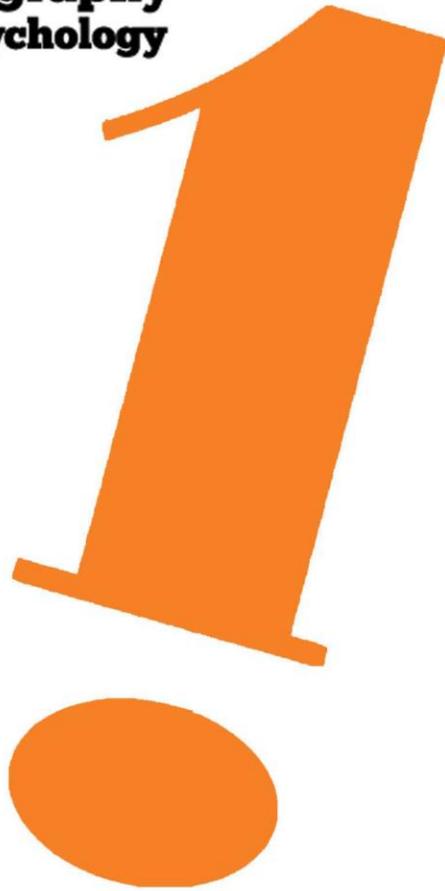


Playwriting
Physics
Spanish
Documentary **Current**
French Improv **Affairs**
Pottery Literature
Video **Trials**
School
Geometry
Dance **Biology** **One**
Fibers
Soccer
Photography
Psychology



A Period

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

B Period

American Affairs
Calculus
Chemistry
Creative Writing: Drama
Essential Math
Financial Literacy
Fine Art
Jewelry
Literary Genres
Theater

C Period

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

Basketball
Softball
Tai Chi

D Period

Art Matters
Biology
Illustration
People of the Book
Physics
Spanish 3
Utopia/Dystopia
Western Civ: Cold War
Writing Workshop

E Period

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

F Period

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

Phys. Ed. And Health

Health
Tennis
Walking

ENGLISH

BRITISH LITERATURE III: Isn't It Romantic?

Cary Honig

Fasten your seatbelts; it's going to be an emotional trimester. Do you have any idea when regular people began to prioritize their own desires? Most of us assume that desires were always foremost in peoples' minds, but in many ways, the assertion of the individual really began at the end of the eighteenth century. We see this in our Bill of Rights, but it's also obvious in the new forms of literature that appear at this time under the umbrella of Romanticism, and we had a taste of this last trimester in the character Elizabeth Bennet. Far from merely signifying flirting and sending flowers, Romanticism encompasses a political, philosophical, artistic and emotional revolution. It honors the country over the city, emotions over reason and the individual over society, rejecting the rational Enlightenment philosophies of the eighteenth century while building upon them. It idolizes Shakespeare, who was far ahead of his time in his focus on the individual human personality, and finds expression most eloquently in poems and the novel. It also leads directly to the development of psychotherapy less than a century later. While much of this sounds good, it also has some profoundly reactionary tendencies in its attack on Enlightenment thinking.

We will begin by skimming through the Enlightenment literature of (mainly) the eighteenth century to see what the Romantics were battling. We will read some satire from Jonathan Swift, some philosophy from Thomas Hobbes and some poetry by John Dryden, John Wilmot (if we're not squeamish) and Alexander Pope as well as by some pre-Romantic writers, most of whom ended up in insane asylums. By popular demand, we're going to innovate this time around by adding As You Like It, Billy Shakes's most Romantic play, although we'll read some of it at home. We will also be seeing As You Like It at the Gamm in May. Then we'll focus on the great Romantic poets: Burns, Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. While we're at it, we'll be reading Charlotte Bronte's explosive best-seller of 1848 Jane Eyre and Mary Wollstonecraft Shelley's gothic classic Frankenstein, which is a lot more philosophical than you might expect. We will listen to Mozart and Beethoven, between whom the Neo-Classical/Romantic divide is easily apparent, and look at some 18th and 19th century visual art. We will continue to try to think along with Hamlet about what makes life worth living because Hamlet was in many ways a proto-Romantic and a model for the entire movement. Expect to write a well considered essay based on your reading almost every week. Every English student will teach at least one great Romantic poem to the class. Nil sine magno vita labore dedit mortalibus. Punctuality of students and assignments, note-taking and willingness to voice opinions and ask questions will be vital to learning and earning credit.

AMERICAN LITERATURE: The Case of Gatsby

Michael Fox

F. Scott Fitzgerald's short but brilliant novel *The Great Gatsby* raises interesting questions about American identity and the so-called "American Dream." The figure of Jay Gatsby, the novel's hero, is iconic in our literature and has inspired later writers to create their own incarnations of him. This trimester we will thoroughly examine F. Scott Fitzgerald's life and work, including his association with other American expatriate writers living in Paris. We will explore the "Roaring Twenties," or the "Jazz Age," through primary and secondary sources. After completing the Fitzgerald unit, we will look at other figures in American literature who resemble Gatsby. This will involve reading Ralph Ellison's *Invisible Man* or Philip Roth's *The Human Stain*. We will also be analyzing the Gatsby trope as it appears in cinema and television. Students will analyze Orson Welles's masterpiece *Citizen*

Kane and episodes from the AMC television show *Mad Men*. This course demands a lot of reading and writing, so be ready for the challenge if you enroll. 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 give a presentation on a historical event or person. There will be a short answer and essay exam at the end of the trimester.

SHAKESPEARE'S HISTORY III

Erin Victoria Egan

See history section for a complete description

UTOPIA AND DYSTOPIA: Feminist Works

Michael Fox

In this yearlong course, we will be reading classic works of utopian and dystopian literature. These works imagine perfect societies or societies in which this desire for perfection has gone horribly wrong. We began the year with H.G. Wells and his influential socialist utopias. After this we read the “big three” dystopian authors who were inspired by Wells: Zamyatin, Orwell, and Huxley. In the third trimester, we will read feminist works produced since the 1960s, including Margaret Atwood’s *The Handmaid’s Tale* and Ursula Le Guin’s *The Left Hand of Darkness*. 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.

CREATIVE WRITING: YOU'RE SO DRAMATIC: Drama on the Page

Eve Kerrigan

This is a table reading class in which students will work weekly on reading and dramatizing a play, screenplay, or teleplay. As a class, we will cast the roles and read the work of different playwrights and screenwriters aloud. Class discussion will help us to critically analyze the material and develop characters so that we can bring them to life through dramatic reading. We will also learn about writing dramatic literature by examining the form closely as we read stage direction aloud. Bring your enthusiasm and an interest in acting, reading, and storytelling through the medium of dramatic literature. This is an English class, so writing of critical essays and reviews will be required.

Bring your enthusiasm and an interest in acting, reading, and storytelling through the medium of dramatic literature. This is a Creative Writing Class. Required writing will include short fiction and thought pieces inspired by the works we are reading in class.

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.

TRIALS VI: Remediating Discrimination

Cary Honig

This is the sixth trimester of a two-year 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. This trimester will complete our two-trimester focus on the Civil Rights Movement and issues of discrimination from the late '60s until today. We will be addressing history and legal issues while reading literature that will bring the history into focus. Our literary selections will be Fried Green Tomatoes At The Whistle Stop Cafe, Fannie Flagg's novel about race, gender, sexual orientation and community in the south; The Heidi Chronicles, Wendy Wasserstein's play about a young woman's coming of age during the sexual revolution and the woman's movement; and selections from The Beauty Myth, Naomi Wolff's book about destructive social pressures on young women. The trimester will culminate in an in-class trial on the subject of affirmative action 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 if you haven't taken it before and if you enjoy listening to Gabby.

BANNED BOOKS

Maryann Ullmann

This class will focus on literature that has pushed the boundaries of what societies have deemed acceptable, whether for political, cultural, moral or religious reasons. Students will explore the contexts in which they were written and in which they were banned, why they stirred such controversy and what role literature plays in society. Students will read *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, other short texts assigned by the instructor and also choose their own book related to the theme and according to individual interest. The class will focus on reading, writing and discussion to develop critical thinking skills and explore the creative process. Students will write both analytical essays and creative pieces based on themes or questions inspired by the texts.

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 prewriting 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: Philosophical Short Stories

Michael Fox

How does one live a good life? What is the nature of justice? Is morality relative or absolute? Should we seek truth, or is this too dangerous? Can we be sure that reality is real? Are human beings closer to animals or angels? This trimester we will be examining the art of the short story and its ability to tantalize readers with thought-provoking questions. To earn credit, students will be expected to complete all readings and question sheets, participate in discussions, demonstrate proficiency on vocabulary quizzes and complete all essays and revisions. Coursework will also include non-traditional and creative responses to the texts.

CURRENT AFFAIRS

Natalie Patalano

Will the government shut down again? What will the Supreme Court decide about gerrymandering and wedding cakes for gay weddings? Will the Dreamers be allowed to stay and become citizens? Will the country survive third trimester? 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

To Be Announced

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 III: THE 20TH CENTURY

Erin Victoria Egan

As we continue this yearlong US History course, we will focus on the 20th Century. We will look at the major events that have shaped the past century. We will begin by taking a hard look at the continuing industrial revolution in America. After the Civil War, industrialization in the United States touched all facets of American life. We will see how immigration and the development of the urban landscape shifted focus away from the farm. We will also look at how this shift influences the rise of political and labor movements. Other topics for examination this trimester will include the Progressive Era, the Depression, two World Wars, the Civil Rights Movement and the Cold War. With luck and diligence, we will look at the US involvement in Vietnam. Emphasis will be placed on examining the struggle of the individual coping with the rapid political, economic and cultural changes of the 20th Century. We will watch excerpts from The Century, The American Experience and The Cold 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.

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 historiographical 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 III: The Twentieth Century

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 twentieth century. We will focus on three major topics: **capitalism vs. socialism** (including Marx, Robber Barons, labor unions, Progressives and the Great Depression), **isolationism vs. interventionism** in foreign policy (including the two world wars and the Cold War) and **protest** (including the Civil Rights Movement, the women's movement and the anti-war movement). Students will read many first person accounts of events as well as substantial portions from Howard Zinn's book and competing histories of this period. We will watch excerpts from the video series The Century and Eyes On The Prize (about the Civil Rights Movement). In addition to an essay, there will be three quizzes that can get you excused from the final exam. 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 continue to implement a real world action civics project designed in Trimester 2 and present it at Civics Day at the State House in May. Careful work and good attendance will lead to credit. Punctuality of students and assignments are vital.

ELECTIVE HISTORY CREDIT

SHAKESPEARE'S HISTORY III

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 reading the final plays in the history cycle. These plays deal with the final part of the history of the Plantagenet kings of England. With 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 and honor. We will start with a new version of the three Henry VI plays called Rose Rage. Then we will read Richard III, whose title character is best remembered as the dastardly king who murdered his nephews.... or did he? While examining these two very different plays, we will discuss what role the popular media of the day played in the stories of these two kings and their histories. 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.

BRITISH LITERATURE III: Isn't It Romantic?

Cary Honig

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

PEOPLE OF THE BOOK: Judaism, Islam and Christianity

Chris Duff

Although widely practiced, religion is an often misunderstood concept that affects the lives of billions of people worldwide. Widely complex and often controversial, it isn't merely a private spiritual matter but extends its influence socially, politically and culturally. Religion is a major part of the world as we know it, but it is often greatly simplified into checkboxes of "good" and "bad" and made into easy sound bites. This class aims briefly to examine the beliefs, practices and influences of the three monotheistic Abrahamic traditions: Christianity, Judaism, and Islam. To earn credit, you must be engaged in class discussion, do 3 mini-presentations and reading assignments and write a small reflection about visiting a house of worship of your choice.

ZEN: The History and Practice of Eastern Philosophy III

Phil Goldman

*"Sitting quietly, doing nothing,
Spring comes, and the grass grows by itself."*
Zenrin Kushû

The word Zen has become such a common phrase that it's practically a cliché, but what is Zen? A better question might be "*When* is Zen?" The answer would have to be "Now!" The point of Zen practice is to become fully aware here and now. When we get lost in thoughts of the past or future, life passes us by. When we mindfully dwell in the present moment, we may become so totally involved with life that our sense of separateness from all around us dissolves. That's Zen.

In this class we will study the history, development and practice of Zen with an emphasis on the Zen Arts. In particular, we will study Raku and Japanese Zen Pottery and make our own tea bowls with Deb, School One's Ceramics teacher. We will then use these bowls in the study and practice of the Japanese Tea Ceremony, making every student a Tea Master!

Finally, and most importantly, we will learn how to meditate (sitting and walking), and we will practice EVERY CLASS OF THE TRIMESTER. Zen is about personal experience. There is no substitute ("Those who know do not speak; those who speak do not know."), so meditation practice will be mandatory as will bringing a notebook to each class. Please consider this carefully before you enroll in this class.

THE COLD WAR

Erin Victoria Egan

This course is a continuation of the World War class of trimester one. It is an exploration of the Cold War, a period of history that begins with the dropping of an Atomic Bomb and ends with the falling of a wall. The class will focus on the contentious relationship between the "super powers," the United States and the Soviet Union. We will begin by focusing on the end of the Pacific theatre of operations in World War II. We will then discuss the origins of the Cold War, how and why it escalated and what role the United States had in the series of events that makes up this conflict. We will discuss the role of the media in this time period as well as the points of view of men and women trying to make sense of a series of seemingly senseless wars and events that brought mankind to the brink of complete destruction. Students should be prepared to take notes and maintain a notebook for class. There will be reading and writing assignments as well as group projects to be completed. Credit is earned by the successful and timely completion of assignments and by participation in group projects and discussions.

HERSTORY III: A WOMAN'S LIFE IN THE 20TH CENTURY

Erin Victoria Egan

In the final trimester of this women's history course, we will be focusing our study on the lives of women in the 20th Century. The course will look at the changes made in women's lives including greater opportunities and choices. We will look at the experiences of different groups of women including Immigrant Women and African American Women to see how they have specifically influenced change in our society. We will pay particular attention to how the media has influenced women by exploring how the roles of women have been translated and communicated through domestic science articles, books and advertising. Some of our texts will be period cookbooks and housekeeping magazines. We will look at the Civil Rights Movement and the Feminist Movement as the means to understand the fight for equality in the modern era. Students will be required to maintain a notebook, be willing to share opinions and actively participate in class discussions. There will be reading and writing assignments as well as group projects to be completed. Credit will be earned by the successful and timely completion of assignments and by participation in group projects and discussions.

TRIALS VI: Remediating Discrimination

Cary Honig

See English section for complete description

PSYCHOLOGY

Siobhan Ritchie-Cute

See Science section for complete description

MATH

CALCULUS

Stephen J. Martin

In the fall, the general rules of differentiation were derived. In the winter, the chain rule was used to calculate derivatives of composite functions.

In the spring, implicit differentiation will be used in dealing with relations. Using the chain rule and implicit differentiation, the relationship between rates of change of related functions will be found. Applications of differentiation will be explored: logarithmic differentiation, derivatives of inverse functions, L'Hopital's rule, differentials and derivatives of parametric functions.

Indefinite integration will be introduced and used to derive functions from derivatives, using initial conditions. Definite integration will be introduced and used to calculate areas, volumes and various sums.

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.

PRECALCULUS

Stephen J. Martin

This upper level math course is offered to students who have successfully completed the standard math sequence, including Advanced Algebra. In the fall, trigonometry was studied. In the winter, factoring of algebraic expressions was performed, and inequalities were solved.

In the spring, exponents will be reviewed and natural logarithms will be applied to exponential equations. Radian measure will be introduced and general trigonometry will be studied. Functions and relations will be defined, and the concepts of domain and range will be introduced. These concepts will be applied to linear, quadratic, polynomial, rational and trigonometric functions. Analytic geometry will be studied: curves in the Cartesian plane, both functions and relations, will be investigated. Polar coordinates will be introduced, and

their relationship to rectangular coordinates will be studied. Trigonometry and vectors will be applied to objects in 3-dimensional space.

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.

ADVANCED ALGEBRA

Steve Martin, Pam Stokinger

We have conquered our fear and loathing of word problems. Equations and graphs have been deciphered. Factoring has been explored, and inequalities have been solved. We now boldly proceed into the last uncharted regions of algebra.

This trimester, exponents and their rules will be reviewed. Logarithms will be studied, and they will be used in problems involving exponential growth and decay. Trigonometric functions will be studied and applied. The concepts and terminology of functions will be introduced, and linear and non-linear functions will be modeled. Conic sections will be graphed from equations.

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

Prerequisite: Students should have successfully completed the fall and winter trimesters of Advanced Algebra or have consent of department chair. Each student must own a scientific calculator.

INTERMEDIATE ALGEBRA: Polynomials

Pam Stokinger

We will use the slope-intercept form of a line to graph linear equations. We will solve linear equations by using graphs. We will discuss functions and relations, and we will evaluate functions and graph functions. We will write linear equations in slope-intercept form and an equation of a line from a graph. We will write linear equations in slope-intercept form given a slope and a point and then progress to writing linear equations in slope-intercept form given two points. We will solve linear systems by graphing. We will solve linear systems by substitution and then apply the linear combination method to solve a system of equations. We will study the multiplication and division properties of exponents and look at zero exponents and negative exponents. We will review radicals and the properties of them. We will solve quadratic equations by solving square roots. We will add, subtract, and multiply polynomials and solve polynomials in factored form. We will factor polynomials.

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

GEOMETRY

Pam Stokinger

Students will investigate perpendiculars and bisectors. We will then use properties of perpendicular bisectors. We will look at bisectors of a triangle. The students will use medians of a triangle. They will find and use the centroid of a triangle. We will then look at the altitudes of a triangle and draw altitudes and orthocenters. We

will use midsegments of a triangle and apply the Midsegment Theorem. We will look at inequalities in one triangle and compare the measurements and relationships between the longest and shortest sides of a triangle and the positions of the angles. We will investigate polygons and their properties. We will be able to identify concave and convex shapes. We will look at the properties of parallelograms and study the relationships of similar right triangles. We will look at the Pythagorean Theorem and apply it to word problems. We will explore prisms, pyramids, cones, cylinders and spheres and then look at surface area and volume of prisms, pyramids, cones cylinders and spheres.

Assessment will be based on timely completion of homework, frequent short quizzes, participation in class and attendance. All areas will be considered when assigning credit. Students should remain in Geometry for the full year. Credit will be earned by satisfactory completion of assignments, quizzes and exams, as well as good attendance.

Prerequisites: Students should have successfully completed the fall trimester of Intermediate Algebra or have consent of department chair.

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.

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 class's objective is to provide a low-pressure setting to explore mathematical concepts. Third trimester's work will incorporate the topics included in sections 3, 7 and 8 of the Math Comp. We will explore probability. We will explore perimeter and area as it relates to real life problems. We will convert from feet squared to inches squared and vice versa. We will explore time and how to figure out arrival and departure times. We will work on metric conversions. We will explore word problems that will require understanding of all these topics. We will incorporate games to aid in understanding of essential math skills.

Requirements for Credit:

Completion of all homework/classwork

Participation in class

Successful completion of Tests and Quizzes (minimum passing grade of 60)

Attendance at or above 75%

I expect each student to come prepared to class and have a binder (3 ring binder preferred).

FINANCIAL LITERACY

Raveena Medeiros

This course is open to students interested in learning how to make good informed decisions about managing money. Using the 'FoolProof' online curriculum that teaches both healthy skepticism and in the ins and outs of banking, investing and credit card use, students will complete modules on such topics as online gambling, renting your first apartment and managing student loans. The class will also discuss and share reactions and experiences, so it's not all 'digital.'

Some class time will be available for individual help on the Comp. for students taking the tenth offering.

This is a one-trimester math elective credit. Homework is required as is class participation. Using computers for anything unrelated to FoolProof will mean loss of credit.

SCIENCE

PHYSICS

Stephen J. Martin

Physics helps us to understand all the phenomena we encounter, whether on earth or in space. As we boldly move forward in our exploration of the universe, we draw inspiration from the legacy of Newton, Faraday, Henry, Heisenberg and Einstein. In the fall and winter trimesters we studied mechanics, both statics and dynamics.

In the spring trimester, 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.

Light will be investigated: geometrical optics will be studied and applied to systems involving lenses and mirrors. The fundamentals of electricity and magnetism will be explored, and there will be applications to DC and AC circuits. Quantum physics will be investigated: atoms and molecules will be explained. There will be brief surveys of nuclear physics and particle physics.

This course has a laboratory component. In the energy experiment, kinetic and potential energies will be calculated. In the geometrical optics experiment, real images will be formed by converging lenses: object and image distances will be measured. In electromagnetism, DC circuits will be studied: voltages and currents will be measured. Lab reports will adhere to standards of clarity, accuracy and precision.

Credit is earned through the satisfactory completion of assignments, lab reports, quizzes and examinations, as well as good attendance. Students must own a scientific calculator.

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 were the name of the game. We learned about Avogadro why all reactions are not created equal.

This trimester we'll be delving into the structure of molecules with the VESPR (Valence Electron Shell Repulsion Model), along with a focus on gasses and how we use them. The final unit will cover acid-base reactions and applications in science as well as everyday life.

Course credit will be awarded upon satisfactory completion of assignments, homework, labs, knowledge assessments (quizzes, tests and projects), attendance and participation. Students may be required to make up missed labs to be eligible for credit.

New students may not join this class without permission of the teacher or Department Coordinator.

COMPUTER SCIENCE I

Richard Mangra, Reece Franklin

This is an amazing time to learn the fundamentals of computer science. Trimester 3 of Computer Science I introduces video game programming, where you will learn about physics simulation with JavaScript to create an Angry-Birds style video game using your newly-found skills, before we shift focus into the realm of autonomizing the world around us. We will delve into basic Robotics and using the Raspberry Pi, the world's most used micro-computer, utilized by enthusiasts and corporations around the world, to provide feedback from our next generation of rockets and to create our own robots that are capable of sensing, perceiving and interacting with the world around us: our very own net of artificial intelligence.

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.** This is an elective science credit. Students may not join for third trimester without direct teacher permission.

BIOLOGY C: Ecology

Laurie Spry

The word 'ecology' is based on the Greek word *oikos*, meaning 'house.' *Oikos* is also the root of the word 'economy,' so ecologists view the living world as a household with an economy in which each organism plays a role. This trimester, students will be introduced to foundational concepts including energy flow through communities, biogeochemical cycles, secondary succession and population dynamics including carrying capacity and the structure of communities.

Students will visit Austin Farm to record plant numbers and species inside and outside of the deer enclosure, an ongoing ecology project. This year we will also be starting to monitor water quality and observe invertebrates in several locations including nearby Blackstone Park. Students will write short papers considering 'current use' and the impact these practices have on farm ecology.

Students should be prepared for active participation in classes. This includes bringing all notes and handouts to every class, doing homework on time and being ready and willing to participate orally in small group and whole class discussion. Students who have not taken Ecology before are welcome to join us. If you have a year of Biology but it did not include Ecology, this could be the science class for you!

INTRODUCTION TO PSYCHOLOGY

Siobhan Ritchie Cute

“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 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 and Piaget. We will determine the relevance that their works have today. We will talk about the role psychology plays in our everyday lives. Students will earn credit by completing reading assignments outside of class, participating in discussions and demonstrating knowledge and commitment through quizzes and projects.

In the final trimester of this introductory course, students will continue to familiarize themselves with important figures in the field of psychology. Students will also bring their focus to the current state of the mental health field. We will learn about common mental disorders and the variety of methods of treatment for them. We will observe and discuss how our world is affected by both trivializing and sensationalizing mental illnesses.

SCIENCE FOUNDATIONS: WHAT ARE THE 'ALTERNATIVES'?

Laurie Spry

Forensics is over, and it's time to refresh your memory about matter and energy. We'll begin with a review of the fundamental parts of the atom and how to read the Periodic Table on the wall. Learning about electrons

leads naturally to the next unit, which is an exploration of electricity. How is it made? Lab work includes building simple circuits, electromagnets and paperclip motors.

The second half of the trimester will be devoted to the swirling debate about alternatives to using fossil fuels. With a good grounding in how power is generated, students will be able to better weigh the issues for themselves. Current magazine articles, videos, interviews and websites will inform your opinions and help you produce a final project.

As in trimesters I and II, lab notebooks kept up to date, success on quizzes, good cooperative lab work and steady attendance will earn you a 'pass.' Students must attend a minimum of 75% of class days and must be prepared to make up missed labs at the teacher's discretion.

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

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 Día 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 Día 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.

DIGITAL MEDIA

Kristen Jones

Third trimester Digital Media class will be primarily working on the digital and print yearbook. This class includes digital photography, web design and print publication. The current yearbook team is open to new member, but new students must be willing to work on a variety of tasks including writing, editing, photo editing, digital optimization and brainstorming ideas for both digital and print media. Please note that most of the technical skill sets used this trimester have been covered in assignments during trimester 1 and 2, **however we would especially welcome someone who likes to write to add witty captions and journalistic commentary to the yearbook.** New students for trimester three must be motivated, outgoing and up for the challenge of working with others in a variety of day to day tasks both in and outside of class time.

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.

JEWELRY

Joni Johnson

Humankind has crafted necklaces, bracelets, rings and other forms of body adornment since ancient times. This class will introduce students to the design, thinking and technical skills used to create one-of-a-kind pieces of jewelry. Students will learn traditional metalworking skills and how to use tools properly and safely. Beginning with fundamental skills, they will work up to more advanced techniques like soldering and texturing. There will be an emphasis on developing good craftsmanship. Simple exercises will help inspire original creative concepts. Students can then refine and develop these ideas into finished jewelry pieces. Final projects will be presented in front of the class with a discussion of the concept and its challenges. Fellow students are invited to offer suggestions and observations in a considerate manner as a way to develop a design dialogue and critical thinking. In addition to jewelry making skills, this class will help students find their unique creative "voices" and teach conceptual skills that may extend beyond the classroom.

SAY IT WITH CLAY! Hand Building Ceramics

Deb DeMarco

This ceramics class is for experienced clay workers and newcomers. We will apply basic hand building skills (pinching, coiling, slab building) to projects culled from personal interests and ideas. We will consider form versus function. Students may select traditional pottery or sculpture for their individual works. Students will use the kiln to fire and glaze with attention to application and chemistry. Various surface treatments may be employed, such as adding texture, sgraffito, mishima and relief. Students may want to focus on print-on-clay techniques, Majolica or Egyptian Paste. We will create pieces that speak to who we are. Please bring a sketchbook to first class.

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.

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.

IMPROV

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. **Participation in a performance is required for credit in this class.**

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. Students will need to use time outside of class for preparation in collaboration with fellow students. Participation in a performance is required for credit.

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.

BASKETBALL

Michael Fox Jordan

If you think you can take it to the rack and slam it down or you just like to see a lot of boxers hanging out of the tops of pants, this is the class for you. The S.O.B.A. is looking for non-talented to all-star players who want to swish, dish or just chuck up some air balls. **No ball hogs or sulkers should apply; this class requires passing to all teammates and bein' chill when the shots aren't dropping.** We will be walking *quickly* to the Nathan Bishop courts and back, so get ready to exercise in more ways than one. Full participation is required for credit. Bench warmers will not earn credit.

THE HEALTH CLASS

Erin Victoria Egan, Siobhan Cute

The subject matter in health class will be wide-ranging and responsive to the interest of the class. Requirements for earning credit include punctual attendance, respectful participation and production of a short paper and oral presentation to the class. This class is recommended for freshmen and sophomores.

SOFTBALL

Gianna Boulet, Cary Honig

Whether you think you can out-slug Big Poppy or you just prefer a sport that involves a lot of standing around and chatting interspersed with some sitting around and chatting, this could be your favorite class. League One is looking for untalented to all-star players who want to turn two, go the other way or just toss it around the

horn. You must not only attend (and wear appropriate clothes and shoes and hopefully bring a mitt) but play regularly in order to earn credit and avoid being traded to the Met(s) for a player to be named later. Until the ground is ready for softball, you may be expected to play football or soccer instead. Say hey! We will walk briskly to the J.C.C., so be prepared to step up your pace and play the full game.

TENNIS, ANYONE?

Steva Martinalova, Laurie Williams

Not only will this class feature some fine matches, but you will be treated to detailed physics insights into the merits of topspin and its relationship to gravity. Steve will teach you how to deploy Heisenberg's Uncertainty Principle in keeping your opponent off balance, and if you follow Der Martin's every word, you should be able to ensure that your opponent remains in love throughout the match. The class will play ping-pong when the weather is inclement. Those who choose to observe rather than play will not earn credit. This class is strictly limited to 12.

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.

WALKING

Lucy McKenna, Pam Stokinger

Please join us on Friday afternoons for a simple class in the fine art of walking. Students should be prepared with appropriate footwear, warm or cool clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. 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 half walk. How hard can that be? **There will be a strict limit of fifteen students with seniority the key to who gets the spots, so freshmen and sophomores should have other choices as well. Students who have already had three trimesters of walking will need to find a different option so that everyone gets a chance to perfect his/her walking skills.**

Committees For Trimester Three

Art Display	Kristen
College Planning (Juniors Only This Trimester)	Cary
Essential	Erin
Gardening/Clean-Up	Laurie
GBR Prep	Lucy
Meditation/Test Anxiety Workshop	Phil
Organization	Steve
Poetry Writing	Michael
PSAT/SAT Prep for juniors and possibly sophomores	Pam
Scholar Dollars Assistants	Robin (need pre-approval)

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 this 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 on college search and refining lists. We will also look at and begin the Common Application.**

Scholar Dollars: Learn about event planning by assisting Robin with Scholar Dollars both before and after the event. While you will work during committee, you will be expected to work outside of committee time, for which you will earn community service hours. **You must get pre-approval from Robin** as this will be a small but hard-working committee.

GBR Prep: Lucy will support students who need help preparing for their GBR exhibitions. Once these are done, students will work on transition from high school to college or jobs.

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

Prom and Admissions are non-committee service activities: see Gianna and Julia.

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.