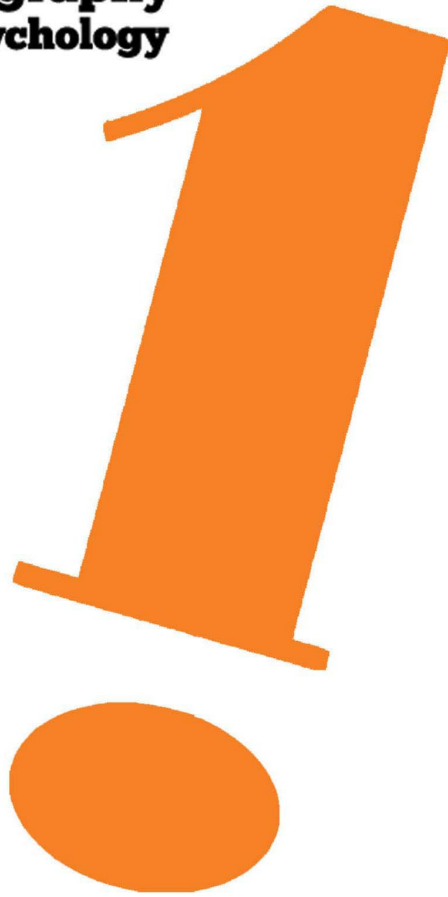


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current**  
**French Improv** **Affairs**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry  
**Dance** **Biology** **One**  
Fibers  
Soccer  
**Photography**  
Psychology



**A Period**

Advanced Algebra  
Elements of Art  
Character and Sketch Development  
Forensics  
History of Story  
Resource  
Spanish 4/5  
Survival Math

**B Period**

American Affairs  
Art Portfolio  
Biology  
Ceramics  
Computer Science  
Essential Math  
History of Fashion and Décor  
Improv

**C Period**

Algebra 3/Trig  
Art Matters  
Chemistry  
Modern U.S. History  
Resource  
Short Stories and Tall Tales  
Songs For Starters  
Trials 4

**D Period**

Art of Craft  
Audio Visual Performance  
Civics and Communication  
Illustration  
Literary Genres: Crime  
Physics  
Spanish 2  
Western Civ.

**E Period**

Biology  
Ceramics  
Digital Art  
Geometry  
Pre-Calculus/Calculus  
Shakespeare's History 4  
Spanish 1  
Spanish 3

**F Period**

Basic Algebra  
Creative Writing  
Greek Literature  
Intermediate Algebra  
Psychology  
Resource  
Visual Media  
Zine

**Phys. Ed. And Health (in person unless noted as remote)**

Remote Health  
Tai Chi

Remote Yoga/Pilates  
Tennis

Soccer Skills  
Walking

# ENGLISH

## **GREEKS I: The Wine Dark Sea**

Cary Honig

This is the first trimester of a full year exploration of one of the world's most advanced and influential cultures. We will utilize literature and art to explore the Greeks' overall culture and assess the significant groundwork the Greeks provided for our culture. This trimester, we will address the beginnings of civilization in Egypt and Mesopotamia and these cultures' increasingly recognized influence on the Greeks. Our central focus at home will be Homer's Iliad and Odyssey, the two great texts that stand, with The Bible, at the heart of western literature. We will look at these texts as myths, as historical documents (based on recent discoveries in Hittite texts) and as works of art. We will also compare Shakespeare's cynical treatment of The Iliad's material and characters in Troilus and Cressida. In order to learn more about Greek mythology, we will also read selections from Homer's contemporary Hesiod and the Homeric Hymn to Demeter. The class will spend time examining the beginnings of Greek art, philosophy, religion, poetry and drama this trimester, focusing the beginnings of tragedy in class with the plays Prometheus Unbound and Agamemnon and the crucial trial scene of The Eumenides. Historical context will allow us to see how all Greek art, though seemingly about the past, was arguing about its present, so even if you have read any of the texts before, you will see them in a richer and more accurate way. This class will prepare students for college level work, so students should expect an essay almost every week and challenging but rewarding reading. This class is not for *barbaroi*! See me when you sign up to get a head start on the reading. Punctuality in arrival of students and assignments is necessary. Willingness to voice opinions, to participate in play reading and to ask questions are also crucial for earning credit. If classes go remote, we will use the help period as a regular class period. Nil sine magno vita labore dedit mortalibus. This class is an intellectual marathon, so if your brain is in shape, join us. (English or History elective credit)

## **SHAKESPEARE'S HISTORY IV**

Erin Victoria Egan

See History section for complete description.

## **CREATIVE WRITING**

Maryann Ullmann

This class will delve into a range of creative writing genres and encourage students to experiment and explore their curiosities and creative processes. We will read and reflect on texts with an eye for understanding and learning from other writers' techniques, as well as read pieces about the craft of writing. Students will also have the opportunity to read material of their choice and reflect on how and why it works for them. We'll do regular in-class and at-home writing prompts, and students will set personal goals on which pieces to finish, revise and polish. We'll also read each other's work and learn to give constructive peer feedback, though students will be able to choose which pieces they want to share.

First trimester will focus on the short story and include the development of submissions for the annual Write RI contest and the Scholastic Writing Awards.

\*In the event that school moves on-line, help sessions will be primarily dedicated to structured work time and extra help. Students who are fully up to date on work may be excused with instructor approval.

## **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 and building the skills to deepen understanding, speak up and do something about them. You'll learn about the ethics and craft 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 creative multimedia communication skills to affect real change. You'll also prepare pieces for student contests in *The New York Times* and other outlets.

You'll learn about government systems and how to navigate them. You'll read essays and stories from civic-minded thinkers throughout the ages as well as contemporary commentators. 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 learn about and practice different decision-making, conflict resolution, communication, research and problem-solving skills. You'll design and carry out individual projects focused on what you are passionate about. Also, through a program called Generation Citizen, the class will choose and implement a collaborative real-world action civics project to be presented at Civics Day at the State House in May (pending COVID-19 conditions).

First trimester will include a focus on the 2020 election, media coverage and the history and current issues in electoral politics. An Advanced option for this class is also available to motivated students with instructor approval. We will cover mostly new material, and students who have taken this class before are welcome to join it again. This class can be taken for English or history credit.

\*In the event that school moves on-line, help sessions will be primarily dedicated to structured work time and extra help. Students who are fully up to date on work may be excused with instructor approval.

## **TRIALS IV: Becoming Your Own Person**

Cary Honig

This is the fourth trimester of a two-year course designed for those who are interested in law as well as improving English skills. This year's texts are all from the 20<sup>th</sup> century. This class will prepare a student for the essay writing, grammar and reading sections of the competency exam in particular. This trimester is a bridge between the previous trimester's look at the family and the rest of this year's focus on civil rights and the history of the last seventy years. We will be addressing several interrelated themes of particular importance to teens: privacy, relationships with parents and relationships with cultures. We will read The Joy Luck Club, Amy Tan's novel about Chinese-American mothers and daughters; Fences, August Wilson's play about an ex-Negro League baseball player and his teenage son; The Boarding House, James Joyce's fiendishly clever story about a mother's involvement with her daughter's engagement and a selection from I Know Why The Caged Bird Sings in which Maya Angelou explains how she came to understand and admire her grandmother. We will learn a bit about Chinese history and the history of baseball to complement our readings, and we will continue to look at legal issues that sometimes divide parents and children. We will review grammar at least once a week. If we are remote for part of the trimester, expect us to do some work during help periods with help available during that time. 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 and avoid extra

assignments. We will be working up to mock trials during the second and third trimesters.

## **THE HISTORY OF STORY**

Phil Goldman

Where do stories come from? How did they develop? Did they begin with stories of the hunt, or maybe it was just all gossip? How are stories used to bind different cultures and religions? How do stories teach us who we are? Stories have been, and continue to be, a huge part of our lives, no matter what changes come our way: from griots around the campfire to stories written on parchment and papyrus through movies, radio, television, computer screens and phones. The technology changes but stories remain stories: an essential part of the human experience.

This trimester, we will study the origin of language itself as well as storytelling from oral transmission to the written word. We will explore hero myths and epics from long ago and far away: how they developed and what they mean to us, both individually and to all of humanity. However, that's not all: we will develop and share our own hero stories, both created and true (and perhaps a combination).

This class can be taken for either English or history elective credit. In order to earn credit, students must be on time, bring a notebook to every class, participate in all class activities and discussions and complete all class work and homework (including grammar sheets, if you are taking this class for English credit).

*Please bear in mind that should online learning become necessary, students will still be required to attend classes (remotely), to complete all work and to keep their video on during those class times specified by the teacher. Also bear in mind that Help Sessions may be used as class time, on occasion, so attendance will be required then as well.*

## **LITERARY GENRES: Crime**

Phil Goldman

In this yearlong course, we will delve into various genres that writers of both fiction and nonfiction have explored. During the first trimester, we will read an assortment of news articles, tabloids, short stories and film clips that deal with CRIME. Essential questions for the trimester include the following: Why are we drawn to crime stories? How do authors use genre conventions and narrative techniques to draw us into their thrilling and dangerous worlds? Does the depiction of crime in media harm society? How do crime stories reflect the societies that create them? Authors studied include Arthur Conan Doyle, James M. Cain, Dashiell Hammett and Walter Mosely. We will also be studying film noir, a style of movie-making popular in the 1940s.

To earn credit, students will need to be actively engaged in class discussions, activities (including grammar sheets), complete analysis worksheets for each story and complete all essays with revisions.

*Please bear in mind that should online learning become necessary, students will still be required to attend classes (remotely), to complete all work, and to keep their video on during those class times specified by the teacher. Also bear in mind that Help Sessions may be used as class time, on occasion, so attendance will be required then as well.*

## SHORT STORIES AND TALL TALES

Phil Goldman

Whether fiction or nonfiction, a great story teaches us about the world, about the human condition and about ourselves. What makes a great story? Is it the plot? Is it the characters, or is it the issues and ideas that are explored? The short answer is all of the above (and more). In this class, we will read great stories, we will break them down and learn what makes them great and we will write great stories: stories about things we know and stories about things we don't know (but will find out).

In addition to reading and writing, students will learn effective learning strategies and work on English skills needed for the humanities competency exam. To earn credit, students must bring a notebook to every class, be actively engaged in class activities (including discussions and grammar sheets), and complete all writing assignments, reading comprehension questions and vocabulary sheets.

*Please bear in mind that should online learning become necessary, students will still be required to attend classes (remotely), to complete all work and to keep their video on during those class times specified by the teacher. Also bear in mind that Help Sessions may be used as class time, on occasion, so attendance will be required then as well.*

# 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.

## AMERICAN AFFAIRS I: Created Equal?

Maryann Ullmann

Students taking this class will become active historians. A historian is not one who memorizes irrelevant facts but rather one who researches, questions, debates and analyzes. The class will address crucial turning points in American history using both firsthand accounts by people who were there and later analyses by historians who studied them. After reading about these events, we will write and debate about them, always considering the forum - executive, legislative or judicial - that made these decisions. A constant focus will be on understanding how our government makes decisions.

This trimester, we'll consider whose land ours was (and should be), the nature of the equality promised in the Declaration of Independence and the Revolutionary War, and the compromises and rights that make up the Constitution, which is the framework of our government. This trimester will take the story of our nation up to about 1798. This class will not only help you become an active historian, but it is a great class for those of you concerned about the essay, punctuation, reading comprehension and the U.S. History sections of the competency exam because we'll be working on those skills. Students will read an article, answer questions, join a class discussion, take careful notes and write and revise an essay. We will watch excerpts from the video series 500 Nations (about Native American history), Africans in America and Liberty and read selections from assorted texts. We'll identify historic patterns and examine the seeds of our modern society from its pre-colonial and colonial foundations.

## **MODERN U.S. HISTORY: Kennedy and the Promise of Camelot**

Erin Victoria Egan

Students with excellent knowledge of standard U.S. history may apply to Erin ahead of time to take this normally elective history class for U.S. history credit. It is anticipated that it will be an elective history class for most students. It is also possible to take a trimester of this class to make up trimester three of either Designing America or American Affairs. See the full description under Elective History Credit.

# **ELECTIVE HISTORY CREDIT**

## **GREEKS 1: The Wine Dark Sea**

Cary Honig

See description in the English section. Workload for history credit is slightly lighter if you let me know ahead of time.

## **SHAKESPEARE'S HISTORY IV**

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. This year we will concentrate on the plays about Ancient Rome and the Renaissance. We will start with two plays about two formative periods of Roman History: the beginning and the end of the Republic. We will read Coriolanus and Julius Caesar this trimester. Both plays center on powerful generals with many personal problems and a zest for accolades. We will explore the influence these men have on their times and how they affect Roman power and politics. We will also see how these plays reflect changes in the government of England and Shakespeare's views on war, politics and the power of the military. 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 play and their notes, complete reading and written assignments, including some research, and actively participate in reading and discussing the plays if they wish to earn credit for this course. This will also be available for English credit, so expect grammar sheets and significant writing. If we have to get together remotely, I expect that you will be present, and the use of avatars will not be encouraged. I would like to see the people I am talking to in class. If there is a specific problem with this, we can discuss it when we start class.

## **MODERN U.S. HISTORY: Kennedy and the Promise of Camelot**

Erin Victoria Egan

This is a yearlong course that will cover all the things that we never get to cover in the regular US History course. We will start with the Presidencies of Kennedy, Johnson and Nixon. We will look at the domestic and

foreign policies of each of these Presidents. Subjects will include the Civil Rights Movement, The Cuban Missile Crisis, Vietnam, and Watergate. Other subjects will be chosen based on class recommendations. We will continue to read Zinn's A People's History of the United States and will begin with his epilogue and discuss his ideas of where the United States was heading at the end of his book. We will also open with an exploration of where we think we are and start the search for how we got here. Class participation in discussions is a must as well as bringing your willingness to talk about tough subjects. We will discuss guidelines for these tough discussions at the start of the class. In addition to reading Zinn, you will be working with primary source materials such as Presidential speeches, articles about specific events and people and timelines. We will also use The Presidents Series from the American Experience on each of the presidents studied.

This class is primarily for elective history credit but can be taken to make up a missing third trimester of US History. Very strong history students may be able to take this for U.S. history credit if they can prove they know the material from the standard class already before signing up. If we have to get together remotely, I expect that you will be present, and the use of avatars will not be encouraged. I would like to see the people I am talking to in class. If there is a specific problem with this, we can discuss it when we start class.

### **THE HISTORY OF FASHION AND DÉCOR: In the beginning.....**

Erin Victoria Egan

Well, in the beginning there were these two people who ate an apple and found themselves naked and without shelter ...they were cold...it's a mean world out there...so they covered up their nakedness, and they built shelter ...the rest, as they say, is ...history! This course will look at the development of personal and public adornment. Why do people wear what they wear and build what they build? We will begin this yearlong course of study in the ancient world and look at the development of the arch, public works and the summer retreat while also looking at the development of clothes for both fun and function. Along the way we will discuss the idea of fashion and how we move away from the practical things needed to survive to the expression of wealth and status through clothes, accessories and buildings both public and private. This course will look at Ancient Greece, Rome and Egypt as well as the Dark Ages to formulate the basis for our future study. This course is for anyone who enjoys discussing the finer things in history. Students should be prepared to maintain a notebook, complete both reading and writing assignments, including various projects, and be willing to express their thoughts in class discussions if they wish to obtain credit for this course. If we have to get together remotely, I expect that you will be present, and the use of avatars will not be encouraged. I would like to see the people I am talking to in class. If there is a specific problem with this, we can discuss it when we start class.

### **CIVICS & COMMUNICATIONS**

Maryann Ullmann

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

### **TRIALS IV: Becoming Your Own Person**

Cary Honig

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 HISTORY OF STORY**

Phil Goldman

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

## **THE CRADLE OF WESTERN CIVILIZATION**

Erin Victoria Egan

This course is the first in a yearlong exploration of Western Civilization. We will begin by exploring the development of the ancient societies of Egypt, Palestine, Greece and Rome. Our time span will encompass the achievements of ancient Egypt, the development of democracy in Greece and the foundation of Roman law and Christianity as links to further study. Emphasis will be placed on the contributions these societies made to the overall development of western culture, politics, religion and philosophy. We will pay particular attention to daily life and how the people fared during times of famine, drought and flood, war and revenge from the Gods. We will examine the influences of geography and trade in the Mediterranean on spreading ideas and culture throughout the ancient world. We will also spend time at the end of the trimester looking at the life of Jesus and the growth and spread of Christianity as a means of moving into the Middle Ages. A variety of source materials including maps, battle plans, first person accounts and video presentations on urban planning, art and architecture will be used this trimester. This course requires that each student maintain a notebook, complete written and reading assignments, create art and be actively engaged in debates and discussions if credit is to be achieved. This is a great introduction to high school history. If we have to get together remotely, I expect that you will be present, and the use of avatars will not be encouraged. I would like to see the people I am talking to in class. If there is a specific problem with this, we can discuss it when we start class.

# **MATH**

**For the Math/Science Department, when the entire school goes remote, the help sessions are required.**

## **CALCULUS**

Jacob Singer

We will start the trimester reviewing functions. Then, the concept of limit will be investigated. The concept of rate of change of a function will be introduced, leading to the definition of the derivative of a

function. Rules of differentiation will be proven: the power rule and the addition rule will be derived. Derivatives of products and quotients will be found. The second derivative will be defined and applied. The chain rule will be used to calculate derivatives of composite functions. Implicit differentiation will be used in dealing with relations. The relationship between rates of change of related functions will be investigated. The first derivative test will be used to determine maxima and minima of functions. Concavity will be related to the second derivative: the second derivative test will be used to determine maxima and minima. Optimization problems will be studied. Differentials will be explored.

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 scientific calculator and bring it to class each day.**

**Calculus is offered to students who have successfully completed Pre-Calculus.**

## **PRE-CALCULUS**

Jacob N. Singer

In the fall trimester, we will test equations for symmetry with respect to the x-axis, y-axis, and the origin. Gain knowledge in graphing key equations. We will review lines. We will explore circles and students will write the standard form of the equation of a circle, graph a circle, and work with the general form of the equation of a circle. We will also explore functions. Students will determine whether a relation represents a function, find the value of a function, and find the domain of a function determined by an equation. Additionally, we will form the sum, difference, product, and quotient of two functions. Students will be able to identify the graph of a function. They will obtain information from or about the graph of a function. Students will determine even and odd functions from both a graph and an equation and identify when a function is increasing, decreasing or constant. They will locate the local maxima and local minima and use a graph to locate the absolute maximum and the absolute minimum. Students will learn to find the average rate of change of a function and to be able to graph key functions and piecewise functions. They will graph functions using vertical and horizontal shifts, compressions, stretches and reflections of the x-axis and y-axis and study linear functions and their properties. We will also study quadratic functions and their properties.

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

**This upper level math course is offered to students who have successfully completed the standard math sequence, including Advanced Algebra.**

## **ALGEBRA III/TRIG**

Katie Caron

Students will start the trimester with graphing quadratic functions. They will use quadratic functions to solve real life problems. Students will factor quadratic expressions and solve quadratic equations by factoring. They will find zeroes of quadratic functions. They will also be able to solve quadratic equations by finding square roots, using complex number solutions, completing the square, and using the quadratic formula. Students will be able to perform operations with complex numbers. Students will graph quadratic inequalities. They will be able to write quadratic equations given characteristics of their

graph. They will use properties of exponents to evaluate and simplify expressions involving powers. Students will evaluate and graph polynomial functions. They will also add, subtract and multiply polynomials. Students will factor polynomial equations.

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

**This upper level math course is offered to students who have successfully completed the standard math sequence, including Advanced Algebra.**

## ADVANCED ALGEBRA

Pam Stokinger

Do you hate word problems? Do equations and graphs look like hieroglyphs? Embrace your fears, and explore the world of algebra!

This trimester in Advanced Algebra, the algebra of linear systems will be explored. Linear systems will be modeled on graphs and in equations. Word problems involving linear equations will be investigated. Systems of equations (some with fractions or decimals as coefficients) will be solved by graphing, addition and substitution. Word problems will be solved by using systems of equations. Students will also be exposed to three-variable systems.

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

Prerequisites: Students should have completed both Geometry and Intermediate Algebra (Algebra I) or have consent of department chair. **Students must own a scientific calculator and bring it to class each day.**

## 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 one, 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.

## **INTERMEDIATE ALGEBRA**

Pam Stokinger

In the fall trimester, there will be a review of the laws of algebra. The students will be reacquainted with the properties of addition, subtraction, multiplication and division (including the distributive law). Expressions will be simplified using the order of operations.

As preparation for solving equations, addition and subtraction of like terms will be reviewed. The solution of linear equations in one variable will be studied, including the special cases resulting in no solution or an infinity of solutions. The equations will be solved for whole-number coefficients, decimal coefficients and fractional coefficients. Word problems will be posed in which one must solve a linear equation in one variable: the unknowns will be given in terms of one variable.

Credit will be earned by successful completion of assignments, quizzes and tests as well as by good attendance.

## **BASIC 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 will 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.

# **SCIENCE**

**For the Math/Science Department, when the entire school goes remote, the help sessions are required.**

## **CONCEPTS OF CHEMISTRY**

Megan Roppolo

Chemistry is the study of matter, and it is often described as the "central science" because it touches all other sciences. Knowledge of the fundamental principles of chemistry will help students make sense of the world around them and will tie into a large number of scientific topics. In this first trimester, we will begin by studying scientific measurement and introducing laboratory procedures. We will also study the properties of matter, atomic theory, moles and stoichiometry.

Credit can be earned through the satisfactory completion of in-class and homework assignments, labs, quizzes and examinations as well as good attendance. In order to be recommended for this class, you should have credit for two years of high school science and have strong algebra skills.

## **PHYSICS**

Megan Roppolo

The laws of physics constitute a “user’s guide” to the universe. Physics helps us to understand all phenomena: 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 first trimester, we will explore mechanics: the science of mass, force and motion. Motion will be studied in one and two dimensions and from the point of view of energy. We will study Newton’s Laws, which are the foundation of mechanics and all classical physics. In the laboratory, students will familiarize themselves with the precise measurement of time and other quantities. 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. This course is for students who have completed at least two years of high school science and have taken (or are concurrently taking) Advanced Algebra.

## **BIOLOGY A: Small Worlds**

Maria-Grace Torti

Living things are made of tiny units called cells. How can a one-celled creature possibly protect itself and find food? Can cells talk to each other, and what is quorum sensing? How do we think the *first* cell evolved? Central to all of this is DNA, the blueprint for all life. Learning about these topics helps us make good decisions about our lifestyles: Does the soap I use affect which antibiotic my doctor will prescribe if I get sick? ‘Editing’ the genes of unborn babies is becoming a real possibility, and we could genetically modify mosquitoes to wipe them off our planet. Do you understand enough to have an opinion about these practices?

This first trimester we’ll examine the ‘small worlds’ inside of cells, including labs using yeast and bacteria. You will be using microscopes, learning sterile technique, designing an experiment to explore how antibiotics work, maintaining a notebook and keeping up with homework. To explore the ethics of gene patents, you will have the option to read and discuss The Immortal Life of Henrietta Lacks to earn ‘Plus’ (Honors) credit.

Students earning credit will maintain neat, well organized notebooks, come to class on time prepared to learn, study for and pass quizzes and do homework regularly. To enroll in Biology, you should have credit for one year of science or be recommended for it by Pam (Department Coordinator).

# **PSYCHOLOGY I**

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 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. Students will earn credit by completing reading assignments outside of class, participating in discussions and demonstrating knowledge and commitment through quizzes and project work. While this class is not a lab science, it may be used to fulfill the third year of science or social studies graduation requirement or for elective credit.

# **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 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, 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.

The focus of Trimester 1 is to understand computational thinking and learn to program simulations using the NetLogo language. Students are able to work at their own pace, and those who work more quickly will begin programming in Python.

Computer science does not have any prerequisites. Students with varying backgrounds and experience in computer science education are encouraged to participate in this course. 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.

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

Megan Roppolo

If you watch crime shows on TV, you're likely already familiar with how science can be used to recreate scenes, track down suspects and piece together evidence to catch criminals. This trimester you'll be

introduced to biology and chemistry concepts through the study of forensics techniques. In the lab, you'll learn to make wet and dry microscope mounts, become more comfortable with the metric system and learn the names of all the tools and glassware we use. Keep your eye out for current mysteries in the news and bring them to class!

For this course, you will need to keep a binder of notes and handouts and maintain a separate lab notebook. Credit can be earned through the satisfactory completion of in-class and homework assignments, labs, quizzes and examinations as well as good attendance.

Science Foundations is especially suited to first year students but is open to anyone.

## SPANISH

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

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

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

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

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



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

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

## **Español 1**

Maryann Ullmann

¡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**

Katie Gui

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 OF CRAFT**

Katie Lukens

Crafting today has become a creative movement that encompasses people from all backgrounds and communities. Craft can be fine art, a way to bring people together and even activism. This class will utilize a variety of crafting techniques to approach crafting as an art and as an act of self-expression. Through projects, students will have the opportunity to find their own creative voices. The class will explore a variety of crafting techniques with a focus on textiles and fibers. Examples include weaving, latch hooking, composition with textiles and embroidery embellished photographs. Students will create projects that show an understanding of crafting techniques and fine art composition. Students will also keep a creative sketchbook/art journal where they will keep inspiration, project ideas, notes and weekly art prompts.

## **ART PORTFOLIO**

Kristen Jones

Art Portfolio class will develop a collection of artwork exhibiting a concentration in subject and style. We will explore periods of art history and focus on different artists to gain ideas and inspiration. Students will learn about art history and use it to inspire their work. 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 a variety of 2D and some 3D media, photography and/or digital art media. Students can

choose to do a weekly blog or a weekly sketchbook assignment, which would be required for credit. Students will also be required to be active participants in class discussions, regularly take photos and upload them to drive to show progress.

## **DIGITAL ART**

Kristen Jones

Digital Art class will create digital images using Photoshop, digital tablets, digital photos and the combination of traditional art with digital media. We will learn about artists who use digital media, and we will learn about ourselves as artists depicting this moment in time. Students will be asked to prepare projects or materials outside of class time, and there will be a weekly homework assignment that is required for credit. Students will also be welcomed and encouraged to come up with an ongoing project idea that they independently research and document. We will be primarily working with digital drawing tablets. We have Xpen tablets available to sign out, but you will be responsible for taking care of it and returning it. If you have your own digital drawing tablet, it would be much better to learn on your own. If you can use your own tablet, you can help others be able to join the class if they do not have a tablet. You DO NOT need to an iPad, but if you are using a tablet, it should be at least 11 inches. If you would like to purchase your own XPen, Amazon has a range of models at different prices. The most important requirement is that you need a COMPUTER or Laptop or an Ipad Pro. YOU CANNOT USE A CHROMEBOOK because you will need to download software, so a Chromebook won't work for the assignments in this class.

## **ELEMENTS OF ART**

Jim Drain

ELEMENTS OF ART class will be an exploration of the core elements in Art and Design. More than just in Art museums, images are woven into our daily lives: we scroll through them on our phone, they are on our food packaging, they are printed on our clothing and they are our clothing! Clearly, they have power. In this class we will break down the core elements of Art and Design to better understand these elements that comprise our daily visual culture. This way, too, we also will be better, more informed participants. Making will be done in parallel with readings and discussions as we will briefly touch upon Art Historical movements and contemporary issues in Art and Design. Homework will include reading, watching demos and lectures with written responses as well as making-exercises (collage, drawing from observation, looking at repeat pattern design). As much as we can, students will work in small groups (or breakout sessions) to collaborate on a few assignments and critiques. The final class project will be a small pop-up book incorporating the elements of design learned in the several weeks together.

## **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.

## **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.

## **VISUAL MEDIA**

Kristen Jones

Visual Media will focus on methods of visual communication and online technology as students learn and apply principles of design, web design, print production, color theory, photography, Photoshop, video and various apps to create digital communication projects. These skills greatly enhance students' abilities to be effective visual communicators in other classes and in many careers. Students will engage in media topics in class discussions and assignments addressing different aspects of how media impacts the world. There will be a weekly homework assignment that is required to earn credit. This class will work in conjunction with other classes and the school community to help find creative ways to do our digital yearbook. Students must check their email and the class google site regularly. Students must also be aware that they are required to give presentations in class or online in order to earn credit. This class requires that students have their webcam on in an appropriate and professional manner at all class meetings.

## **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 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**

## **AUDIO VISUAL PERFORMANCE**

Lon Plynton

This class is for all content creators who author original music, images, videos or text.

The guiding principle for musicians and performing artists until recently was to assemble the largest crowd possible to attend your performance. Live performances are no longer a safe option in our new COVID reality. Many artists have opted for creating videos or live streaming events that are made available through email, web meetings and social media sites.

In this class we will work cooperatively, collaboratively and individually to create audio-visual presentations for the web while studying the art of music videos and live streams.

This class is appropriate for all intermediate and advanced musical, visual or performing artists with the understanding that the output of this class will be viewed and shared with the public. Students will be critiqued on the quantity and quality of work submitted for assignments.

In this class, we will have the opportunity to explore various audio and video editing technologies and software programs. Together, we will learn to find solutions for technical issues that stand in the way of creativity.

(Please note that a smart phone or computer may be required for class assignments.)

## **CHARACTER AND SKETCH DEVELOPMENT**

Caroline Moore

This class will teach students the process of character monologues and sketch writing using methods that have been used by *Saturday Night Live*, *Key and Peele* and *I Think You Should Leave*. Principles like “yes, and,” “heightening” and the “game of the scene” will be taught in order to gain a deeper understanding of scene work. Homework will include reading and watching sketches and writing students’ thoughts on the pieces. Students will work individually to create several character monologues, which they will then use to create sketches. The final class project will be a performance of their finalized sketches and monologues as well as a copy of the finalized sketch.

## **IMPROV**

Amanda Liu

Improv, or theater in general, is so much more than that. Improvisational Theater, while often associated with comedy, is a reflection of real life and offers us the opportunity to challenge ourselves both physically and mentally. It provides a foundation for any theatrical endeavor, but more importantly, it strengthens general communication skills and bodily awareness for anyone involved, not just actors. Improv stretches the imagination and causes the actor to be fully engaged with their scene partners in an act of trust. In many ways, this is likely the reason that improv is associated with comedy: simply because life is funny. At its core, improv is all about excellent communication and interpersonal skills, pressing players toward greater empathy, cooperation and social awareness. What we will be learning in this course is the foundation of long-form improv called *The Harold*, which will provide a platform to learn other long-forms. We will also be working through short form improvisational theater games and exercises, as well as other forms of creative movement to engage our bodies and our minds. Long-form Improv is essentially a short improvised play (approximately 15 mins.), whereas short-form is brief exercises targeted at different skills. Short-form exercises can be oriented toward music, movement and character development and fortify and hone in on acting skills that can be utilized in our long-form work. Collaboration is a key part of being successful in this course. Improv thrives when the players are able to fully trust one another, which happens through quality time, working through acting exercises and growing in self-awareness. Players will need to attend as many classes as possible to help us to become more connected as a troupe to get the most out of our work. At the end of this course, we hope to have a performance where we will showcase both short-form games as well as perform *The Harold* and/or potentially other long-forms that we learn.

## **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.

# LEARNING SUPPORT

## Resource Learning Center (RLC)

Jane Rozzero

The Resource Learning Center (RLC) will address the needs of student learners by providing the necessary support and focus on academic enrichment, study skills, organization, time management and decision-making. **Students enrolled in this course are expected to bring class assignments and long-term projects to class. This class is by invitation only.**

### Course Objective:

- Develop Organization Skills
- Preview and Review concepts taught in content area classes.
- Develop time management skills
- Address individualized goals as outlined in students Individualized Education Plans (IEPs).

### Skills:

- Maintain daily planner to organize and ensure completion of assignments.
- Organize notebook and handouts used in content area classes.
- Develop time management skills
- Prepare for quizzes, test and exams.
- Use educational software to reinforce educational needs.
- Evaluate academic performance and implement changes
- Participate in college exam preparatory skills.
- Participate in career exploration

In the event of remote learning for the school or an individual student, appearing online via camera during remote learning is not required during Resource. However, students will have to show proof of 3 hours of work done per week during Resource to earn credit for the trimester.

# HEATH & 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 and while wearing a mask, even if it's outdoor gym. 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.**

**Students needing Health this year should take it first or second trimesters, and students who need 2 Healths this year should take it both first and second trimesters as it is unlikely to be offered third trimester.**

**Students have the option of taking Independent PE, which means doing 25 hours of a *pre-approved* PE activity that is supervised and evaluated by a *pre-approved* adult like a coach, trainer or parent.**

**PE classes will maintain social distancing and use masks until the Covid crisis is clearly done.**



## 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. This class will be presented remotely.

## TAI CHI CHUAN

Phil Goldman

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 an ancient and vast martial art. What most people do not know is that every movement in the Tai Chi Chuan 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 Chuan form to control your body and move your Chi.

*Please be aware that classes will be held outside during Trimester I, so dress appropriately as the weather gets cooler.*

## REMOTE YOGA/PILATES

Megan Roppolo

Megan and the class will decide the balance of yoga and pilates to stay centered and fit during this trimester. This is being done remotely to provide a mask-free P.E. option and potentially allow for guest appearances and instruction by Evie. Megan will have to be able to see you for you to earn credit.

## SOCCER SKILLS

Katinjo and Messy

Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. You can avoid running around the pitch by making yourself a target, but a good keeper moves around too. If you are looking for a less than active P.E. experience, this isn't your class. On the bright side, you can take out your aggressions on the ball no longer on your classmates' shins. **In this year's version, coming within six feet of another player will mean a penalty shot for the opposing team, and we will be wearing masks and keeping the class down to ten students.** We will be walking *quickly* but in a distanced and masked way to the JCC field and back, so get ready to exercise in more ways than one. Full participation, regular attendance and willingness to run back on defense are requirements for credit. Acting like a soccer hooligan, wearing boots rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit. Find your inner Megan Rapinoe!

## TENNIS, ANYONE?

Kathy Dias, Jacob Singer

Kathy has been coaching tennis for years, so whether you want to learn the basics or are tuning up for the U.S. Open, she will be able to help. Those who choose to observe rather than play will not earn credit. This class is strictly limited to 12. Find your inner Serena! If there is interest in playing HORSE on a regular basis, there are basketball courts there as well, so let us know when signing up.

## WALKING

Maryann Ullmann,

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 with a mask on. How hard can that be? **Walking is open to students who have had it fewer than three trimesters in the past: variety is the spice of life!** If it doesn't fill, veterans can have the leftover spots, but they should sign up for something else.

## Committees For Trimester One

|   |                |
|---|----------------|
| <b>College Planning (Seniors Only This Trimester)</b> | Cary           |
| <b>Coloring Book Club</b>                             | Kristen        |
| <b>Essential</b>                                      | Erin, Siobhan  |
| <b>Meditation/Test Anxiety Workshop</b>               | Phil           |
| <b>Organization (in person)</b>                       | Jane, Megan    |
| <b>PSAT/SAT Prep for current juniors</b>              | Pam            |
| <b>Remote Organization</b>                            | Maryann, Katie |

**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.

This trimester, all committees aside from in-person Organization will be delivered remotely, but in some cases students (certainly College Planning and In Person Organization) in the building can do them in a room with the teacher(s).

**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 seniors now and will be for juniors second and third trimesters. It is for students who aren't clear about their options and aren't going to get much help after school or at home. All students (and

parents) are welcome to get college help from Cary and their advisors during lunch and after school, but this is for those unlikely to take advantage of those other options. **This tends to be more work as a group than one-on-one help and will likely feature a number of college visits this trimester.**

**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.

**Organization:** This committee will help you organize your binders and your homework schedule if you're coming to school most of the time.

**PSAT/SAT Prep** is for students who have the PSAT coming up in October and the SAT coming up soon in the spring and want to prepare. An after school class will start up in January.

**Remote Organization** is similar to Organization but specifically for students working from home.

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.