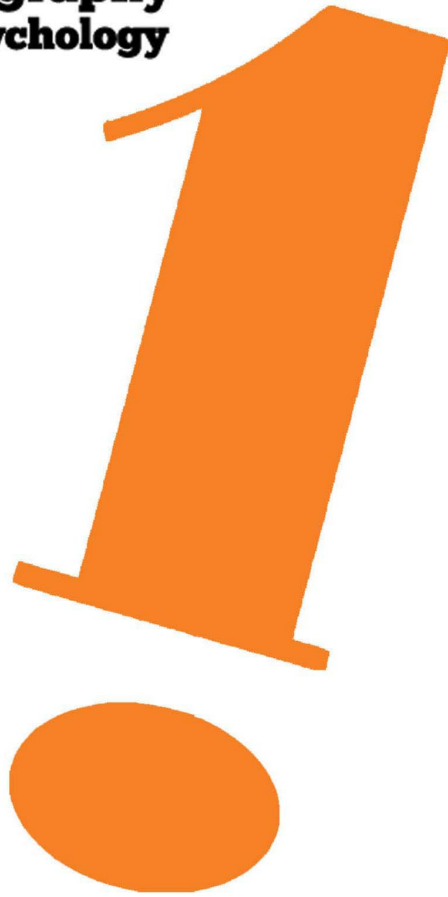


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current**  
**French Improv** **Affairs**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry  
**Dance** **Biology** **One**  
Fibers  
Soccer  
**Photography**  
Psychology



**School One****Trimester 2****2019-2020****A Period**

Advanced Algebra  
American Literature  
Forensics  
Herstory  
Resource  
Spanish 4/5  
Survival Math  
Topics In Literature  
2D Art

**B Period**

American Affairs  
Art Portfolio  
Biology  
Computer Science  
Creative Writing  
Essential Math  
Jewelry  
Pre-Calculus  
Theater

**C Period**

Buddha  
Chemistry  
Designing America  
Geometry  
Lights, Camera, Action (Video)  
Literature of Science  
Songs For Starters  
Study Hall

**D Period**

Art Matters  
Current Affairs  
Illustration  
Music Performance  
Physics  
Resource  
Spanish 1  
Spanish 2  
World War: The Holocaust

**E Period**

Biology  
Calculus  
Ceramics  
Geometry  
Intergenerational Theater  
Shakespeare's History  
Spanish 3  
3D Art

**F Period**

Basic Algebra  
Civics and Communication  
Digital Media  
Examining Belief: Myth  
Intermediate Algebra  
Psychology  
Resource  
Zine

**Phys. Ed. And Health**

Health  
Sex Ed. Health

Kung Fu  
Table Tennis

Pound!  
Walking

**Rainy Day PE Choices for students in outdoor PE classes**

Cornhole

Dance

Yoga

# ENGLISH

## **EXAMINING BELIEF II: The Old Testament or “You Think You've Got Tsois?”**

Cary Honig

This yearlong course will utilize writings and methodologies from the fields of anthropology, psychology, history, art, literature, theology and comparative religion to explore various ideas about religious experience. Students will be introduced to the basic stories, characters and themes of western religion that are crucial to understanding western history, literature and art. Building on last trimester’s study of mythology, this trimester will be devoted to historical analysis of the Old Testament. Texts will include Gilgamesh, a fabulous 4000 year old Mesopotamian epic, Richard Eliot Friedman's Who Wrote The Bible? and close readings of at least Genesis and Exodus. Each student will write a research paper about a major figure or idea in the Old Testament from the parts of the text that we won’t cover in class or a person or idea that made a substantial contribution to the later evolution of Judaism.

There will be step-by-step instruction about note cards, parenthetical notes and bibliographies. Students will be expected to use at least one of our digital libraries, JSTOR and BAR, in search of scholarly periodicals. Wikipedia is not an acceptable research tool for this project. Credit will be determined at the end of the trimester by the quality of the student’s research paper, reading homework, oral report to the class and ability to manipulate others using only guilt. Regular attendance, timely completion of assignments, careful note-taking and willingness to complete work outside of school will be vital to earning credit. It is essential that everyone taking this class be prepared to respect and question all religious viewpoints. Student may take this class for either English or history credit.

## **SHAKESPEARE’S HISTORY II**

Erin Victoria Egan

See History section for complete description.

## **AMERICAN LITERATURE: Borders**

Maryann Ullmann

In this yearlong course, we will look at the Americas as a whole and explore historic and contemporary narratives that interrogate and investigate all kinds of borders: political, ideological, cultural, linguistic, socioeconomic and psychological. We will explore what happens when perspectives clash and shift and identities are challenged by crossing lines.

In the second trimester, we will focus on the Caribbean islands. We’ll learn of three sisters in the Dominican Republic who help take down a brutal dictator in Julia Alvarez’s historical fiction novel *In the Time of the Butterflies*. We’ll follow the trials and tribulations of a nerdy Dominican kid growing up in New Jersey in *The Brief Wondrous Life of Oscar Wao* by Junot Díaz. We’ll also explore three generations of Cuban women and their perspectives on the revolution in Cristina García’s *Dreaming in Cuban* and other short stories and essays by Jamaica Kincaid, Edwidge Danticat and more. We’ll explore these works in context and investigate the

geography and history of the islands to enrich our understanding, often with a touch of magical realism. This class is a great psychological escape from the New England winter.

This course will involve a lot of reading, writing and thinking, so do not enroll unless you are ready for a heavy workload. To earn credit, students will need to demonstrate thorough reading through discussions and written responses. Students will also need to complete satisfactory essays with appropriate revisions as well as one creative writing piece. While this is primarily an English class, Spanish-speaking students will also have the option to practice some reading and writing skills in Spanish.

## **CREATIVE WRITING**

Eve Kerrigan

Please join me to read different genres of fiction and create our own writing inspired by what we read. Expect to take part in in-depth class discussions in which we will discuss and hone writing technique while exploring the social relevance and impact of the works we read. Expect to read a lot! Expect to write a lot! Expect to explore new avenues into creative process! Expect to share your work! Expect to give and receive critical feedback! Expect to be challenged and have fun!

This class is offered for English credit for those who have passed the Humanities Comp. for up to three trimesters and for elective credit for those who haven't before the trimester begins.

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

What do you care about? Do you see what you care about in the media? Who frames the discussion and how? Who is making all the decisions that affect you? Where are you in all of this?

This class will focus on current issues of interest to you both individually and as a class and building the skills to deepen understanding, speak up and do something about them. You'll learn about the ethics and techniques of journalism and analyze the news. You'll conduct research and interviews, write both objective articles and opinion pieces, practice public speaking and debate and use your multimedia communication skills to affect real change. You'll learn about government systems and how to navigate them. You'll read essays and stories from civic-minded thinkers throughout the ages from Aristotle to James Baldwin, as well as contemporary commentators from all across of the political spectrum and samples from a range of journalistic traditions. You'll meet with activists and experts from the local community and discuss and debate ideas with your peers, always working to understand multiple perspectives and parse out the meaning of facts in a post-truth world. You'll also learn about and practice different decision-making techniques and problem-solving skills.

The second trimester of this yearlong course will include focus on a program called Generation Citizen. The class will design and implement a class real world action civics project, chosen in Trimester 1, to be presented at Civics Day at the State House in May. This class can be taken for English or history credit.

## LITERATURE OF SCIENCE II: Evolution

Cary Honig

Literature of Science is a full-year course designed for those of you who are interested in science and who could afford to firm up your English skills for the competency exam. This trimester our focus will be on gaining a better understanding of a few simple questions: What is evolution? What evidence is there to support it? How are humans supposed to have evolved from animals? You may even get to see Cary demonstrate knuckle-walking. While we explore these questions through a variety of readings and essays in class, students will be reading and writing about a science fiction short story, The Eye Altering, at home. We'll also watch and discuss the classic film Inherit The Wind (in glorious black and white) about the Scopes monkey trial, in which a Tennessee teacher was put on trial for teaching evolution, and other recent scientific videos that deal with evolution. In each unit, students will learn vocabulary, read an article, answer questions, join a class discussion and write and revise an essay. Careful, consistent work and strong attendance will lead to progress in English skills, scientific omniscience a more evolved self and credit. Punctuality of students and assignments will be necessary to earn credit. You may join this class now if you didn't take it last trimester. This class can be taken for English or non-lab science credit.

## TOPICS IN LITERATURE: Ethics

Phil Goldman

How do we know right from wrong? How responsible are we for our actions? Whose needs come first: our individual needs or those of our families, friends, community, nation, or planet? In this yearlong course, we will explore these and other ethical questions both in philosophical works and in fiction. There will be readings, essay writing and *much discussion* (in small groups and whole class). Throughout the year, students will work on finding and developing their own ethical systems: not only in writing but in real world practice.

For credit, you will need to be actively engaged in class activities (including the Grammar Games), complete all assignments and writing assignments with revisions, participate in discussions and practice what you preach.

## CURRENT AFFAIRS

Phil Goldman

*"May you live in interesting times."*

Ancient, Ironic and Apocryphal Chinese Curse

We are indeed living in interesting times. Some might say too interesting. There are huge transformations going on in the world. Every day sees changes in domestic politics, foreign affairs, economics and certainly technology. What is happening and why? What will happen next? Is it impossible to tell? Probably, but if we know what is going on now, we can make a better guess as to where it all is heading.

With that in mind, in this class, we will find what out is happening. We will read, discuss and write about it. We will develop and express informed opinions, adopt effective learning strategies and work on the English skills needed for the competency exam.

In order to earn credit, students must be on time, bring a notebook to every class, complete all assignments and writing assignments with revisions and be actively engaged in class activities (including the Grammar Games).

## **FUNDAMENTALS OF ENGLISH**

Marimer Matos

This class will meet during school this year and will provide 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. Students recommended for the class must take it as well as an 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 and the Trail Of Tears; and the centrality of slavery, the Civil War and the changes it brought about (and failed to bring about) in this nation's history. 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 from *Narrative of the Life of Frederick Douglass*, Howard Zinn's *People's History of the United States* and other handouts in class. We will watch excerpts from the video series *500 Nations*, *Africans In America* and Ken Burns's documentary *The Civil War*. Careful work and good attendance will lead to credit. Punctuality of students and assignments will be vital.

**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.**

## **EXAMINING BELIEF II: The Old Testament or “You Think You've Got Tsoris?”**

Cary Honig

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

## **AMERICAN LITERATURE:**

Maryann Ullmann

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 16<sup>th</sup> 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.

## **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.”

— Laozi

What is the Dao? 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 Daoism as a shamanistic practice and its development as philosophy and religion. We will read the Dao de Jing and learn the ancient practice of divination with the Yi Jing. We will explore Yin and Yang both philosophically and physically with Taijiquan, and we will come to grips with Wuwei by “Doing Nothing.”

A MAJOR part of this course will be the practice of Daoist meditation and Taijiquan (this means standing up). This is mandatory and will be taught and practiced EVERY CLASS OF THE TRIMESTER. Also mandatory: participation in class discussions and keeping a meditation journal to bring to each class. Please consider this carefully before you enroll in this class.

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

See description in the English section. This class may be taken for either English or history elective credit.

## **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.

## **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 19<sup>th</sup> 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/SCIENCE**

## **CALCULUS**

Maria Grace Torti

This trimester we will learn about the unit-circle and definition of trigonometric functions. We will also cover right triangle trigonometry (opposite, adjacent, and hypotenuse) and evaluating trigonometric and inverse trigonometric expressions. We will learn how to change radian measure to degree measure and degree to radian. We will be graphing trigonometric functions, including transformations and using fundamental trigonometric identities to simplify expressions. We will also be verifying trigonometric identities and solving trigonometric equations

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**

Maria Grace Torti

In the winter trimester, we will cover working with rational and inverse functions, graphing rational, exponential, and logarithmic functions, using the Factor Theorem, the Remainder Theorem and polynomial division (either long division or synthetic division) to find integer, rational and irrational roots of polynomial equations. We will also be solving exponential and logarithmic equations and solving and graphing systems of linear equations and inequalities in two or three variables.

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

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**

Katie Caron

Explorers needed to know where they had been and needed to determine accurately where they were going. Geometry, or the measurement of the earth, grew out of their interests and also those of landowners who wished to determine the boundaries of their properties. Artists, architects, builders, inventors, engineers, surveyors and planners all use geometry in their work. Geometry is the result of mankind's attempts to understand space, shape and dimensions. We will spend the year studying geometry's practical and theoretical facets.

During trimester two, we will become familiar with the vocabulary of geometry, formulating our own definitions and discovering generalizations through investigation. Many of the geometric investigations will be carried out in small cooperative groups in which students jointly plan and find solutions with other students. Students will derive formulas for regular quadrilaterals and triangles, convert linear and square measurements and learn the vocabulary of polygons, points, lines and planes. We will discern patterns and use inferential thinking. Students will become proficient with a compass and straight edge and will be able to create classical constructions including bisecting angles, drawing congruent angles, creating perpendicular and parallel lines as well as creating works of art. We will go over SAT and PSAT review questions for seniors and juniors as well as other interested students.

Assessment will be based on timely completion of homework, frequent short quizzes, occasional tests, participation in class and attendance. A project, such as the creation of a polygon book, may be assigned. All areas will be considered when assigning credit.

## **BEGINNING ALGEBRA: Equations**

Katie Caron

This course is for those of you who need to start algebra slowly and review basic math along the way. It should feel 'fun' and not overwhelming! We will play around with order of operations and equations: both one and two steps. As we do this, we will discover some of those properties that make math work and will also make sure we have a good understanding of real numbers such as negative numbers, fractions, decimals and percents. In order to have fun with math, we need a few essentials. We will start to fill in any gaps that you have so that you have

a strong base for continuing in your study of Algebra. As we work, we will be using real life problems and may be coming up with some of our own!

To be successful in this class, you'll need to be doing homework regularly. I'll expect you to take responsibility and come for help with homework after school or during lunch if it still seems confusing when class is over. The math teachers are committed to supporting students who are willing to work with us to solidify their understanding. If you focus in class and take good notes, ask questions and bravely volunteer answers, you should be well prepared to earn credit in this class.

Course credit will be earned for satisfactory completion of in-class and homework assignments, attendance, quizzes and tests.

## **SURVIVAL MATH**

Katie Caron

This class is most appropriate for seniors challenged by the math covered on the Math Competency Exam despite having credit for algebra courses.

One goal for this class will be successful completion of this exam, which is a graduation requirement. We will review the math needed for each section and work on practice exercises. After each taking of the Math Comp, we will perform analysis of each student's exam to assess which mistakes were made. Goals and a study plan will be agreed upon for the next attempt.

A second goal is for you is to acquire a broader range of skills than is tested on the Competency Exam, including learning more about banking and how to establish and manage credit wisely, filling out tax forms and understanding social security and withholding tax and simple economic principles.

Credit will be based on attendance, completion of both in-class and homework assignments and regular serious effort on the Friday exams. Students should bring the calculator they plan to use on the Comp. with them to every class.

## **ESSENTIAL MATH**

Pam Stokinger

Students recommended for this class will learn all there is to know for our Math Competency Exam and will be thoroughly prepared to begin Algebra next year.

Topics will include working with fractions, decimals, percents and integers and converting between them, understanding proportional reasoning as you might find in recipes or map reading and making and interpreting charts and graphs dealing with everyday news and statistics. We'll spend time deciphering the 'language' of word problems, which is the key to setting up an equation correctly. There will be projects in an area that interests you each trimester.

This class will be small, with an opportunity to move up to Intermediate Algebra within a few weeks if you demonstrate stronger skills and an excellent work ethic.

Credit will be based on attendance and effort both on homework and in-class assignments. We expect to form a mutually kind and supportive community where every question is worthwhile and each learner builds her/his confidence and 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%.

# SCIENCE

## CONCEPTS OF CHEMISTRY

Megan Roppolo

Whether we have thought about it or not, chemistry is integral to our lives. It is often described as a central science because it touches all other sciences. Knowledge of chemistry helps you understand the many questions we face in our world: Are genetically modified foods safe? What's happening to our climate? What should our primary energy sources be? How can we provide safe drinking water to everyone?

This course is intended to help you realize the important role that chemistry will play in your personal and, possibly, professional lives. You will learn to use the principles of chemistry to think more intelligently about current issues you may encounter involving science and technology and develop a lifelong awareness of the potential and the limitations of science and technology. Some topics to be studied include chemistry laboratory skills, the classification and structure of matter, chemical reactions, physical chemistry, acid-base chemistry and organic chemistry. Critical thinking (the ability to carry out systematic thought processes in making decisions and solving problems), inquiry (solving problems through scientific investigation) and science ethics are stressed in this class.

In the second trimester, we will continue our exploration of quantum theory and how it is related to atomic orbitals. The configuration of orbitals affects both chemical properties exhibited by families of elements in the periodic table and chemical bonding between elements. We also will begin to study types of chemical reactions and the quantitative relationship between reactants and products. Course credit will be awarded upon satisfactory completion of assignments/homework, labs, knowledge assessments (quizzes, tests and projects), attendance and participation.

## PHYSICS

Megan Roppolo

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

In the winter trimester, mechanics, 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. Course credit is earned through the satisfactory completion of in-class and homework assignments, lab reports, quizzes and examinations, as well as good attendance.

**Prerequisites:** Completion of 2 years of high school science and Advanced Algebra (or Adv. Alg. Concurrently) and ownership of a scientific calculator.

## **BIOLOGY B: Skin ‘n Bones**

Jody Rudnik

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.

## **INTRODUCTION TO COMPUTING AND DATA SCIENCE**

Megan Roppolo

Computing is as important to our lives in the 21st century as manufacturing and engineering were to the 19th and 20th centuries. Using computational thinking to solve problems is a skill that can be used in careers across every industry. This course introduces computer programming in an engaging and creative way through simulation programming and the development of a “data story.” Aspects of this include how to break down a problem computationally, how to simulate situations and how to obtain data sets, clean them, visualize them, analyze them and present data-driven answers to questions. This course provides the computational thinking skills of programming, algorithm development and data analysis that can be utilized in other classes as well as future careers. Students with varying backgrounds and experience in computer science education, including those who are not interested in computer science as a career, are encouraged to participate in this course.

Introduction to Computing and Data Science does not have any prerequisites. 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.

## **LITERATURE OF SCIENCE II: Evolution**

Cary Honig

This class can be taken for non-lab science credit. See English section for complete description. Students taking the class for science credit still need to do the English portions of the class like grammar sheets.

## **SCIENCE FOUNDATIONS: Forensics with Lab II**

Megan Roppolo

Everyone loves mysteries! If you watch CSI, you're already familiar with how science can be used to recreate scenes, track down suspects and piece together evidence to catch criminals.

Topics covered this trimester will include DNA fingerprinting and genetics as well as 'regular' fingerprinting in forensics and other forensic techniques. 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. This course is especially suited to freshmen but could also fulfill a lab credit for students not headed off to MIT. Check with Pam 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 or 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

¡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

This class will develop a collection of work exhibiting a concentration on subject and style. We will regularly be reviewing different artists in art history as well as contemporary artists to gain ideas and inspiration. After brainstorming and research, students will plan and create pieces that have a specific area of investigation within a conceptual idea. Students will explore their idea by experimenting with drawing, painting, sculpture, photography and/or digital art medias. Homework will include weekly blog postings that will include researching artists, designers, media and the subject content for each student's concentration. Weekly 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 their topics. Students will also be required to be active participants in critiques and clean up.

## **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. This year will feature all new equipment!

## **DIGITAL MEDIA**

Kristen Jones

This class will include learning techniques in digital photography, web design and optimization, online presentation, app design and exploring ideas for both digital and print media. We will learn skills in effective visual communication by considering the principles of design and using digital media and some hand made work. We will also address issues for responsible digital citizenship. 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 and to keep up with all assignments. The class will also include a variety of weekly homework assignments that will be required to earn credit. Students are encouraged to use their own digital cameras, but if they do not have one available, they can borrow and sign out cameras to use for assignments as long as they return them.

## **ILLUSTRATION**

Miles Cook

This class teaches basic illustration concepts, focusing on skills and concepts of comics, cartooning, concept art and classical illustration. Students will learn about the world of commercial art, exploring editorial, advertising, scientific, concepting and storytelling exercises early on and then move on to longer and more detailed projects in those categories. A variety of basic skills and processes such as thumbnailing, storyboarding, character design, penciling, inking, digital-painting, typographic design and basic print 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. Students will be expected to do research and create samples in class based on each demonstration covered at the beginning of class. They will then create concept sketches and models as support to development of finished pieces. Students must complete all homework that supports in class assignments. To earn credit, students must complete a minimum of three finished unique jewelry pieces based on assignments. They may not be copies of others' work. 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 is a ceramics class for experienced clay workers and newcomers. We will apply basic hand building skills (pinching, coiling, leather hard slab construction, wet slab draping and the use of molds) 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 bisque and glaze fire their work. Students will learn about glaze application and chemistry. Students will develop a clay vocabulary and will learn how we recycle clay, how it is formed and how it is tempered for use.

Various surface treatments may be employed such as adding texture, sgraffito, mishima, carving away and relief. Student will investigate a portion of ceramic history and create a form thus inspired. Examples include Native American, Central American, Mesopotamian, Jomonware, Egyptian and Japanese traditions.

Students may consider print-on-clay techniques to enhance their surfaces. Students may explore the pottery wheel in the after school session. We will create pieces that speak for who we are as individuals. Please bring a sketch book to the first class and plan to make an entry each day.

## **3D STUDIO**

Kristen Jones

This class will focus on creating informed solutions to 3D design problems using additive, subtractive and fabrication processes to deepen an understanding of 3D design principles. We will use a variety of media in class, and students will be asked to look around their world to consider materials that could be used in their sculptural work. Weekly blog assignments are required for credit. Students need to be willing to experiment with ideas and materials, and they also need to be willing to get their hands dirty from time to time. The final project will involve a research project that students must present to the class.

## **2D ART**

Melissa Guillet

2D Art class will explore art in drawing, painting, collage, digital photography, printmaking and any other two dimensional media. We will work with the principles and elements of art in each project. To prepare for

projects, we will examine different periods of art and famous artists. Students will be expected to do sketching and planning for each project. Projects will include realistic representation, expressionism, abstraction and design categories.

## **ZINEMAKING**

Miles Cook

A zine is a DIY magazine. In this class you will learn about zines and DIY publishing and create several different types of zines. Minicomics, fanzines, political commentary, media criticism, writing and poetry, explorations of local music and art scenes, even how-to manuals: zines have been a part of how fans, subcultures, DIY artists, activists, and underground movements publish their own work since 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 conceptualize and 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/or creative writing when making the actual content of the zines themselves. You will work solo on smaller zines and collaborate with classmates on larger projects. Anyone can create and 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**

## **MUSIC PERFORMANCE**

Lon Plynton

The goal of this class to perform in front of an audience and keep them entertained. You must be beyond beginner stage before enrolling in this course and be willing to participate in required class performances. You will be required to submit your own composition or favorite song and serve as facilitator for the performance of that piece.

We will take time to investigate the connection of music to the arts and society. We will become familiar with a wide range of musical styles. We will learn about the underlying audio, visual, technical, business, and organizational elements that contribute to a successful performance.

## **SONGS FOR STARTERS**

Lon Plynton

For beginning singers, songwriters or instrumentalists who are interested in learning more about music, this class is a great place to start. We will investigate various topics in music. We will learn how to read, write and understand the symbols of sound. We will familiarize ourselves with the cultural and historical nature of music.

You will learn to perform solo and with others. We will listen to music to evaluate, analyze and describe. You are encouraged to bring your own musical ideas to class.

## **ACTING AND IMPROV**

John McKenna

This course teaches basic skills and principles for actors and improvisers. Students will explore and expand their abilities to use their physical instrument (face, body, and voice) expressively, to create and inhabit characters, to connect with one another on stage and to live truthfully in the moment under imaginary circumstances. In this class, we will draw from several great acting and improv teachers including Sanford Meisner and Viola Spolin. Students will develop skills for performing improv comedy and will give such performances. They may rehearse and perform scripted material or develop original scripted material such as sketch comedy, which they will rehearse and perform. The following are essential for earning credit in this class: students must have lines memorized by assigned dates, must use time outside of class for preparation and for partner/group rehearsal and must participate in performances.

## **INTERGENERATIONAL SCENE STUDY AND PERFORMANCE WORKSHOP**

Eve Kerrigan

Come together with older members of the community where we will study plays, develop scripted scenes together and learn and practice various performance techniques. Students will study the work of great writers, write their own scenes, and learn basic performance techniques. Scenes will be suited to individual needs and rehearsed. This class culminates in a showcase of student work. This class will be fun, creative and pressure-free. If you have always wanted to learn more about theater, acting and writing, take this class.

# **NON-CREDIT ELECTIVE**

## **STUDY HALL**

Jane Arnold

This is an opportunity for students to get homework done during the school day with a teacher's support. This is not a class that earns credit, so the trade-off is that a student who takes this for more than a few trimesters may graduate later. Your advisor can help you figure this out, but it can be useful for students who don't need all of their classes or who are starting out and need to ease into homework. This is not a period to use your phone or watch videos on a chromebook.

# HEATH & PHYSICAL EDUCATION

## Trimester 2

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. 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. Use of devices including phones is not permitted during P.E. or health classes.

### FROSTY FOOTBALL

Cary Honig, Kathy Dias

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

Erica Mitchell, 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

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.



## **KUNG FU**

Phil Goldman

Learn from the ancient master how to make Bruce Lee jealous, grasshopper. Be sure to wear loose comfortable clothing that will allow freedom of movement.

## **POUND!**

Olga Gervasi

Instead of listening to music, you become the music in this exhilarating full-body workout that combines cardio, conditioning and strength training with yoga and pilates-inspired movements. Using Ripstix®, lightly weighted drumsticks engineered specifically for exercising, POUND transforms drumming into an incredibly effective way of working out.

Designed for all fitness levels, POUND® provides the perfect atmosphere for letting loose, getting energized, toning up and rockin' out! The workout is easily modifiable, and the alternative vibe and welcoming philosophy appeals to men and women of all ages and abilities. Olga is a certified Pound instructor and will expect participation in return for credit.

## **SEXUAL HEALTH AND WELLNESS**

Brittany Huffman

This course, which is just for juniors and seniors, will focus on obtaining new knowledge and skills to help make healthy decisions when it comes to sexuality. Using an open and inclusive dialogue, we will talk about a large variety of topics that cover sexuality. Some of the topics we will cover will include anatomy, sexual identity, birth control methods, reproduction & pregnancy, STD/STIs, relationships and consent. These lessons will be interactive and will include group work, games, discussions, brainstorming and active participation.

## **TABLE TENNIS (Ping-Pong)**

Megan Rappolo

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.

## RAINY DAY OPTIONS FOR OUTDOOR CLASSES

To minimize confusion, students taking outdoor PE classes (Football or Walking this trimester) will sign up for a Rainy Day option during registration. This will be the place where their attendance will be taken: they will not switch on given days. Failure to attend the appropriate Rainy Day Option will lead to loss of credit in PE for the trimester.

<b>Cornhole and other games</b>	Sidewalk's End	Kathy
<b>Dance</b>	MacLab	Siobhan
<b>Yoga</b>	No Exit	Maryann

## Committees For Trimester Two

<b>Amnesty International</b>	Maryann
<b>Art Display</b>	Kristen
<b>College Planning (Juniors Only This Trimester)</b>	Cary
<b>Essential (if needed)</b>	Erin
<b>Meditation/Test Anxiety Workshop</b>	Phil
<b>Open Minds</b>	Erica
<b>Organization</b>	Mary
<b>Portfolio/GBR Prep (Seniors Only)</b>	Erin, Siobhan
<b>PSAT/SAT Prep for current juniors</b>	Pam
<b>Woodworking</b>	Lida

**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.

**Open Minds** is an alliance for students who are interested in promoting awareness of and showing appreciation for diversity, self-identity and multiculturalism through task-based activities and self-reflection that promote empathy, respect and tolerance. This is a work group.

**Portfolio/GBR Prep:** Erin and Siobhan will support students struggling with 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.

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 their list of committee choices.