed by new technologies like the automobile and the motion picture; increased mobility and the seemingly infinite reach mass communication frayed the cohesion of traditional communities. The literature we will read wrestles with the identity crisis of the modern American life. We will read Charlotte Perkins Gilman's *The Yellow Wall Paper*, Edith Wharton's *Ethan Frome*, Theodore Dreiser's *Sister Carrie*, and F. Scott Fitzgerald's *The Great Gatsby*. We will end the trimester with the study of modernist poetry through the works of Ezra Pound, Wallace Stevens, T.S. Eliot, H.D., Marianne Moore and Edna St. Vincent Millay. This will be a lot of reading and writing, so be ready for the challenge if you sign up for the course. To earn credit, you will need to pass weekly reading quizzes and thoroughly complete all essay assignments with revisions. In addition, you will need to participate effectively in class discussions and online discussion boards.

SHAKESPEARE'S HISTORY II

Erin Victoria Egan

See history section for a complete description.

CREATIVE WRITING: *The Magic Cat*; Reading and Writing Magical Realism

Eve Kerrigan

“Some say life is the thing, but I prefer reading.” Ruth Rendell

In trimester two, we will be focusing on the dreamy and strange fantasy sub-genre known as Magical Realism and will also touch on its sister sub-genres speculative fiction and slipstream. As we read the works of Magical Realism that inspired the genres name and work through to less conventional examples of the genre, we will work on creating our own mystical realities on paper in which ordinary agreements mix with the extraordinary to form new and interesting contracts with reality that will make us question our assumptions about life as we know it. Or, that's the idea, anyway. Let's get weird!

Students will be expected to read all weekly assigned material and complete homework assignments **on time** to earn credit. You will be asked to work on stories of your own, evaluate and re-write your work and discuss your work in the classroom. These written efforts and discussions are crucial for getting the most out of the class, which is why regular attendance is also necessary to earn credit. I am looking forward to seeing what your great and bizarre minds can come up with when properly inspired.

Creative Writing can be taken for up to one year of English credit once students have passed the Humanities Comp. Students who haven't passed the Humanities Comp. before the trimester begins or who have already had a year of Creative Writing as an English credit can take this class for elective credit.

UTOPIA AND DYSTOPIA: Orwell and Huxley

Michael Fox

What would the perfect society look like? How would people live, work and play? How would goods and services be distributed? How would they use technology? What role would nature play? Is perfection really possible or even desirable? In this course we will examine literature that asks these questions. During the second trimester, we will read the two most influential dystopian writers, George Orwell and Aldous Huxley, whose writings critiqued the rise of totalitarian societies that preceded the World War II. We will start with Orwell's *Animal Farm*, an allegory about the rise of Stalinism in the Soviet Union. Next, we will find ourselves watched by Big Brother in Orwell's nightmarish world of 1984. We will end the trimester with Huxley's *Brave New World*, a book that depicts a hedonistic consumer society eerily similar to our own. To help understand the book, we will read selections from *Amusing Ourselves to Death*, Neil Postman's scathing critique of postmodern culture. This will be contrasted with excerpts from Steven Johnson's counterintuitive *Everything Bad is Good for You: How Today's Popular Culture Is Actually Making Us Smarter*. Students will have the opportunity to conduct original research about the topics that arise from the readings. This short research paper will be aimed at determining how similar our world is to the worlds depicted in the stories we are studying. To earn credit, students will need to demonstrate thorough reading through discussions, quizzes, reading logs and in-class writings.

Students will need to complete satisfactory essays and revisions. There will be a short answer and essay exam at the end of each trimester.

TRIALS V: Civil Rights

Cary Honig

This is the fifth trimester of a course designed for those of you who are interested in law and U.S. history as well as improving your English skills for the competency exam. We will begin our two-trimester focus on the Civil Rights Movement and issues of discrimination. We will be addressing the history and legal issues involved in the Civil Rights Movement while reading literature that will bring the history into focus. Our literary selections will be The Color Purple, Alice Walker's novel about an African-American woman's search for love and community in the segregated south; A Raisin in the Sun, Lorraine Hansberry's play about an African-American family facing discrimination in the north; and Free At Last, a text about the Civil Rights Movement prepared by the Southern Poverty Law Center. We will also watch a number of episodes of Eyes On The Prize, a wonderful documentary about the Civil Right Movement with a lot of actual archival footage. The trimester will culminate in an in-class trial relating to housing discrimination in which all students will participate as lawyers or witnesses IF we complete our work on time. Students should expect to do regular homework, including reading the novel at home, to take careful notes and to write and revise at least five essays in a timely manner to earn credit. We will review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments will be necessary to earn credit. You can join this class now if you haven't taken it before and aren't chicken.

WRITING WITH AND WITHOUT THINKING: A Writing Workshop

Phil Goldman

How do I know what I think until I see what I say? - E. M. Forster

You look at a blank piece of paper. You have to write something, but what? Maybe you need to write three pages or maybe just six well chosen words. How will you approach it? You may have to think about it first. Gather your thoughts, brainstorm, make lists, draw your ideas, discuss them and maybe even sleep on it. When you know what you think, you will know what to write. These forms of pre-writing are extremely useful tools to develop, and develop them you will.

Another way might be to write it out all at once. Just get it down on paper. Spew it out without thinking. Is it possible? You can certainly speak without thinking. It's practically the same thing. Through daily prompts and free-writing, you will develop these tools as well.

This workshop will focus on a number of different types of short writing done with and without thinking. You'll read and analyze some fine examples and then write: stories (true and otherwise), reviews, commentaries, fan fiction, group fiction, nonfiction, rants & raves, obituaries, epistles, myths, parables and jokes. You can even pick a genre or two. Every student will have at least one work considered publishable at the end of the trimester. Are you ready to write? Think about it. Or not.

One more thing: in order to earn credit, you must do all the reading and writing (on time), you must participate in all discussions and group work and there will be grammar sheets.

LITERARY GENRES: The Hero's Journey

Michael Fox

This trimester we will explore the universal myth of the hero. According to Joseph Campbell, the author of *The Hero with a Thousand Faces*, all cultures have produced stories that feature extraordinary people drawn on remarkable journeys. The stories share a common structure: the heroes leave home reluctantly, learn from a wise mentors, complete impossible trials, fight their greatest fears, and then return home transformed by their experiences. We will take a look at various theorists' ideas about the hero's journey before analyzing stories that enact the myth. We will begin with Richard Adams's *Watership Down*, an epic about rabbit heroes (yes, rabbit heroes) on a journey to establish a rabbit homeland. We will then read Daniel Woodrell's *Winter's Bone*, which tells the story of an impoverished, tough-as-nails teenage girl searching for her father in the backwoods of the Ozark Mountains. Students will also complete projects analyzing films such as *Star Wars* and *The Lord of the Rings*. As we examine the heroes' stories, we will also be honing our reading comprehension, writing and vocabulary skills. To earn credit in this class, students will need to complete all reading question and literary analysis sheets, participate actively in class discussions and maintain a passing average on vocabulary quizzes. Major writing assignments will include three analysis essays, one in-class competency essay and one original story.

CURRENT AFFAIRS

Natalie Patalano

Who/what will Donald Trump's next pet peeve be? What will the Supreme Court decide about gerrymandering and the future of Congress? Who will be the next serial harasser to come to light? In this class, we will study current events that may include some of those just listed. In addition, this class will help you identify your own beliefs and state them clearly in writing. We will complete four separate units of study this trimester, each including vocabulary work, grammar sheets, reading comprehension questions, a class discussion and rough and final draft essays. We will be working regularly on all of the English skills you need for the competency exam. **Students must complete all assignments and be present and on time in body and work in order to earn credit.**

FUNDAMENTALS OF ENGLISH

Natalie Patalano

This class meets after school and provides English instruction to students who are not native speakers of English. It will provide preparation for the TOEFL exam and help with vocabulary and work in other classes. It is suggested that students recommended for the class take it as well as one other English class each trimester to maximize their growth in English skills. This class is by invitation only and for elective credit.

HISTORY

The following two classes are available for **U.S. history credit**. Students should take U.S. history by their junior years at the latest and earlier if possible. It is best to take these sequences in chronological order.

DESIGNING AMERICA II: The Nation Divided

Erin Victoria Egan

As we continue in this yearlong U.S. History course, we will look at the formative development of our nation. We will begin by continuing our look at the Constitution and the beginnings of the Federal Government as it tackles foreign policy, minor outbreaks of war, the Native American question and the exploration and expansion of our country. We will look at the rise of the industrial North and the continuation of that “peculiar institution” slavery in the South. Throughout this trimester, emphasis will be placed on the individuals who made innovations, gained and suffered from the consequences of expansion and growth and those who fought to change the lives of all Americans for the better. We will watch a great David Macaulay presentation and excerpts from 500 Nations, Africans in America and The Civil War. In order to earn credit for this course, students should be prepared to complete reading and writing assignments, participate in class discussions and debates and complete the mid-term and final exams/projects.

Students may elect to take this class for Honors credit. Honors candidates will complete specialized exams and must earn a minimum of 85, do additional readings of a more historiographic nature and research and present an oral report on a relevant topic of their choosing. If you are interested, sign up for Designing America Honors when enrolling. You cannot switch into it after the first week of the trimester. Earning honors will improve your evaluations and transcript as well as your knowledge of U.S. history.

AMERICAN AFFAIRS II: A House Divided

Maryann Ullmann

Students taking this class will become active historians. A historian is not a memorizer of irrelevant facts but a researcher, questioner, debater and analyst. Students will research crucial turning points in American history using both first hand accounts by people who were there and later analyses by historians. We will write and debate about them, always considering how our government makes decisions.

This trimester will cover the nineteenth century, and we'll consider who gets to decide what the Constitution means and why this is crucial; the hardships and ethics of westward expansion, including Manifest Destiny, the Trail Of Tears and a bit of cannibalism; and the centrality of slavery, the Civil War and the changes it brought about (and failed to bring about) in this nation's history. We will also look at spiritualism and its connection to the women's movement in the mid-19th century. This is a great class for those of you concerned about the essay, punctuation, reading comprehension and U.S. History sections of the competency exam. We will read Frederick Douglass's autobiography, Howard Zinn's A People's History of the United States, and other handouts in class. We will watch excerpts from the video series 500 Nations (about Native American history), Africans In America and Ken Burns's documentaries The Donner Party and The Civil War.

Students in this class will also become active citizens. We will draw connections from American history to our contemporary lives and examine our government as it was originally designed and how it functions today. Through a program called Generation Citizen, students will implement a real world action civics project designed

in Trimester 1 and choose class representatives to present at Civics Day at the State House on December 12th. Careful work and good attendance will lead to credit. Punctuality of students and assignments will be vital.

ELECTIVE HISTORY

The following classes are available for **non-U.S. history credit**. Students must take at least two years of history in addition to one year of U.S. history.

BRITISH LITERATURE II: Perchance To Dream

Cary Honig

See English section for complete description. Fewer essays are required for students taking this class for history credit.

AMERICAN LITERATURE II: Modernity and the 20th Century

Michael Fox

See English section for complete description. The same work is required for English and history students.

SHAKESPEARE'S HISTORY II

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16th Century. Shakespeare himself continues to be the subject of heated debate and modern cinematic splendor. Audiences continue to be mesmerized by his wit and compelling stories. This course will explore the Golden Age of Elizabethan England as well as Shakespeare's life to learn how these plays came together and what they mean for us today. We continue this yearlong course by exploring the next part of the history cycle of plays that begins with Richard II. These plays deal with the history of the last Plantagenet kings of England. Through these plays we will not only learn an interpretation of the Wars of The Roses but also what the Elizabethan mind thought of leadership, loyalty, honor and heroes. We will tackle Henry IV, part 2 and Henry V this trimester. We will read these plays aloud and discuss the action and the meaning as it reflects not only the Elizabethan outlook but also our own. Students should be prepared to maintain a notebook for the plays and their notes, complete reading and writing assignments and actively participate in reading and discussing the plays if they wish to earn credit for this course.

TRIALS V: Civil Rights

Cary Honig

See English section for complete description.

PSYCHOLOGY

Siobhan Ritchie-Cute

See Science section for complete description. This class may be taken for either science or social studies elective credit.

THE HOLOCAUST

Erin Victoria Egan

This trimester course will look at the history of the Holocaust during World War II. This is a difficult subject to study but one that is worthy of the effort. We will begin by exploring the history and culture of the Jews in Europe. We will look at the origins of anti-Semitism and how it was prevalent in both Europe and the United States. The origins of the Nazi Party and its policies of racial purity will also be explored fully. It will be the goal of this class to understand how the ideas of anti-Semitism and racial purity merged into a domestic and foreign policy for the Nazi Regime. The class will work with witness testimony and original documents from the Nazis to develop our study of the events of the Holocaust. We will watch documentaries about the people on both sides of this history: the victims and the perpetrators. **BE WARNED:** some of the materials will be hard to read and view. Everyone who signs up for this class should be prepared to discuss freely his/her opinions and feelings as we go through this difficult subject. Students should be prepared to maintain a notebook, complete both reading and writing assignments and be willing to participate fully in class discussions if they wish to obtain credit for this course.

RIDING ON A DONKEY, LOOKING FOR A DONKEY: The History and Practice of Eastern Philosophy II

Phil Goldman

*“At the center of your being
you have the answer;
you know who you are
and you know what you want.”
— Lao Tzu*

What is the Tao? It is “The Way” or “The Path.” The path to where, you may ask? That is a very good question. This trimester we will study the origins of Taoism as a shamanistic practice and its development as philosophy and religion. We will read the Tao te Ching and learn the ancient practice of divination with the I Ching. We will explore Yin and Yang both philosophically and physically with Tai Chi Chuan, and we will come to grips with Wu Wei by doing “Nothing.”

A MAJOR part of this course will be the practice of Taoist meditation and Tai Chi Chuan. This is mandatory and will be taught and practiced EVERY CLASS OF THE TRIMESTER. Also mandatory is participation in class discussions and keeping a meditation journal and notebook to bring to each class. Please consider this carefully before you enroll in this class.

Future trimesters will center on other Eastern philosophies. Trimester III will be Zen Buddhism.

HERSTORY: Women in America

Erin Victoria Egan

This women's history course will continue our exploration of the lives of women in America. In this course, we will learn about the role women have had in the history of the United States during the 19th century. We will study the lives of Native Americans, African Americans and the many immigrant groups that continued to arrive here to make a new life for themselves. We will take time to explore the domestic lives of women and work towards an understanding of the hard work, sacrifice and efforts made by women that helped to shape, expand and build the United States. We will also explore the origins of the women's suffrage movement and the many ways women used their influence and voice to change the quality of life for all people in America. Students will be required to maintain a notebook, complete both reading and writing assignments and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

MATH

CALCULUS

Stephen J. Martin

In the fall, the general rules of differentiation were derived: the derivatives of sums, differences, products and quotients were found. Derivatives were applied to find rates of change of functions as well as to locate maxima and minima. Differentiation was applied to trigonometric functions and exponential functions.

In the winter, the chain rule will be used to calculate derivatives of composite functions. With the chain rule, the relationship between rates of change of related functions (often pertaining to physics and other scientific disciplines) can be found. Implicit differentiation will be used in dealing with relations. Applications of differentiation will be explored: logarithmic differentiation, derivatives of inverse functions, L'Hopital's rule, differentials and derivatives of parametric functions.

Credit will be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations, as well as good attendance. **Students must own a graphing calculator and bring it to class each day.**

Prerequisites: Calculus is offered to students who have successfully completed PreCalculus or have demonstrated the ability to acquire the skills presented.

PRECALCULUS

Stephen J. Martin

In the fall trimester, trigonometry was studied. In the winter trimester, the course will begin with a review of various principles and applications of algebra. Factoring of algebraic expressions will be performed in order to solve equations. Inequalities will be solved in one and two dimensions.

The laws of exponents (positive, negative and fractional) will be reviewed. Natural logarithms will be studied and applied to exponential equations. Right triangle trigonometry will be reviewed, and radian measure will be introduced. General trigonometry will be studied. Vectors in two-dimensional and three-dimensional space will be introduced.

Credit will be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. **Students must own a graphing calculator and bring it to class each day.**

Prerequisites: PreCalculus is offered to students should have successfully completed the standard math sequence including Advanced Algebra.

ADVANCED ALGEBRA

Pam Stokinger, Steve Martin

Are word problems a major source of woe? Do algebraic symbols hover ominously in your dreams? Conquer your fears, and continue farther into the world of algebra!

This trimester in Advanced Algebra, word problems involving linear equations will be solved. Then, exponents and their rules will be reviewed. Next, logarithms will be introduced, and the laws governing their use will be developed. Logarithms will be used in problem solving, especially problems involving exponential growth and decay. Factoring will be studied: trinomials will be factored and solved. The quadratic formula, necessary to solve general quadratic equations, will be derived and applied. Finally, inequalities will be solved.

Credit will be earned by successful completion of in-class and homework assignments, quizzes and examinations as well as by good attendance.

Prerequisite: Students should have successfully completed the fall trimester of Advanced Algebra or have consent of department chair. Students must own a scientific calculator and bring it to each class.

INTERMEDIATE ALGEBRA: Lines

Pam Stokinger

Students will solve one-step equations with multiplication and division. Students will then progress to solving multi-step equations. Students will solve equations with variables on both sides. Word problems will be introduced. The students will solve word problems by writing equations and solving. The students will also solve word problems using the following formulas: area, temperature conversion, interest and distance. In addition, students will use rates, ratios and percents to solve problems. The class will discuss inductive and deductive reasoning. Coordinates and scatterplots will be examined. The students will graph equations by plotting points. Students will graph lines by finding the x and y intercept. Students will also graph lines by using the slope intercept form of a line ($y = mx + b$). Students will investigate the slope of a line. The requirements for credit will be the successful completion of homework assignments, tests and quizzes and strong attendance.

GEOMETRY

Pam Stokinger

Students will investigate the relationship between lines and angles. Students will study the result of transversals cutting two lines. Students will write simple two column proofs to prove theorems about parallel and perpendicular lines. Properties of parallel and perpendicular lines are examined and applied to the coordinate plane. Other topics will include the investigation and discovery of triangles and their angles, proving triangles are congruent using side-side-side (SSS) and using side-angle-side (SAS) and proving triangles are congruent using angle-side-angle (ASA) and angle-angle-side (AAS). Students will examine properties of isosceles, equilateral and right triangles.

The requirements for credit include the successful completion of homework assignments, tests and quizzes. Students need to attend at least 75% of classes, be on time with materials and most importantly seek help if they miss material. **Students should purchase and bring a compass, and they will need scientific calculators as well.**

BASIC ALGEBRA

Raveena Medeiros

This class will look at Algebra, but at a slower pace. We will explore numerical and variable expressions. We will look at basic exponents and why we use them. We will use order of operations. We will compare and order integers. We will add, subtract, multiply and divide integers. We will review mean, median and mode. We will study properties of operations: commutative, associative and distributive. We will also look at perimeter and area. We will review rate and unit analysis. We will simplify variable expressions. We will look at variables and equations. We will solve one and then two step equations using addition, subtraction, multiplication, and division.

We will move at a slow pace and build confidence in your Algebra skills. We will develop a good work ethic and have fun with Algebra skills. Credit will be based on attendance and effort on homework, in-class assignments, tests and quizzes. We will form a mutually kind and supportive community where every question is worthwhile and each learner builds his/her confidence and Algebra skills.

SURVIVAL MATH

Raveena Medeiros

The primary goal during the second trimester will be completion of the Math Competency exam. We will review the math needed for each remaining section and work on practice exercises. After each taking of the Math Comp., we will perform individual analysis of each student's exam to assess what mistakes were made. Goals and a study plan will be agreed upon for the next attempt. It is expected that students take ownership of their challenges and progress.

As students complete the Math Comp exam, they will be given projects to complete that will be chosen from the list of Life Math topics: bank accounts, budgeting, healthcare, home and apartment, investments, loans, retirement, transport, travel and work. There will also be discussion of current, relevant articles in the press. Students must complete this work to earn credit after they have passed the competency exam.

Credit will be based on attendance, completion of exercises (math skills and test practice) including homework, progress in Life Math projects, participation in class discussions and attendance/effort

ESSENTIAL MATH

Pam Stokinger

Students placed in Essential Math work on remedial numeracy skills to prepare them for success in our algebra and geometry classes. Over the course of the year students work on the types of problems found on the Math Competency Exam. Passing this test is a requirement for graduation from School One.

The objective is to provide a low pressure setting to explore mathematical concepts. Second trimester's work will incorporate the topics included in sections 5, 6, and 10 of the Math Comp. We will explore decimals and their place value. We will round decimals. We will change fractions to decimals and decimals to fractions. We will compare and order decimals. We will practice adding, subtracting, multiplying and dividing decimals. We will explore percents. We will convert percents to fractions and decimals. We will multiply percents by fractions. We will explore word problems that will require understanding percents. We will incorporate games to aid in our understanding of essential math skills.

Completion of all homework/classwork successful completion of tests and quizzes (with a minimum passing grade of 60) and participation in class are required to earn credit. As in all classes, attendance must be at or above 75%.

COMPUTER SCIENCE I

Claude Arnell Milhouse

This is an amazing time to learn the fundamentals of computer science. Computer Science I covers several realms of technology including Programming I, Video Game Programming, Raspberry Pi, Rocketry and Robotics. In Programming I, we explore the realms of logic, problem solving, variables, functions, decision trees, algorithms and computational thinking. In Video Game Programming you will utilize a JavaScript physics simulation engine and apply your coding skills to design a custom-made angry-birdie style video game. The Raspberry Pi is the world's most used micro-computer which has put the "maker-movement" in the spotlight. You will learn how to work with circuits and sensors to create motion detectors that auto-magically unlock doors and turn on lights. The tiny Raspberry Pi can even be used to create futuristic clothing with lighting that reacts to the wearer's environment, etc. Rocketry and Aeronautics will explore the laws of Newtonian Physics as they apply to rocketry design and flight. We will continue our work with the rockets launched Trimester I, but incorporate the Raspberry Pi programming signals.

Computer Science I does not have any prerequisites. This is an elective science credit.

Credit will be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. **Students do not need any hardware or supplies for this course.**

CHEMISTRY

Josh Litterio

The first trimester we successfully determined why numbers are considered significant and why some unlucky digits are deemed "insignificant." We were introduced to some higher level chemical concepts concerning entropy and its association with the three standard states of matter. We practiced some very essential lab reporting skills and flexed our grey matter by identifying the "big pictures" behind the labs we were tasked with. Safety will forever be at the forefront of our minds, and we'll never be misguided or put in harm's way if the protocols of our safety contract are taken seriously.

During the next trimester, moles and ratios are the name of the game! Who the heck is Avogadro, and why does he have a number named after him? Why are all reactions not created equal? Combustion sounds cool but looks even cooler. (Exothermic systems actually produce lots of heat and are not very cold at all.)

Course credit will be awarded upon satisfactory completion of assignments/homework, labs, knowledge assessments (quizzes, tests and projects), attendance and participation. There will be no makeup labs. It is the responsibility of the student to prioritize attendance at all times. This is a safety concern. Habitual tardiness is not tolerated in a laboratory setting. Breach of any protocols outlined in the Safety Contract will result in termination of the lab and a zero for the student and their partner. Would you rather a zero for the day or zero visibility for a lifetime? Lab safety is serious business!

PHYSICS

Stephen J. Martin

The laws of physics constitute a "User's Guide" to the universe. Physics helps us to understand all the phenomena we encounter, whether on earth or in space. It explains the motion of the planets in the solar system, the motion of electrons in atoms and the motion of cars on the roller coaster. We will learn from Newton, Galileo, Einstein, von Braun and many others.

In the winter trimester, we will continue in mechanics. We will study the linear motion of rigid bodies from the point of view of "energy," using the concepts of work, kinetic energy and potential energy. Next, the angular motion of rigid bodies will be investigated using the concepts of angular velocity, angular acceleration, torque and angular momentum. Motion in continuous media, such as water waves and sound waves, will be studied.

This course has a laboratory component. The experiments will utilize instruments that will measure time and other quantities with precision. Lab reports will adhere to standards of clarity, accuracy and precision. Credit is earned through the satisfactory completion of assignments, lab reports, quizzes and exams as well as good attendance. Students must own a scientific calculator.

Prerequisites: Completion of 2 years of high school science and Advanced Algebra (or Adv. Alg. concurrently). Students need to bring their own scientific calculator.

BIOLOGY B: Skin ‘n Bones

Laurie Spry

This trimester we will study anatomy and physiology with emphasis on our increasing understanding of stem cells and the promise they hold for healing and regeneration. We will begin at the basics of the cell cycle with an emphasis on how cells ‘know’ when to divide and what kind of cell to become. Planaria will be used as a model organism to observe fast and efficient regeneration. In order to understand why mammals don’t regrow entire limbs, we’ll need to review basic genetics and gain an understanding of the role mutations play in evolution. We’ll also cover nerve signal transmission and some brain chemistry.

Students this trimester will write a lab report based on the Planaria investigation. Attendance, homework, classroom effort and attitude, maintenance of a complete and well-organized notebook and your quiz/lab report scores are equally important to earning credit. This is a lab course for students who have completed at least one year of high school science or who have demonstrated sufficient skills on their placement tests to be recommended for Biology.

INTRODUCTION TO PSYCHOLOGY

Siobhan Ritchie Cute

(Science or History credit; not a lab course)

“Love and work are the cornerstones of our humanness.” Sigmund Freud

What makes us human? What defines healthy...stable...normal? Why do we do what we do? For more than 100 years, psychologists have been attempting answers to these questions through controlled experiments and analysis of data. Since the beginning of time, however, we humans have been attempting the same through basic observation and thought. Why did he do that? Why didn’t she do that? Why do I feel this way? How can I change? The answers are elusive. Experts even disagree about how to approach answering the questions. In this introductory course, we will examine the foundations of the very broad and diverse discipline of psychology. We will examine the groundwork for a field devoted to the study of the mind laid by philosophers and biologists. Students will gain familiarity with important pioneers in the field, including Freud, Skinner, Piaget and others. We will determine the relevance that their works have today. We will talk about the role psychology plays in our everyday lives. This trimester we will examine the work of Sigmund Freud. We will begin with Freud's theory of personality to gain an understanding of the id, ego, superego and the unconscious mind. We will then explore Freud's stage theory of psychosexual development, and we will also discuss defense mechanisms and their role in motivation and behavior. Students will have an opportunity to read from both secondary and original works, such as Freud's Interpretation of Dreams. Students will earn credit by completing reading assignments outside of class, participating in discussions and demonstrating knowledge and commitment through quizzes and project work.

SCIENCE FOUNDATIONS: Forensics with Lab II

Laurie Spry

This yearlong class is offered for lab science credit. You’ll be introduced to real and simulated forensics techniques and become familiar with most of the equipment we have in our lab. The crimes you’ll solve will be fictitious, but we’ll also look at some past and current mysteries. Topics covered this trimester will include the use of blood, DNA fingerprinting and 'regular' fingerprinting in forensics as well as court procedure and possibly

'bite mark' crimes and pollen analysis. We will also consider the ethics of the death penalty and learn about the Innocence Project. You'll write a brief report on a relevant topic of your choice and share it with the class. You're invited to continue or start the book Stiff, by Mary Roach, for 'plus' credit.

As you did first trimester, you'll need to keep a complete binder of notes and handouts, keep working on your all-important lab notebook, complete homework regularly, demonstrate appropriate behavior in the lab and find your way down there on time to earn credit in this class. Quizzes this trimester will re-visit weak areas from first trimester as well as content currently being covered. This course is especially suited to freshmen but could also fulfill a lab credit for students not headed off to MIT. Check with Laurie if you're not sure whether you should take it.

SPANISH

Why is it important to learn a second language? In a globalized world, we do business with people who speak different languages. For that reason employers are always looking for people who can speak more than one language. A second language will open the doors to work in different countries as well, and it's very useful when you are travelling for pleasure. It will also benefit you socially as you will be able to interact with people who don't speak English, and this can culturally enrich you. Furthermore, many scientific studies have demonstrated that speaking more than one language generates more brain activity, and this can delay different diseases such as dementia and symptoms of Alzheimer's. Once you have the skill, it will never go away, and you will enjoy all the benefits for the rest of your life!

Why Spanish? This is the question of most students when they find themselves with the opportunity or the obligation to take a Spanish class.

For most Americans, Hispanics are strangers who bring spicy food and colorful costumes to their "already defined" American culture, girls with shapely bodies and "macho" workers who like to listen to loud dance music and smile at women. According to the US Census Bureau, the estimated Hispanic population of the United States as of July 1st, 2003 is of 39.9 million. This makes people of Hispanic origin the nation's largest race or ethnic minority. Hispanics constitute 13.7 percent of the nation's total population. This estimate does not include the 3.9 million residents of Puerto Rico, who, of course, speak Spanish. According to the same Census, the projected Hispanic population of the United States as of July 1, 2050 is 102.6 million. Hispanics will constitute 24 percent of the nation's total population on that date. This means that when you start your professional life, if you do not know some Spanish, you might be in trouble.

What is the Spanish language? Do you have any idea of the socio-linguistic relations that come together in the Spanish language? Did you know that the words "astra" in Latin, "estrella" in Spanish and "star" in English, even when they mean the same thing, can each convey a different feeling? Would you like to know the relationship of the Spanish language with your own language? Would you like to try to be in the shoes of someone who is learning a different language? Would you like to know the language of Cervantes?

We are going to work and work seriously: *seriamente*. To learn a language requires a method, and we are going to be very strict with ours. Through our process of language study, we are going to get to know some of the most important artists, writers, musicians, politicians and philosophers of Hispanic culture. We are going to learn about real life in the Hispanic countries. We are going to talk, listen, write, read and try to put ourselves closer to the Hispanic way of living and thinking.

All you need to bring is yourself: your openness and your willingness to learn. You don't need to bring your fear of making mistakes. All of us make mistakes when we are learning, and the more we err, the more we learn. We are all going to be travelers in the adventure of a new language...¡Bienvenido!

Important Note: Please do not sign up for Spanish if you are not willing to do your homework carefully and on time on a consistent basis. You cannot earn credit in Spanish or learn Spanish without doing this, and as Spanish is not required to graduate, you should only take it if you are willing to make this commitment. While many colleges require you to take three years of foreign language, a no credit in Spanish will not help you get into these colleges.

Español 1

Maryann Ullmann, Margarita Martinez Gutierrez

¡Bienvenidos a la clase de español! Welcome to the world of Spanish! Students who are completely new to Spanish are welcome in this course, as well as those who have only had a brief introduction to the Spanish language. The first year of second language instruction is about learning to be comfortable letting go of the reality in which objects have one name. Tree becomes árbol, house is also casa, and to live is vivir. In this yearlong introductory course, plan to make room in your brain for different vocabulary words, grammatical structures and of course some canciones.

We will try to understand why and how computer translators will often lead you astray as language is about communication, and communication is about people. Spanish 1 students will learn how to introduce themselves and share basic personal information; we will practice the conversations that allow you to ‘make a friend’ in Spanish. Expect to cover the following grammatical concepts: likes/dislikes, asking questions, forming negatives, present tense of ser/estar, regular -ar,-er, and -ir verbs, and some irregular verbs.

In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Don’t be surprised if and when your teacher speaks to you only in Spanish: with open ears and minds, we will both understand each other and grow our abilities to communicate.

Español 2

Siobhan Ritchie Cute

¡Hola! ¿Cómo estás? This course will continue to reinforce the conversational skills of the students as well as develop more advanced reading and grammar skills. We will review previous grammatical concepts. At the end of this trimester, you will be able to describe topics such as family relationships, feelings, polite commands and comparisons. Cultural elements of the Hispanic world will be incorporated to gain a better understanding of the target language. In order to earn credit in this class, you need to demonstrate an adequate proficiency in Spanish. Therefore, you must study to pass your tests. Class participation is a vital part of your language learning experience. Making an effort will not only be reflected on your evaluation but also will make the class more fun. Remember: homework will support and reinforce what we do in class. Late homework on a regular basis will have a negative impact on your evaluation. Attendance is crucial because a great portion of the learning will occur during class activities.

Español 3

Siobhan Ritchie Cute

Bienvenido al mundo del español avanzado...welcome to the world of advanced Spanish! Students who have either completed 2 years of high school Spanish or (through native speaking ability or extensive study) who

have arrived at a firm foundation in the language are welcome in this course. Students should enter Spanish 3 with secure knowledge of the present, present progressive, preterite and imperfect tenses; reflexive, indirect object and direct object pronouns; and cognates as well as commonly used vocabulary and expressions. The third year of Spanish language instruction is about finally building a structure on the foundation that has been carved out and made solid during the first two years. The skeleton frame that consists of verb conjugations, tense familiarity, and vocabulary will soon be filled in with walls and a roof: your conversation will flow (maybe not smoothly, but it will move). Spanish 3 students will be exposed to long periods of immersion in the target language: sometimes entire class periods. We will watch film and video in Spanish, honing our listening skills. We will create and practice conversations that go beyond the tourist activities of finding a restaurant and ordering food. We will read and discuss topics of interest and depth including literature, poetry, newspaper articles and more.

Expect to cover the following grammatical concepts: commands and the imperative mode, the subjunctive mode, the future and conditional tenses and idiomatic expressions. Project work for the first trimester will involve an exploration of the Latin American holiday el Dia de los Muertos. Spanish 3 students are expected to complete written assignments that are 1-2 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Bring your honest selves to the classroom and the conversations; conversing in a new language can be challenging but fun.

Español Avanzado 4-5

Siobhan Ritchie Cute

A seguir: let's keep going! Students who have either completed 3 years of high school Spanish or (through native speaking ability or through extensive study) arrived at an advanced level of language proficiency are welcome in this course. Students should enter the course with secure knowledge of all verb tenses in the indicative mode, as well as present subjunctive, and a broad vocabulary. Advanced Spanish is conducted entirely in Spanish. We will read and discuss literature, poetry and newspaper articles. We will practice various forms of writing: opinion writing, reviews, dialogues, and creative pieces. For students interested in pursuing college level language study, we will review different forms of assessment, including multiple choice and free response formats. Students should be able to hold lengthy conversations on different topics entirely in Spanish. Expect to cover the following grammatical concepts: past subjunctive, compound tenses in the indicative and subjunctive modes, idiomatic expressions, nuances in meaning involving ser/estar, por/para, preterite/imperfect, and indicative/subjunctive. Project work for the first trimester will involve an exploration of the Latin American holiday el Dia de los Muertos. Spanish 4/5 students are expected to complete writing assignments that are 2-4 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments, and do your best to learn your own role in our collaborative and creative classroom. Serious and studious attention paid during this yearlong course may help students to achieve near-fluency in a second language: a true gift!

OTHER LANGUAGES

While it is not possible for School One to offer other languages during school, School One students may take other languages for credit outside of school. The class/tutor must be appropriately qualified, willing to write a School One evaluation and **approved beforehand** by the Assistant Head. Outside classes or tutoring *for language credit* require at least twenty-five hours of meeting time with additional homework per trimester. Please contact the Assistant Head with any questions about this beforehand.

LANGUAGE AND COLLEGE

Most four-year colleges require either two or three (and certainly prefer three or more) years of language for admission, although many are willing to waive this for students with disabilities that affect the student's ability to learn a language. Note that the requirements colleges post are minimums: a student who does *more than the requirement* (in any subject) is more likely to get accepted at most colleges. Students are encouraged to meet these requirements before senior year.

VISUAL ARTS

ART MATTERS

Shannon VanGyzen

Art Matters is a class where you will get to experiment with different art materials and learn different techniques. Projects will be mostly with two-dimensional art, and we will also include three-dimensional work. While studying fine art, design, crafts and art history, students will develop an appreciation for art both within the classroom and within everyday experiences. The class will include critiques and will have a portfolio review for the mid-term and finals weeks.

ART PORTFOLIO

Kristen Jones

Art Portfolio class will develop a collection of work exhibiting a concentration in subject and style. After brainstorming and research, students will plan and create pieces that have a specific area of investigation within a topic or main idea. Students will explore their idea by experimenting with drawing, painting, sculpture, photography and or digital art medias. Homework will include weekly blog postings, which will include researching artists, designers, media and the subject content of each student's concentration. Blog posts are required to earn credit, and each student will need to produce at least five completed pieces that clearly show a sustained investigation into his/her topic. Students will also be required to be active participants in critiques.

BEHIND THE SCENES

Nick Mazonowicz

Have you ever wondered what makes some movies so cool? This trimester we will be concentrating on how movies are made, examining some famous scenes and learning what went into making each one. We will cover how to use camera angles, editing, and green screen technology to create various visual effects for films. Students will be working in both group situations as well as independently, making multiple projects throughout the course.

CERAMICS

Deb DeMarco

Ceramics is a hands-on studio class, so you will be getting your hands dirty. Students will create functional and non-functional work using hand-building techniques of pinching, coiling, slab building and making tiles. Various surface treatments will be explored, and students will learn the technical aspects of glazing. Students will learn terminology as well as loading and firing a kiln. Emphasis will be placed on effort while developing craftsmanship and creativity.

DIGITAL MEDIA

Kristen Jones

Digital Media class will include learning techniques in digital photography, web design and optimization, online presentation, app design, and explore ideas for both digital and print media. We will learn skills in effective visual communication by considering the principles of design using digital media and some hand made work. Students in this class will be involved in working as the yearbook staff to produce both a digital and print yearbook. Students will be required to give in class presentations for their final each trimester. The class will also include a variety of weekly homework assignments that will be required to earn credit.

DRAWING STUDIO

Cindy Petruccillo

Drawing Studio will help you learn skills and improve your ability to draw what you see, think and feel. We will do drawing as warm ups, drawing for planning and drawing as full-scale projects. We will study famous and infamous drawings and think about their purpose as sketches or as final pieces of artwork. While learning art vocabulary, our projects will focus on the principles of art. We will explore drawing contour, value, observational drawing and expressive work. Experimentation will include using a range of materials and ways to research ideas to create your individual perspective. The class will include critiques and will have a portfolio review for the mid-term and finals weeks.

FINE ART

Kristen Jones

Fine Art class will combine a survey of art history with creating pieces with 2D and 3D media. Projects will experiment with different approaches to demonstrate students' abilities and versatility with techniques and problem solving. Students will produce a variety of work that exhibits understanding of the elements and principles of art and reflects their understanding of art historical content. Students will have weekly homework that will include short reading assignments on art history topics and then writing brief responses to questions and prompts. Completion of all homework assignments and projects is required to earn credit.

ILLUSTRATION

Miles Cook

This class teaches basic illustration concepts, focusing on skills and concepts of comics, cartooning and visual storytelling, as well as classical illustration. Students will learn about the world of commercial art, exploring editorial illustration and visual story exercises early on, and then move on to longer comics assignments. A variety of basic skills and processes such as thumbnailing, storyboarding, character design, story structure, penciling, inking, digital-painting and basic zine-style and web self-publishing will be covered through in-class and at-home assignments. Students will be required to keep a sketchbook for developing ideas and completing homework assignments and will study examples from all over the world. This class aims to start students on the path towards being able to tell their own stories, and those of others, in a visual medium.

ZINE

Miles Cook

In this class you will learn about the history of zines and DIY publishing and create several different types of zines. Minicomics, fanzines, political activism or manifestos, writing and poetry, the happenings of local music and art scenes: zines are how fans, subcultures, DIY artists, and underground movements have published their work going back to the invention of the printing press and are still part of a thriving small press and DIY publishing scene both online and in print.

You will learn how to design a book, prep it for reproduction with or without a computer, get copies printed on the cheap using photocopiers or online printing services and assemble them yourself with a little bit of bookmaking craft. You can also expect to do some drawing, basic graphic design and creative writing when making the actual content of the zines themselves. Anyone can publish a zine, and this class will give you the tools you need to get started in the world of DIY self-publishing.

PERFORMING ARTS

CREATIVE MUSIC WORKSHOP

Lon Plynton

This class is a music laboratory where we learn to play together while exploring a wide range of musical styles. We will immerse ourselves in the science and sociology of organized sound. You can bring in your own composition or your favorite song and workshop with the group. This will provide an opportunity for students to experiment with musical concepts through ensemble involvement and creating a group performance. You must be willing to bring your instrument to class.

IMPROVISATION AND ACTING FOR THE THEATER

John McKenna

The focus of this course is the training of the actor: using the physical instrument (body, voice, face) and deep concentration and commitment to inhabit imaginary circumstances, including character, and to then live truthfully in the moment. The course is in equal parts training for the improviser. Indeed, it zeroes in on the principles and skills essential for both. Improvisation is at the core of an actor's training. Through it students learn to be fully present on stage, to connect with scene partners, to respond honestly and emotionally, in-the-moment, through the lens of a character. In this class, we will draw from several great acting and improv teachers, including Sanford Meisner and Viola Spolin. Students will have the option and opportunity to develop scripted material as well as to work on scripted material from outside sources.

LONG-FORM IMPROV COMEDY

John McKenna

Although there are infinite variations in length, form and style in a typical long-form improv comedy set, an improv group or team takes the stage, requests a single suggestion from the audience (a word or phrase perhaps) and then performs unscripted, made-up-on-the-spot material -- often a series of scenes interconnected by theme, character, story or location -- for 25-40 minutes without pause. As with any art form, there is a vast set of learnable skills that can ultimately enable the artist to perform with effortlessness and grace. Some of the core principles in improv involve present-moment attention, active listening, true and honest emotional reaction, playfulness, development of physical and vocal range and "group mind." Logistics of long-form improv -- from initiations to tag-outs and wipe edits, from openers and "gets" to finding the "game of the scene" and ending on a "button" -- will fill out the curriculum, giving students an essential toolkit for performance.

ENSEMBLE PERFORMANCE

Lon Plynton

We will turn the class into a band rehearsal as we learn to play together while exploring a wide range of musical styles. You can bring in your own composition or your favorite song to collaborate with your classmates. This class will provide an opportunity for students to explore new musical concepts and improve technical abilities through creating group performances. You will be required to sing or play an instrument in front of an audience.

HEALTH AND PHYSICAL EDUCATION

Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period with no devices involved. Just showing up isn't enough to earn credit: students must be cooperative and active and may never choose to skip class when in school if they plan to earn credit.

FROSTY FOOTBALL

Cary Honig, Laurie Spry, Michael Fox

If you're too tough for inside sports during the winter and aren't concerned about getting wet or cold, this is the class for you. We will be heading out to the frozen tundra of Patterson Park for a weekly game of *touch* football regardless of the temperature. Laurie will also be running tackling drills on alternate weeks. If you're going to whine about the temperature, please don't sign up for this class. We will play in the snow but not in a hard rain. Warm apparel and a change of clothes on Fridays are strongly suggested.

FROSTY WALKING

Lucy McKenna, Pam Stokinger

Please join us on Friday afternoons for a class in the fine art of walking. Students should be prepared with appropriate footwear, warm clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. We will also be walking faster than you want to, so don't sign up if you can't move faster than a crawl. This is a simple way to earn credit in gym because all that is required of you is to show up and participate in a simple hour and twenty minute walk at a reasonable pace (as judged by Pam rather than you). How hard can that be? You need to dress appropriately for cold weather. If you aren't prepared and participating or if you are whining, you won't earn credit.

THE HEALTH CLASS

Erin Victoria Egan, Gianna Boulet

Studies of Rhode Island high school students suggest that **1 in 10** were assaulted by a dating partner in the past year. Students who experience dating violence as youth are *at increased risk for academic difficulties and low achievement and less likely to receive a high school or college diploma*. Thus, violence prevention is an important part of supporting the academic success of students.

This trimester our health class will receive a 4 week Violence Prevention curriculum presented to us through a partnership with the Center for Disease Control, Day One, Alpert Medical School and RI Hospital. Participation in pre and post surveys will be an integral part of this program. Other topics discussed this trimester will depend on student interest. Credit in this class will depend on attendance, timeliness, and respectful participation.

Sophomores are encouraged to take this health class. Take Health this trimester if you need it this year because there most likely won't be Health class next trimester.

TABLE TENNIS (Ping-Pong)

Steve Martin

Table Tennis is a game that requires skill, agility and concentration. It is not easily mastered, but if you succeed, you will gain the favor of the gods and, possibly, the nomination of a major political party. Who will step up now that Jason has left us? Who will ascend Olympus and breathe the rarefied air? We seek eight intrepid individuals willing to take up paddles and do battle. Games will be limited to 11 points to minimize down time. No more than 8 students will be able to sign up for this class with seniority and Steve's whims determining who gets to take it. Phone/device use while not waiting is strictly prohibited.

TAI CHI CHUAN: Strengthen your Body, Clear your Mind, Find your Chi

Phil Goldman

When the wise man points at the moon, the idiot looks at the finger.

- Confucius

Do not be fooled by appearances. Tai Chi Chuan may look like nothing more than slow, relaxing movements, a method of moving meditation and health, but beneath the surface lies a vast, deep and ancient martial art. What most people do not know is that every movement in the Tai Chi form contains not only martial applications - strikes, kicks, takedowns and joint locks - but techniques to build and circulate Chi (Life Energy).

This course will cover basic stances to establish your root, breathing exercises to calm and center your mind, and drills from the Tai Chi form to control your body and move your Chi. We will also cover two-person exercises ("Push Hands") to find and maintain your emotional and physical center in all kinds of situations and to exchange energy with another person. These exercises will be taught and practiced at all times in a completely safe and respectful manner.

Make sure to wear loose comfortable clothing that will allow freedom of movement.

YOGA FUSION

Siobhan Cute

Yoga Fusion adds strength training, resistance work and some cardiovascular elements to the typical series of yoga poses. Yoga Fusion seeks to provide the flexibility and breathing challenges of yoga while offering total body strengthening moves. We will transition from dynamic moves (raising your heart rate and strengthen muscles) to restorative poses (stretching) with a variety of music including Hip Hop, R&B and Rock & Roll. We finish off with guided relaxation, leaving you feeling strong and calm.

Committees For Trimester Two

Art Display	Kristen
College Planning (Juniors Only This Trimester)	Cary
Essential	Erin
Meditation/Test Anxiety Workshop	Phil
Organization	Steve, Gianna
Poetry Out Loud	Michael
Portfolio/GBR Prep (Seniors and a couple of juniors)	Lucy
PSAT/SAT Prep for current juniors	Pam
School Events	Laurie, Siobhan
Why Do We Believe?	Chris

Most committees are now designed to aid student at various key School One life stages. While such aid is available at other times, students will be placed in committees when they haven't sought out this aid in other ways or need more of it. A few committees are more designed for enrichment and are available to students who don't need one of the "life stage" committees, and advisors will make these decisions.

All new students in whatever grade are in the Essential Committee for their first trimester to receive further orientation to the school through the Student Handbook.

College Planning is for juniors now and third trimester. It is for students who aren't clear about their options and aren't going to get much help after school or at home. This is especially for those unlikely to seek help on their own. **This tends to be group work.**

Meditation: Phil will be leading meditation and teaching techniques that will help with test anxiety, which will be especially helpful on Fridays before the competency exams.

Portfolio/GBR Prep: Lucy will support students struggling with their portfolios to get them up to date and will help students begin preparing for their GBR exhibitions.

PSAT/SAT Prep is available for students to prepare for the spring SAT.

Why Do We Believe? is for those interested in discussing the world's great spiritual traditions and their impact on the world and who are curious about/have questions about their deeply held beliefs. You need not be spiritually inclined to join, but you must be willing to discuss with an open mind and with respect to others' religious beliefs.

Everyone who isn't new must have **three** numbered choices in the 1-3 under Committee Choices on the schedule. Most students get their first choices, but some committees have to be cut down to a workable size at times. Students with questions about any committee should check with the teacher running it before putting it on his/her list of committee choices.