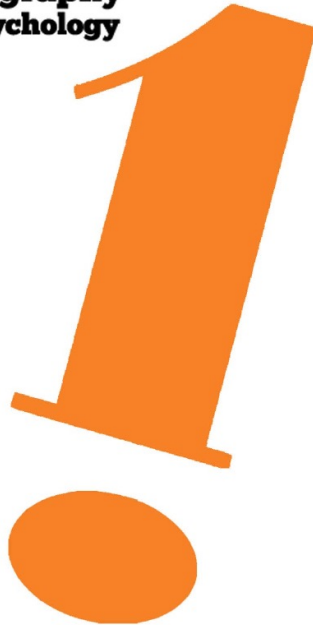


Playwriting
Physics
Spanish
Documentary **Current**
French Improv **Affairs**
Pottery Literature
Video **Trials**
School
Geometry
Dance **Biology** **One**
Soccer
Fibers
Photography
Psychology



Trimester 2
2020-2021

School One**Trimester 2****2020-2021****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 Foundations
Art Portfolio
Biology
Ceramics
Computer Science
Essential Math
History of Fashion and Décor

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)

Frosty Soccer
Remote Health
Remote Yoga/Pilates

Frosty Walking
Remote Sex Ed.
Tai Chi

ENGLISH

GREEK LITERATURE II: The Measure of All Things

Cary Honig

This is the second trimester of a full year exploration of the development of one of the world's most advanced, artistic and influential cultures. We will utilize literature to examine ways in which literature, art, religion, government, social and sexual mores, science and philosophy were motivated by similar needs, ideas and desires. We will also assess the significant groundwork the Greeks provided for modern culture. This trimester, we will focus on one of the most productive centuries in world history. In this century Athens alone managed to create tragedy, comedy and the closest thing ever to full democracy (for male citizens), build the Parthenon, create the "classical" style of Greek art and produce atomic theory, narrative history and such earth shattering thinkers and writers as Sophocles, Euripides, Socrates, Aristophanes and Plato and such fascinating politicians as Themistocles, Pericles, Cleon and Alcibiades. Athens also managed to help defeat the greatest empire on earth in two wars and then bungle an apparent victory in a thirty-year war with Sparta. Our central focus at home will be the first true history book, Herodotus's Persian Wars, in which we'll find out how (in)accurate the movie 300 was. We will also read excerpts from the second great history book, Thucydides's Peloponnesian War, and we will discuss how these two historians' views of history were meant to influence the Greek present. In class, we will be performing some of the greatest plays of all time: Sophocles's Oedipus, Oedipus At Colonus and Antigone, Euripides's The Trojan Women and Medea and Aristophanes's Lysistrata. We will connect these great plays with the history of their times to understand what was really at stake for the playwrights. Early in the trimester, we will look at the beginnings of Greek art and philosophy.

This class will prepare students for college level work, so expect an essay almost every week and challenging but rewarding reading. Punctuality in arrival of students and assignments will be necessary along with willingness to voice opinions, participate in play reading and ask questions. This class is an intellectual marathon, so if your brain is in shape, join us. *Nil sine magno vita labore dedit mortalibus.*

SHAKESPEARE'S HISTORY V

Erin Victoria Egan

See History section for complete description.

ENGLISH

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 for 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.

Second trimester will focus on genre and projects of interest to students in the class.

*Flex sessions will be primarily dedicated to structured work time and extra help. Students who are fully up to date on work may be excused.

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 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 explore ideas 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 and problem-solving skills. 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).

Second trimester will include both individual projects in advocacy and journalism on subjects of student choice and the initiation of a collaborative class action civics project decided by consensus. This class can be taken for English or history credit. *Flex sessions will be primarily dedicated to grammar sheets, structured work time, and extra help. Students who are fully up to date on work may be excused.

ENGLISH

TRIALS V: Civil Rights

Cary Honig

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

THE HISTORY OF STORY

Phil Goldman

English and Elective History

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 explore creation myths from around the world: how they developed and what they mean to us, both individually and to all of humanity. In addition to studying these myths, we will create and share our own.

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).

ENGLISH

LITERARY GENRES: Coming of Age

Phil Goldman

In this yearlong course, we will delve into various genres that writers of both fiction and nonfiction have explored. During the second trimester, we will read, and write about, stories that deal with the difficult transition from childhood to adulthood. We will sample various short stories on the topic as well as read Marjane Satrapi's graphic novel, Persepolis, about a girl growing up during the Islamic Revolution in Iran. We will then read with Daniel Woodrell's chilling tale of life in Appalachia, Winter's Bone. We will also experiment with some memoirs of our own.

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.

SHORT STORIES AND TALL TALES

Phil Goldman

Whether fiction or nonfiction, a great story teaches us about the world and about ourselves. What makes a great story? Is it the plot? Is it the characters? Could it be 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.

ENGLISH

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 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.

MODERN U.S. HISTORY 2: The Reagan Era

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.

HISTORY

SHAKESPEARE'S HISTORY V

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16th Century. Shakespeare himself continues to be the subject of heated debate and modern cinematic splendor. Audiences continue to be mesmerized by his wit and compelling stories. This course will explore the Golden Age of Elizabethan England as well as Shakespeare's life to learn how these plays came together and what they mean for us today. This year we will concentrate on the plays about Ancient Rome and the Renaissance. This trimester we will read Antony and Cleopatra and Titus Andronicus. Both plays center on powerful generals with personal problems dealing with girlfriends, children, assorted prisoners of war and former comrades who turn on them at inopportune times. We will explore the influence these men have on their times and how they affect Roman power and politics. We will see how these plays reflect Elizabethan England, the bloodthirsty nature of Elizabethan audiences and Shakespeare's views about war, politics and power. 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, and actively participate in reading and discussing the plays if they wish to earn credit for this course.

MODERN U.S. HISTORY 2: The Reagan Era

Erin Victoria Egan

Trimester Two of Modern US History continues where Trimester One ended: in the aftermath of the Watergate Scandal and the Presidency of Gerald Ford. We will continue with the administrations of Carter, Reagan and George H.W. Bush. Subjects to be studied include relations with the Soviet Union, Iran and our Western Allies. Some incidents that will be addressed in detail include the fall of our Embassy in Iran and the kidnapping of American personnel, the Iran-Contra affair, relations with Central America and ongoing Foreign Relations decisions that will affect our standing in world affairs. Domestic policy will include Reagonomics, the war on drugs and the challenges of our cities. We will look at the changes in our culture including the rise of entertainment and music and how they reflect our culture, and if we have time, a special timeout with the Miracle on Ice.

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.

HISTORY

THE HISTORY OF FASHION AND DÉCOR
Medieval Style, Renaissance Hairlines and Monumental Buildings

Erin Victoria Egan

During trimester two, this course will continue to look at the development of personal and public adornment. We will look at the development of Western Europe as it crawls out from the Dark Ages. In fashion circles we will see how clothes, jewelry and accessories really make the man...and woman. We will discuss the development of the aristocrat and how wealth and political status was reflected in land holdings and sumptuary laws. We will see how faith in God could build great Cathedrals and how trade and commerce help to define not only fashion but also castle design. We will explore the reclamation of ancient knowledge as it is reflected in architecture. We will also tackle such subjects as underwear, personal hygiene and lack of both as we move from medieval to Renaissance to the Early Modern world of hoop skirts, panniers, leggings and very short pants for men...not to mention the welcome addition of the suit. We will spend an afternoon looking at arms and armor and several different ways to whack people! We will continue to 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 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.

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

TRIALS V: Civil Rights

Cary Honig

See English section for complete description.

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.

PSYCHOLOGY

Siobhan Ritchie-Cute

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

HISTORY

MATH/SCIENCE

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

CALCULUS

Matt Hanson

This trimester we will continue learning about the derivative analytically, graphically, numerically and contextually. We will learn the various rules of differentiation, including the power, product, quotient and chain rules. We will apply these rules to various function types, including trigonometric, piecewise, exponential and logarithmic. We will learn the process of implicit differentiation. We will also investigate applications of differentiation, including interpreting the meaning of a derivative in context, solving related rates problems and exploring the relationship between calculus and physics straight-line motion problems. 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

PRE-CALCULUS

Jacob N. Singer

In the winter trimester, we will test equations for symmetry with respect to the x-axis, y-axis, and the origin and 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.

MATH/SCIENCE

ALGEBRA III/TRIG

Katie Caron

Students will start the trimester with rational exponents, power functions and operations and inverse functions. The remainder of the trimester will tentatively include various topics from rational expressions, complex fractions and quadratic relations/conic sections including circles, ellipses and hyperbolas. It is possible that we dive into trigonometric ratios and functions but if not, this will be covered in trimester 3.

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.

Requirement for Credit:

Completion of **all** homework assignments.

Successful completion of tests and quizzes (minimum passing grade is 60)

Attendance must be at 75% or above

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.

MATH/SCIENCE

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.

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

Requirement for Credit:

Completion of **all** homework assignments.

Successful completion of tests and quizzes. (The minimum passing grade is 60.)

Attendance must be at 75% or above.

MATH/SCIENCE

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

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! In the second trimester, we will discover some of those properties that make math work, and we will also make sure we have a good understanding of basic algebra such as combining like terms, using the distributive property, solving one and two step equations and learning prime factorization, factors and multiples, rules of exponents and ratios and proportions. 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.

Requirement for Credit:

Completion of **all** homework assignments.

Successful completion of tests and quizzes. (The minimum passing grade is 60.)

Attendance must be at 75% or above.

MATH/SCIENCE

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.

Our main goal throughout this trimester is to focus on skills and concepts that are emphasized on sections not yet passed by each student individually. The concepts range from multiplying fractions to solving real-world everyday math problems. As different students reach different levels/sections, the curriculum will become tailored to each individual student. It is imperative to show up to each class and put an immense amount of effort into passing the exam or else graduation is at risk.

Requirement for Credit:

Best effort on the competency exam every other week.

Completion of **all** homework assignments.

Successful completion of tests and quizzes. (Minimum passing grade is 60.)

Attendance must be at 75% or above.

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 worth while and each learner builds her/his confidence and math skills.

MATH/SCIENCE

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 the second trimester, we will study stoichiometry, the periodic table, and chemical bonding.

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 2: Anatomy and Physiology

Maria-Grace Torti

This trimester will be a study of human anatomy and physiology. The first unit is cells: from organelles to the cell cycle and beyond. The next unit will move on to tissues. The students will take a microscope adventure into the four main types of tissue. By the end of the unit, the students will be able to identify the structure, function, location and major features of each tissue. The final unit for this trimester will be on the nervous system. Students will explore the parts of the brain, nerve cells, nerves, CNS and PNS. Labs will include the examination of cells and tissues under a microscope and virtual dissections. (If in person is possible, it would include animal dissections.)

Students will earn credit by completing one project per unit. Homework, quizzes, tests and lab reports are the formal portions of the student grades. Attendance of at least 75% of classes, classroom effort and attitude 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.

MATH/SCIENCE

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.

COMPUTER SCIENCE: INTRODUCTION TO COMPUTING

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 2 is data science. Students will learn spreadsheet skills that will allow them to interpret large datasets. The trimester will culminate in a presentation where students will show how they used the dataset to answer questions of their choosing.

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.

MATH/SCIENCE

SCIENCE FOUNDATIONS: Forensics with Lab 2

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.

MATH/SCIENCE

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.

SPANISH

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... ¡Bienvenidos!

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

SPANISH

tests. Class participation is a vital part of your language learning experience. Making an effort will not only be reflected on your evaluation but also will make the class more fun. Remember: homework will support and reinforce what we do in class. Late homework on a regular basis will have a negative impact on your evaluation. Attendance is crucial because a great portion of the learning will occur during class activities.

Español 3

Siobhan Ritchie Cute

Bienvenido al mundo del español avanzado...welcome to the world of advanced Spanish! Students who have either completed 2 years of high school Spanish or (through native speaking ability or extensive study) who have arrived at a firm foundation in the language are welcome in this course. Students should enter Spanish 3 with secure knowledge of the present, present progressive, preterite and imperfect tenses; reflexive, indirect object and direct object pronouns; and cognates as well as commonly used vocabulary and expressions. The third year of Spanish language instruction is about finally building a structure on the foundation that has been carved out and made solid during the first two years. The skeleton frame that consists of verb conjugations, tense familiarity, and vocabulary will soon be filled in with walls and a roof: your conversation will flow (maybe not smoothly, but it will move). Spanish 3 students will be exposed to long periods of immersion in the target language: sometimes entire class periods. We will watch film and video in Spanish, honing our listening skills. We will create and practice conversations that go beyond the tourist activities of finding a restaurant and ordering food. We will read and discuss topics of interest and depth including literature, poetry, newspaper articles and more.

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

Español Avanzado 4-5

Siobhan Ritchie Cute

A seguir: let's keep going! Students who have either completed 3 years of high school Spanish or (through native speaking ability or through extensive study) arrived at an advanced level of language proficiency are welcome in this course. Students should enter the course with secure knowledge of all verb tenses in the indicative mode, as well as present subjunctive, and a broad vocabulary. Advanced Spanish is conducted entirely in Spanish. We will read and discuss literature, poetry and newspaper articles. We will practice various forms of writing: opinion writing, reviews, dialogues, and creative pieces. For students interested in pursuing college level language study, we will review different forms of assessment, including multiple choice and free response formats. Students should be able to hold lengthy conversations on different topics entirely in Spanish. Expect to cover the following grammatical concepts: past subjunctive, compound tenses in the indicative and subjunctive modes, idiomatic expressions, nuances in meaning involving ser/estar, por/para, preterite/imperfect, and indicative/subjunctive. Project work for the first trimester will involve an exploration of the Latin American holiday el Dia de los Muertos. Spanish 4/5 students are expected to complete writing

assignments that are 2-4 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments, and do your best to learn your own role in our collaborative and creative classroom. Serious and studious attention paid during this yearlong course may help students to achieve near-fluency in a second language: a true gift!

OTHER LANGUAGES

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

LANGUAGE AND COLLEGE

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

SPANISH

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 FOUNDATION

Amanda Liu

This class focuses on learning skills in different media and experimenting with different projects in a variety of subjects. The class projects will mostly focus on drawing materials, but there will also be painting projects and other media such as mixed media or 3D materials. You will learn techniques, points of view and discovery of your own expressive voice. You will create a body of work over the trimester, and you are required to document your process by taking photos of your work in progress. To earn credit, you must regularly upload your images to your class folder.

VISUAL ARTS

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.

VISUAL ARTS

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.

VISUAL ARTS

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.

VISUAL ARTS

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.

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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.

PERFORMING ARTS

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.

Resource Learning Center

HEALTH & 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. 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 SOCCER

Cary "Messi" Honig, Siobhan "Ole, Ole, Ole" Cute

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 *distanced soccer* regardless of the temperature. If you're going to whine about the temperature, please don't sign up for this class. We will play in light snow but not in the rain or temperatures under 20. Warm apparel and a change of clothes on Fridays are strongly suggested.

FROSTY WALKING

Kathy Dias, Pam Stokinger, Maryann Ullman

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.

HEALTH & PE

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.

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.

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.

HEALTH & PE

Committees **Trimester Two**

Most committees are now designed to aid students 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 help 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.

Coloring Book Club, Kristen

College Planning, Cary

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.**

Essential (if needed), Erin

Geography, Maryann

If you're lost, this is the class for you. Seriously, students requested this, and it's a great way to learn more about the world.

Meditation/Test Anxiety Workshop, Phil

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, Katie (on site), Megan (remote)

Portfolio/GBR Prep (Seniors Only), Jane and Siobhan

Jane 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 (Current Juniors), Pam

Available for students to prepare for the spring SAT.

Yoga Mind: Beyond The Physical, Brittany

Yoga has power beyond the physical practice. It begins in our minds. It can be difficult to understand how to bring these concepts into the real world, and in this committee we will explore yoga philosophy outside of the physical movement that can help bring balance and insight. Each week we will discuss a different yoga philosophy and learn to apply it to our everyday lives.

Committees