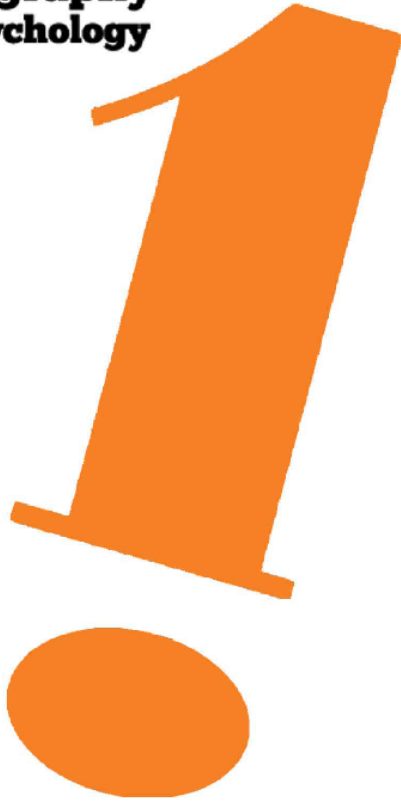


Playwriting
Physics
Spanish
Documentary **Current**
French Improv **Affairs**
Pottery Literature
Video **Trials**
School
Geometry
Dance Biology **One**
Soccer
Fibers
Photography
Psychology



TRI 3

School One

Trimester 3

2020-2021

A Period

Advanced Algebra
Elements of Art
Creating Content
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
Civics and Communication
Illustration
Literary Genres:
Wilderness
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
Remote Yoga/Pilates

Soccer Skills
Tai Chi

Tennis
Walking

ENGLISH

GREEKS III: Beauty and Truth, Body and Soul

Cary Honig

This is the third trimester of a full year exploration of one of the world's most advanced, artistic and influential cultures. We will utilize literature to explore the Greeks from a cultural perspective, examining ways in which literature, art, religion, government, social and sexual mores, science and philosophy were motivated by similar needs, ideas and desires. This trimester, we will focus on the philosophy of Socrates and Plato, two figures whose ideas dominated the two millennia following their deaths (in large part through ideas that are central to Christianity) and are very much with us today. Most people regard them with great respect and affection, but we will be so bold as to ask whether they are worthy. Did Athens kill Socrates in a fit of conservative censorship of ideas, as most people think, or did Socrates have it coming as an enemy to democracy, as a teacher whose students were the ruin of Athens, and as a truly annoying pest? To aid us in our quest, we'll read Plato's Symposium (about love), Republic (about government and the meaning of life), Apology (about Socrates's trial), Crito (about law and citizenship) and Phaedo (about death) as well as Aristophanes's spoof of Socrates, The Clouds and I.F. Stone's history book The Trial Of Socrates. We will touch on other Hellenic and Hellenistic philosophers and their schools including Aristotle, the Stoics, the Cynics, the Skeptics and the Epicureans. We will also read more Euripides (Hippolytus) and Aristophanes's The Frogs (a comedy about tragedy). If we have time at the end of the trimester, we will learn about Alexander the Great and Julius Caesar by reading the ancient biographer Plutarch, who was Shakespeare's main source for the ancient world, and we'll look at how the world evolved during the Hellenistic and Roman eras.

This class will prepare students for college level work, so expect an essay almost every week and challenging but rewarding reading. Please be prepared to question everything. Punctuality in arrival of students and assignments will be essential. The class also requires 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 III

Erin Victoria Egan

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

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.

Third trimester will focus on genres and projects of interest to students in the class, as well as producing a creative podcast for The New York Times podcast challenge.

*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 both objective articles and opinion pieces, practice public speaking and debate, and use your creative multimedia communication skills to affect real change. You'll learn about government systems and how to navigate them. You'll read essays and stories from civic-minded thinkers throughout the ages as well as contemporary commentators from across of the political spectrum, and samples from a range of journalistic traditions. You'll meet with activists and experts from the local community and discuss and debate ideas with your peers, always working to understand multiple perspectives and parse out the meaning of facts in a post-truth world. You'll learn about and practice different decision-making, conflict resolution, 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. This class can be taken for English or history credit.

TRIALS VI: Remediating Discrimination

Cary Honig

This is the sixth trimester of a two-year course designed for those of you who are interested in law and U.S. history as well as improving your English skills for the competency exam. This trimester will complete our two-trimester focus on the Civil Rights Movement and issues of discrimination from the late '60s until today. We will be addressing history and legal issues while reading literature that will bring the history into focus. Our literary selections will be Fried Green Tomatoes At The Whistle Stop Cafe, Fannie Flagg's novel about race, gender, sexual orientation and community in the south; The Heidi Chronicles, Wendy Wasserstein's play about a young woman's coming of age during the sexual revolution and the woman's movement; and selections from The Beauty Myth, Naomi Wolff's book about destructive social pressures on young women. The trimester will culminate in an in-class trial on the subject of affirmative action in which all students will participate as lawyers or witnesses IF we complete our work on time. Students should expect to do regular homework, including reading the novel at home, to take careful notes and to write and revise at least five essays in a timely manner to earn credit. We will review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments will be necessary to earn credit. You can join this trimester if you haven't been with us before.

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

LITERARY GENRES: Wilderness

Phil Goldman

In this yearlong course, we delve into various genres that writers of both fiction and nonfiction have explored. The third trimester focuses on the idea of human survival in the wilderness and the possibility of spiritual transformation therein. We will start by reading Jack London's To Build a Fire, about a man and his dog fighting the extreme Yukon cold. We'll then read Charles Portis's True Grit, an exciting novel set in the Old West about a tough-as-nails teenage girl who rides into the wilderness seeking revenge for her slain father. We'll end the trimester with Jon Krakauer's Into the Wild, the true story of an idealistic young man who throws off the shackles and hypocrisies of the modern world to test himself in the Alaskan wilderness.

To earn credit, students will need to be actively engaged in class discussions and activities (including grammar sheets), complete comprehension and 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.

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. It is best to take these sequences in chronological order.

AMERICAN AFFAIRS III: The Twentieth Century

Maryann Ullmann

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

This trimester will cover the twentieth century. We will focus on three major topics: capitalism vs. socialism (including Marx, Robber Barons, labor unions, Progressives and the Great Depression), isolationism vs. interventionism in foreign policy (including the two world wars and the Cold War), and protest (including the Civil Rights Movement, the women's movement and the anti-war movement). Students will read many firstperson accounts of events as well as portions from Howard Zinn's book and competing histories of this period. We will watch excerpts from the video series *The Century and Eyes on The Prize*. In addition to three quizzes, students will conduct research on a social movement of their choice from the era, write an essay, and present on their topic to the class. Careful work and good attendance will lead to credit. Punctuality of students and assignments will be vital.

MODERN U.S. HISTORY 3:

Erin Victoria Egan

This is the third course in this series on Modern US History. This last trimester we will look at the Presidencies of Bush, Clinton, Bush and Obama...and if there is time a little bit of Trump. We shall look at the United States going forward in a different world after the collapse of the Soviet Union and Eastern Europe. We shall see how the United States forges a new role in the modern world without the fear of the "Evil Empire," only to find that there were new "evil empires" emerging. We shall continue to look at both foreign and domestic policy, the Gulf War and changes it brings to the Middle East and our changing role in the modern world. You can expect to maintain a notebook, react and discuss real news footage and reporting on important events and share your thoughts in carefully crafted essays. Reading materials will include Howard Zinn's [The People's History of the United States](#), speeches by important people and the occasional news article. Finally, you will be expected to continue to participate in class discussions.

Elective History Credit

SHAKESPEARE'S HISTORY III

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16th Century. Shakespeare himself continues to be the subject of heated debate and modern cinematic splendor. Audiences continue to be mesmerized by his wit and compelling stories. This course will explore the Golden Age of Elizabethan England as well as Shakespeare's life to learn how these plays came together and what they mean for us today. This trimester we will move forward in time and

visit the Renaissance. We will read two plays that have strong character leads and deal with issues of mercy, justice and jealousy. We will start with Othello. In this play we will meet the great general Othello and his lovely wife and see what happens when the green-eyed monster is introduced into marriage. In The Merchant of Venice, we will deal with issues of discrimination, the law and the citizens of Italy...not to mention the qualities of mercy. Both plays also have awesome strong characters, and we will be able to explore the role of Moors, Jews and women in Elizabethan and Renaissance society. 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.

GREEKS III: Beauty and Truth, Body and Soul

Cary Honig

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

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

TRIALS VI: Remedying Discrimination

Cary Honig

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

THE HISTORY OF FASHION AND DÉCOR: Couture, Culture and the Fabulous 20th Century

Erin Victoria Egan

During trimester three, this course will continue to look at the development of personal and public adornment. We will look at the changes of the 19th and 20th Centuries in both fashion and architecture. In fashion circles, we will see how clothes, jewelry and accessories become the mark of high society. Fashion will become an industry of not only making clothes for the masses but also for creating the fantasies of the rich and famous. We will also look at the development of advertising and of the Fashion Houses of Paris and London. This course will stretch from the Eighteenth Century through to the 20th Century to see the fashion industry reflect wealth, status and the more practical concerns of life during war and depression. As an ongoing project, students will chart the growth of a city through the 20th Century and discuss how urban development affects the community. 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.

THE HISTORY OF STORY III

Phil Goldman

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 folk tales, fairy tales and more from around the world: where they came from, what their lessons may be and how they reflect the vagaries of the human psyche (scary stuff indeed). In addition to studying these tales, we will create and share our own.

To earn credit, students will need to be actively engaged in class discussions and activities (including grammar sheets, if you are taking this class for English credit), complete analysis worksheets and all essays and other writing assignments with revisions.

PSYCHOLOGY

Siobhan Ritchie-Cute

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

RENAISSANCE, REFORMATION AND REVOLUTION

Erin Victoria Egan

In the third course of the Western Civilization series, we will continue to explore the development of modern Europe. We will continue with the Renaissance, when the ancient world is rediscovered and helps to generate not only great movements in art but also the exploration of the world and the final stages in the development of Modern Europe. We will see how the Roman Catholic Church loses its influence in the lives of ordinary people and nations. Finally, we will look at how the expression and demand for individual rights, spurred on by the rediscovery of the ideal of man in art and religion and the changing nature of politics, affects modern governments and the development of the “new world.” Participation is a key element in the quest for credit. Excellent attendance, notebook maintenance and the timely completion of reading and written assignments will also be required for credit in this course.

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 explore the topic of Integration. We will begin by establishing the relationship between differentiation and integration using the Fundamental Theorem of Calculus. Students will explore the contextual meaning of areas of certain regions bounded by rate functions as well as accumulation of change over an interval. We will also cover applications of integration, including how to find the average value of a function, model particle motion and net change, and determine areas and volumes defined by graphs of functions. Lastly, students will learn to set up and solve separable differential equations. This will include analyzing them with slope fields and their respective solution curves.

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 spring trimester, we will study and work with exponential and logarithmic functions. Prior to diving into our work with exponential and logarithmic functions, students will work with composite functions. We will then move on to study one-to-one and inverse functions, and from there the class will dive into exponential and logarithmic functions. Once we have entered our study of exponential and logarithmic functions, we will then explore their properties. We will study exponential growth and decay and Newton's Law, as well as logistic growth and decay.

We will also work with trigonometric functions. As a class we will use our study of trigonometric functions to study angles and their measures and to explore utilizing the unit circle, as well as work with the graphs of these kinds of functions. Students will also explore analytic trigonometry, where they will be able to solve problems involving the inverse trigonometric functions as well. Lastly, students will practice working with right triangle trigonometry as well as the law of sines and the law of cosines.

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

Trigonometry (from Greek trigōnon, "triangle" and metron, "measure") is a branch of mathematics that studies relationships between side lengths and angles of triangles. Students will start the trimester by diving right into trigonometric ratios and functions. We will investigate right triangle trigonometry and compare it to general angles and radian measures. Unlike functions you've seen before, we will learn trigonometric functions of ANY angle along with inverse trigonometric functions. Students will become familiar with the law of sines and cosines, graphing sine, cosine, and tangent functions, and translations and reflections of trigonometric graphs. Lastly, as a class we will be able to identify and verify trigonometric identities, solve trigonometric functions, and effectively use the sum and difference/double and half-angle formulas.

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.

Requirements for Credit:

Completion of all homework assignments.

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

No more than five late assignments

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.

INTERMEDIATE ALGEBRA: Lines

Pam Stokinger

Students will solve one-step equations with multiplication and division. Students will then progress to solving multi-step equations. Students will solve equations with variables on both sides. Word problems will be introduced. The students will solve word problems by writing equations and solving. The students will also solve word problems using the following formulas: area, temperature conversion, interest and distance. In addition, students will use rates, ratios and percents to solve problems. The class will discuss inductive and deductive reasoning. Coordinates and scatterplots will be examined. The students will graph equations by plotting

points. Students will graph lines by finding the x and y intercept. Students will also graph lines by using the slope intercept form of a line ($y = mx + b$). Students will investigate the slope of a line. The requirements for credit will be the successful completion of homework assignments, tests and quizzes and strong attendance.

GEOMETRY

Katie Caron

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

During trimester three, 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 familiar with the incenter, circumcenter, orthocenter and centroid of a triangle.

Requirement for Credit:

Completion of all homework assignments.

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

No more than five late assignments

Attendance must be at 75% or above.

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 class will look at algebra but at a slower pace. We will explore numerical and variable expressions. We will continue investigating ratios, rates and proportions. We will look at math in the real world and explore relations, functions, slope and systems of linear equations. We will

also look at perimeter and area and incorporate basic geometry. Lastly, we will study square roots, the Pythagorean theorem and data analysis and probability.

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

Requirement for Credit:

Completion of all homework assignments.

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

No more than five late assignments

Attendance must be at 75% or above.

SURVIVAL MATH

Katie Caron

In this class we will continue working on our personal finance unit and “real-life” math skills by incorporating individual projects along with homework assignments and quizzes. Some of these topics include but aren’t limited to budgeting, taxes, interest, retirement funds and other finance skills that will help students achieve higher success outside of high school. Completion of and effort on our daily “warm-ups” will reinforce basic math skills acquired throughout students’ math journeys at School One, which are needed for college prep and will also play a role in earning credit. As per Bloom's Taxonomy, the highest level of thinking comes when one is able to "create," so another purpose of this class is for students to work together and independently to create their own practice materials for the math competency exams. Students will begin by writing exams individually and doing adequate research to find appropriate graphs and contexts for questions. This will help build and reinforce basic math skills that are tested on the competency exam and are essential in adult life.

Requirement for Credit:

Completion of all homework assignments.

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

No more than five late assignments

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 worthwhile and each learner builds her/his confidence and math skills.

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 third trimester, we will study 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 third trimester, we will continue our exploration of forces and begin units on energy. 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 3: Whole Organism Biology

Maria-Grace Torti

Trimester III will focus on whole-organism biology. The first unit will cover plant biology or botany. This unit will be split into 3 different sections. The first will be a particular emphasis on the major processes and phenomena of plant life. Basic plant anatomy and physiology will be discussed in the second section. The final section will cover plant morphology and evolution. Students will have one major project for this unit to demonstrate mastery of the content.

Unit 2 of this trimester will focus on animal biology. We will cover the human anatomy and physiology of the digestive system. Students will be able to name the major structures and functions of the digestive system. The second portion of this unit will focus on the varied animal life in Rhode Island, including Marine Life. Our study of animals will take the students outside, where they will engage species in their natural environment (Weather and COVID Permitting).

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.

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 3 is programming in Python. Students will complete tutorials to learn beginning Python skills and apply them to data manipulation. Instead of using spreadsheets to organize the data, as they did in Trimester 2, they will be able to write short programs that perform some of the same functions.

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 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.

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 Dia de los Muertos. Spanish 3 students are expected to complete written assignments that are 1-2 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Bring your honest selves to the classroom and the conversations; conversing in a new language can be challenging but fun.

ESPAÑOL Avanzado 4-5

Siobhan Ritchie Cute

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

OTHER LANGUAGES

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

LANGUAGE AND COLLEGE

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

VISUAL ARTS

ART MATTERS

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.

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 will be an exploration of the core elements in Art and Design. 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 this material that makes up 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. Each trimester will have a different focus. The first trimester will be looking at the flat, two-dimensional space (pattern, color relationships, composition); the second trimester will look at the space between flat and dimensional form (origami, maps, pop-ups); the third trimester will focus on dimensional and “systematic” or “performative” form (craftism, mail-art, the found object). 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) but see art-making as a space for reflection, community/collaboration and healing.

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 class will work on a variety of visual presentations, digital media and creation of a digital yearbook. Students are encouraged to offer ideas for independent and group activities or choosing from a variety of possible projects ranging from web design, graphic design, digital illustration, photography, video or animation. Our objective will be to work on different digital and media projects to make up for the fact that we do not have event photos or videos for the yearbook as in previous years. We will discuss methods of visual communication while trying to create interaction with the community. Generally, this class does not have homework as long as classwork is completed in meetings. There could be instances where you will need to work on some projects outside of meetings. Students should be aware that they will be required to give presentations in class or online, and they must have their webcams on during brainstorming discussion 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 to the invention of the printing press and are still part of a thriving small press and DIY publishing scene both online and in print.

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

PERFORMING ARTS

CREATING CONTENT

Lon Plynton

This class is for all performers, writers and social media stars who would like to develop original content for the web. In this class we will work cooperatively, collaboratively and individually to create audio-visual presentations while studying the art of comedy, tragedy, drama and storytelling.

This class is appropriate for all performing artists with the understanding that the output of this class will be viewed and shared with the public. In this class, we will have the opportunity to explore various audio and video editing technologies, social media platforms and software programs. Together, we will learn to find solutions for technical issues that stand in the way of creativity. (Please note that a smartphone or computer may be required for class assignments.) Students will be critiqued on the quantity and quality of work submitted for assignments.

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.

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.

HEALTH & PHYSICAL EDUCATION

Trimester 2

Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period. Just showing up isn't enough to earn credit: students must be cooperative and active and may never choose to skip class when in school if they plan to earn credit. Use of devices including phones is not permitted during P.E. or health classes.

SOCCER

Kathy Dias, Cary "Messi" Honig

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 Patterson Park unless we have a big crew for a weekly game of distanced soccer regardless of the temperature. Warm apparel early in the trimester and a change of clothes on Fridays are strongly suggested.

THE REMOTE 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.

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.

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.

WALKING

Katie Caron, Pam Stokinger

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

Committees For Trimester Three

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).

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

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 (Juniors Only This Trimester), Cary

College Planning is for juniors third trimester. It is for students who want to get a head start on their Common Application, which we will use much of committee time to do individually with Cary's support. This is especially for those unlikely to seek help on their own.

ESSENTIAL, 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.

GSA

A Genders & Sexualities Alliance (GSA) is a student-run committee, which will provide a safe place for students to meet, support each other, discuss issues related to sexual orientation and gender identity and expression. As a student run committee, with the support of the advisor, each week a student group leader will be chosen who will then pick a topic of choice for discussion to dive into further. As a group we will be able to share experiences, thoughts and feelings about the chosen topic of the week. GSA will aim to unite LGBTQ+ and allied youth to build a community and organize around issues impacting them in their schools and communities.

MEDITATION/STRESS REDUCTION, Phil

Meditation and Stress Reduction: Phil will be leading meditation and teaching techniques that will help reduce stress, though why you'd feel any this year is beyond us.

ORGANIZATION (on site), Katie

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

ORGANIZATION (remote), Megan

Similar to Organization but specifically for students working from home.

GBR/LIFE PREP (Seniors Only), Jane & Siobhan

Jane and Siobhan will support students preparing for their GBR exhibitions and discussing important aspects of transitions to college and/or adult life.

PSAT/SAT PREP (for current sophomores or juniors), Pam

Available for students to prepare for the spring SAT or fall PSAT.