

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



**Trimester 1**  
**2021-2022**

**School One**

**Trimester 1**

**2021-2022**

**A Period**

Advanced Algebra  
American Lit.  
Audio-Visual Performance  
Elements of Art  
Forensics  
Pre-Calculus  
Psychology  
Survival Math

**D Period**

Art of Crafts  
Calculus/Adv. Calc.  
Illustration  
New Works (Theater)  
Physics  
Resource  
Spanish 1  
Spanish 2  
Topics In Lit.: Ethics  
World War

**B Period**

Africans In The Atlantic World  
Art Matters  
Biology  
Ceramics  
Computer Science  
Creative Writing  
Digital Art  
Essential Math  
Improv

**E Period**

Art Portfolio  
Biology  
Ceramics  
Geometry  
History v. Hollywood  
Intergenerational Scene Study  
Resource  
Spanish 1  
Spanish 3  
Writing Workshop

**C Period**

Algebra 3/Trig  
Chemistry  
Designing America  
Eastern Religion  
Embroidery  
Literature of Science  
Organic Music  
Resource  
Spanish 4/5

**F Period**

Basic Algebra  
British Literature  
Civics and Communication  
Intermediate Algebra  
Songs For Starters  
Visual Media  
Visual Storytelling  
Short Stories

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

Basketball  
Tai Chi

Dance  
Tennis

Health  
Walking  
Soccer

# ENGLISH

## **BRITISH LITERATURE I: This Rough Magic . . .**

Cary Honig

This is the first trimester of a two-year exploration of British Literature. We will utilize literature to explore the developing English (and western) mindset from a cultural perspective, examining history, art, religion, government, gender, social mores, science and philosophy. This trimester, we will focus on the Middle Ages: a period that is not as single-minded or easy to define as most people think. Even devout Christians clung to slightly revised pagan practices, and those who called for adherence to the gospel and the example of Christ were often burned (or in John Wycliffe's case, dug up and burned after death) as heretics by Church leaders. Competing with pious and not-so-pious monks were troubadours who preferred hell to heaven because it would cater to a better crowd. Alongside too many misogynist patriarchs were feminists like the fictional Wife of Bath and the real authors Christine de Pisan, Julian of Norwich and Geoffrey Chaucer. The good news is that I won't make you read Beowulf! On the other hand, you will become something of an expert on Christian theology. We will read short ballads and romances (knights' tales, not kissy stuff), Sir Gawain and the Green Knight, Geoffrey Chaucer's The Canterbury Tales, Christopher Marlowe's Dr. Faustus, Shakespeare's The Tempest and a selection from Christine de Pisan's City of Ladies, and we will focus on understanding the basics of alchemy as well as medieval and particularly Renaissance magic and how they led to Sir Francis Bacon's creation of the modern scientific method during the last part of the trimester. Your new alchemical wisdom will help you dissolve the raw matter of your base thoughts and regenerate them into golden essays almost every week. Two of the essays will be done in class to practice for college exams. Punctuality of students and assignments as well as willingness to discuss and ask questions are required. "Nil sine magno vita labore dedit mortalibus."

## **AMERICAN LITERATURE: Native Voices**

Maryann Ullmann

In this yearlong course, we will explore a range of literature (fiction, non-fiction, poetry and oral storytelling) from Indigenous authors of Turtle Island (a.k.a. North America, Mishiiike Minisi, Mikinoc Waajew, Khéya Wíta, Anowara:kowa, et al.). While we will learn much about historical context and common experiences of Native peoples, this course will counter notions that they are somehow homogenous, marginal or relegated to the past but rather make up a richly diverse tapestry of nations and cultures that persist in and contribute to contemporary society despite profound challenges.

A fair warning: we will encounter substantial trauma, grief and injustice in these stories, as literature does not flinch at hard truths. We will also encounter seeds of healing, cultural survival, community, humor and resilience. The class is encouraged to reflect, both individually and together, on what these stories mean for us in our own lives and society at large. Respect and space for the emotional impact and processing of these stories are every bit as vital as critical thinking and intellectual analysis.

This course will involve a lot of reading, writing and thinking, so do not enroll unless you are ready for a heavy workload. To earn credit, students will need to demonstrate thorough reading through discussions and written responses. Students will also need to complete grammar sheets, academic essays with appropriate revisions and a creative writing piece.

## **CREATIVE WRITING: Short Stories: Reimagining Our World**

Odin Waters

Among poems, novellas, and novels stand short stories: humble yet resolute. As impactful as its counterparts, the short story has generated plays, films and even songs. In following with that legacy of versatile fiction, this course will provide students with the opportunity to experience short stories in various forms.

While developing original stories will be the primary focus, students will also analyze existing pieces to better assess their own work. At the heart of any writing workshop is the desire to hone our literary voices. With that in mind, this course will consist of a creative yet studious approach where deadlines are acknowledged, feedback is constructive and earning credits is an attainable goal.

Besides writing prompts and group discussions, there will be input, by classmates, on students' evolving drafts as well as weekly homework assignments. (Please bring your laptops to class if you have them.)

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

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

This class will focus on current issues of interest to you and building the skills to deepen understanding, speak up and do something about them. You'll learn about the ethics and craft of journalism and analyze the news. You'll conduct research and interviews, write both objective articles and opinion pieces, practice public speaking and debate and use your creative multimedia communication skills to affect real change. You'll also prepare pieces for student contests in The New York Times and other outlets.

You'll learn about government systems and how to navigate them. You'll 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.

This class can be taken for English or history credit, and students may take the class for a second year with a focus on new topics and leadership development.

## **AFRICANS IN THE ATLANTIC WORLD**

Erin Victoria Egan

This class is available for English or history credit. (see history section for more details)

## LITERATURE OF SCIENCE I: Universal Issues

Cary Honig

Literature of Science is a full-year course designed for those of you who are interested in science and who can afford to or need to firm up your English skills for the competency exam. We will be learning about important topics in science using texts written for the non-scientist. This trimester, our focus will be on gaining a better understanding of a few simple questions in astronomy: How was the universe created, and what is it like? How should we explore it? Is there other life in the universe? Should we be prioritizing space travel over earthly needs? While we explore these questions through a variety of readings and essays in class, students will be reading and writing about a science fiction novel, To Your Scattered Bodies Go, at home. In each unit, students will learn key vocabulary, read articles, answer questions, join a class discussion and write and revise an essay. If you don't know how to write an essay now, you will be an expert by the time you finish this class. Thus, even though the subject matter is science, we will be practicing most of the skills on the Humanities Comp. For extra credit, students may prepare an oral report from note cards on the astronomical (not astrological, with apologies to Diana) topic of their choice. Careful work and strong attendance as well as willingness to get help inside of and outside of class will lead to progress in English skills, scientific omniscience and credit. Punctuality of students and assignments will be necessary to earn credit

This class may be taken for English or non-lab science credit. Students taking the class for science credit still need to do the English portions of the class like grammar sheets.

## WRITING WITH AND WITHOUT THINKING: A Writing Workshop

Phil Goldman

*“How do I know what I think until I see what I say?” ~ E. M. Forster*

You look at a blank piece of paper. You have to write something, but what? Maybe you need to write three pages or maybe just six well-chosen words. How will you approach it? You may have to think about it first. Gather your thoughts, brainstorm, make lists, draw your ideas, discuss them and maybe even sleep on it. When you know what you think, you will know what to write. These forms of pre-writing are extremely useful tools to develop, and develop them you will.

Another way might be to write it out all at once. Just get it down on paper. Spew it out without thinking. Is it possible? You can certainly speak without thinking. It's practically the same thing. Through daily prompts and free-writing, you will develop these tools as well.

This workshop will focus on a number of different types of short writing done with and without thinking. You'll read and analyze some fine examples and then write: stories (true and otherwise), reviews, commentaries, fan fiction, group fiction, nonfiction, rants & raves, obituaries, epistles, myths, parables and jokes. You can even pick a genre or two. Every student will have at least one work considered publishable at the end of the trimester. Are you ready to write? Think about it. Or not.

One more thing: in order to earn credit, you must do all the reading and writing (on time), you must participate in all discussions and group work and there will be grammar sheets.

## **TOPICS IN LITERATURE: Ethics**

Phil Goldman

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

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

## **SHORT STORIES AND TALL TALES**

Phil Goldman

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

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

# HISTORY

The following class is available for U.S. history credit. Students should take U.S. history by junior year at the latest. It is best to take these sequences in chronological order.

## **DESIGNING AMERICA I: A More Perfect Union**

Erin Victoria Egan

In the first trimester of this yearlong history course, students will explore the formative period of U.S. History. Students will examine the events that led to the establishment of our nation and unique American Culture. Some of the subjects that we will study this trimester include the clash between native peoples and European explorers and colonists, the use of slavery in the development of the colonies, the cost of rebellion and the birth of our constitutional government. Time will be set aside to discuss current events and how they reflect the origins of our government and the Constitution. We will also explore the question of how we know what we know by looking at primary documents and accounts. We will watch excerpts from 500 Nations, Africans in America and Liberty. In order to earn credit for this course, students should be prepared to complete reading and written assignments, participate in class discussions and debates and complete the mid-term and final exams.

Students may elect to take this class for Honors credit. Honors candidates will do additional readings of a more historiographic nature and research and present an oral report on a relevant topic of their choosing. If you are interested, sign up for Designing America Honors when enrolling. You cannot switch into it after the first week of the trimester. Earning honors will improve your evaluations and transcript as well as your knowledge of U.S. history.

Elective History Credit

## **HISTORY VS. HOLLYWOOD**

Erin Victoria Egan

Borrowing an interesting premise from the History Channel, this course will examine the way history is recorded, discussed and commented upon in various Hollywood films. This course begins with a look at films that are considered ground-breaking examples of Hollywood films. They come from different eras and represent examples of the development of Hollywood films as art and commentators on American life. We will be looking at how these films not only represented specific periods in American history but also specific changes in style, technique and development of the art of filmmaking. Specific films being considered include Buster Keaton and Charlie Chaplin silent films, Singing in the Rain, The Searchers, The Godfather I and II, and All the President's Men. Students will also have the opportunity to present a film they feel represents a genre that changes the scope and possibilities of film to represent our history and culture. As the year continues, we will look at Sci Fi Films and the Cold War and then a mutually determined subject for the third trimester of this year-long course.

I must now strongly warn you about the nature of this course. As requirements for credit, each student will be expected to maintain a notebook, be prepared to do background reading and research and to be actively involved in all discussions and to complete written assignments, which will include a final research paper and presentation to the class. This class is for students who have already completed U.S. History and/or other upper-level history courses. This course is about being actively engaged in the pursuit of historical truth and accuracy through research and the analysis of a variety of primary and secondary resources.

## **BRITISH LITERATURE I: This Rough Magic . . .**

Cary Honig

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

## **AMERICAN LITERATURE: Borders**

Maryann Ullmann

See English section for complete description.

## **AFRICANS IN THE ATLANTIC WORLD**

Erin Victoria Egan

This is the start of a three trimester series of courses focusing on the contributions of African Americans to United States history. We start the course with an in-depth look at African history at the end of the 15th and beginning of the 16th centuries. We will look at the various empires that were in control of West Africa and try to understand their cultures and societies. We then introduce the effect of the Age of Exploration and the start of the Atlantic slave trade with an emphasis on the development of Colonial America. We will also look at the role Rhode Island played in the Atlantic Slave trade. There will be discussions of the development of laws regarding slaves, the development of the southern slave system, and the influence of religion, technology and economics on the development with slavery in the colonial world. Prior knowledge of U.S. History is helpful but not necessary. Students must be prepared to take notes and to maintain a notebook, complete reading and writing assignments including some research and participate in class discussions and projects.

## **IF YOU MEET THE BUDDHA, KILL THE BUDDHA: The History and Practice of Eastern Philosophy I**

Phil Goldman

*“To study Buddhism is to study the self. To study the self is to forget the self. To forget the self is to be awakened by all things.*

*And this awakening continues endlessly.”*

~ Eihei Dogen (13th Century, Founder of Soto Zen)

This trimester we will study Buddhism: the origins with Siddhārtha Gautama and the discovery of the Middle Way, the core teachings of the Four Noble Truths and the Eightfold Path, the history and spread of Buddhism and concepts such as Impermanence, Non-Attachment, Karma and Nirvana. Most importantly, we will learn to apply the philosophy and practice of Buddhism to questions and problems in our real lives. We will learn to start walking a Path with Heart.

A MAJOR part of this course will be the practice of meditation and breathing exercises. This is mandatory and will be taught and practiced EVERY CLASS OF THE TRIMESTER. Meditation will also be assigned as regular homework, along with keeping a meditation journal. Please consider this carefully before you enroll in this class. Completion of all class work, participation in class discussions and bringing a notebook to each class are also mandatory for credit.



## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

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

## **PSYCHOLOGY**

Siobhan Ritchie-Cute

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

## **WORLD WAR**

Erin Victoria Egan

This trimester course is the first in a yearlong series that will examine the 20th century's costly and devastating wars. How did we as a world come to extinguish the lives of over 70 million people over the course of 35 years? We will start by examining the personalities, economic factors and diplomatic situations that led to the outbreak of the Great War. We will also look at the development of new weapons and tactics, the effect of the war on the home front and the development of international diplomacy. As the trimester continues, we will look at the rise of the Nazi Party in Germany and the military leadership in Japan. We will look at how these groups worked to expand and inflict their influence and ideals on people inside and outside their countries. As our study of World War II begins, we will concentrate on the European Theatre of Operations and look at the involvement of the United States as this conflict unfolds. Again, we will look at the home front experience as well as tactics, weaponry and the personalities of this conflict. The trimester will end with a preview of the Pacific Theatre of Operations and a discussion on the development of the Nazi policies for racial purity in preparation for Trimester Two's course on the Holocaust. We will view documentaries and some films about the beginnings of WWI, the period between the wars and World War II. Students should be prepared to maintain a notebook, complete both reading and writing assignments, actively participate in group projects and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

# MATH/SCIENCE

## CALCULUS/ADVANCED CALCULUS

Melissa Mejia

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

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

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

## PRE-CALCULUS

Melissa Mejia

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

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

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

## **ALGEBRA III/TRIG**

Natalie Delmar

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

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

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

## **ADVANCED ALGEBRA**

Pam Stokinger

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

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

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

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

## **GEOMETRY**

Natalie Delmar

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

During trimester one, we will become familiar with the vocabulary of geometry, formulating our own definitions and discovering generalizations through investigation. Many of the geometric investigations will be carried out in small cooperative groups in which students jointly plan and

find solutions with other students. Students will derive formulas for regular quadrilaterals and triangles, convert linear and square measurements and learn the vocabulary of polygons, points, lines and planes. We will discern patterns and use inferential thinking. Students will become proficient with a compass and straight edge and will be able to create classical constructions including bisecting angles, drawing congruent angles, creating perpendicular and parallel lines as well as creating works of art. We will go over SAT and PSAT review questions for seniors and juniors as well as other interested students.

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

## **INTERMEDIATE ALGEBRA**

Pam Stokinger

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

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

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

## **BASIC ALGEBRA: Equations**

Natalie Delmar

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

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

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

## **SURVIVAL MATH**

Natalie Delmar

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

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

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

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

## **ESSENTIAL MATH**

Pam Stokinger

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

Topics will include working with fractions, decimals, percentages 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 this first trimester, we will begin by studying scientific measurement and introducing laboratory procedures. We will also study the properties of matter, atomic theory, moles and stoichiometry.

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

## **PHYSICS**

Megan Roppolo

The laws of physics constitute a “user’s guide” to the universe. Physics helps us to understand all phenomena: it explains the motion of planets in the solar system, the motion of electrons in atoms and the motion of cars on a roller coaster. We will learn from Galileo, Newton, Einstein, von Braun and many others.

In the first trimester, we will explore mechanics: the science of mass, force and motion. Motion will be studied in one and two dimensions and from the point of view of energy. We will study Newton’s Laws, which are the foundation of mechanics and all classical physics. In the laboratory, students will familiarize themselves with the precise measurement of time and other quantities. Lab reports will adhere to standards of clarity, accuracy and precision.

Course credit is earned through the satisfactory completion of in-class and homework assignments, lab reports, quizzes and examinations as well as good attendance. This course is for students who have completed at least two years of high school science and have taken (or are concurrently taking) Advanced Algebra.

## **BIOLOGY A: Small Worlds**

Maria-Grace Torti

This yearlong class will introduce students to a variety of topics within the field of Biology. In trimester I will introduce and explore basic scientific concepts, The Scientific Method and Evolution. During Trimester II, we will discover the complexities of microbiology as we study the cell. In Trimester III, we will explore plant and animal life.

During Trimester I students will be introduced to and explore the inner workings of science. We will answer such questions as: What is the difference between a law and a theory? What are biases, and how do scientists work around them? Do all scientists work alone or as a team? Then we will move on to the Scientific Methodology, which is the foundation for how all experiments are run. At the end of the unit, they will have an opportunity to show what they have learned by designing their own experiments and writing a scientific lab report. Trimester I will end with a unit on Evolution. Where did life start? How did we get from dinosaurs to where we are today?

This course will include a lecture and component. Credit will be earned by completion of homework, classwork, lab assignments, quizzes, tests, and class participation. This is a second-year lab-credit course. It is open to freshmen only with the permission of the Department Coordinator.

## **COMPUTER SCIENCE PRINCIPLES**

Megan Roppolo

Computing affects almost all aspects of modern life, and today’s students need the knowledge and skills to participate in our increasingly digital society. This rigorous, AP-level course introduces students to the foundations of modern computing. A broad range of foundational topics will be covered, including programming, algorithms, the internet, big data, digital privacy and security. The full curriculum can be accessed at [code.org/csp](http://code.org/csp).

In Trimester I we will explore digital information, the internet, and an introduction to app design. Students will explore how computers store complex information like numbers, text, images and sound. They will learn how the internet works and discuss its impact on culture, politics and the

economy. They will then learn fundamental programming concepts while designing their first app and implementing collaborative software development processes.

Although it is a fast-paced course, Computer Science Principles does not have any prerequisites, and a knowledge of programming is not required. 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 activities, homework assignments, unit projects and quizzes as well as good attendance. Students do not need any hardware or supplies for this course, although they are welcome to bring their own laptops or Chromebooks.

## **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.

## **LITERATURE OF SCIENCE I: Universal Issues**

Cary Honig

This class can be taken for English or (non-lab) science credit. See the English section for details.

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

Megan Roppolo

If you watch crime shows on TV, you're likely already familiar with how science can be used to recreate scenes, track down suspects and piece together evidence to catch criminals. This trimester you'll be introduced to biology and chemistry concepts through the study of forensics techniques. In the lab, you'll learn to make wet and dry microscope mounts, become more comfortable with the metric system and learn the names of all the tools and glassware we use. Keep your eye out for current mysteries in the news and bring them to class!

For this course, you will need to keep a binder of notes and handouts and maintain a separate lab notebook. Credit can be earned through the satisfactory completion of in-class and homework assignments, labs, quizzes and examinations as well as good attendance. Science Foundations is especially suited to first year students but is open to anyone.

# SPANISH

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

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

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

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

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

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

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



## ESPAÑOL 1

Maryann Ullmann

¡Bienvenidos a la clase de español! Welcome to the world of Spanish! Students who are completely new to Spanish are welcome in this course, as well as those who have only had a brief introduction to the Spanish language. The first year of second language instruction is about learning to be comfortable letting go of the reality in which objects have one name. Tree becomes árbol, house is also casa, and to live is vivir. In this yearlong introductory course, plan to make room in your brain for different vocabulary words, grammatical structures and of course some canciones.

We will try to understand why and how computer translators will often lead you astray as language is about communication, and communication is about people. Spanish 1 students will learn how to introduce themselves and share basic personal information; we will practice the conversations that allow you to ‘make a friend’ in Spanish. Expect to cover the following grammatical concepts: likes/dislikes, asking questions, forming negatives, present tense of ser/estar, regular -ar,-er, and -ir verbs, and some irregular verbs.

In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Don’t be surprised if and when your teacher speaks to you only in Spanish: with open ears and minds, we will both understand each other and grow our abilities to communicate.

## ESPAÑOL 2

Siobhan Ritchie Cute

¡Hola! ¿Cómo estás? This course will continue to reinforce the conversational skills of the students as well as develop more advanced reading and grammar skills. We will review previous grammatical concepts. At the end of this trimester, you will be able to describe topics such as family relationships, feelings, polite commands and comparisons. Cultural elements of the Hispanic world will be incorporated to gain a better understanding of the target language. In order to earn credit in this class, you need to demonstrate an adequate proficiency in Spanish. Therefore, you must study to pass your tests. Class participation is a vital part of your language learning experience. Making an effort will not only be reflected on your evaluation but also will make the class more fun. Remember: homework will support and reinforce what we do in class. Late homework on a regular basis will have a negative impact on your evaluation. Attendance is crucial because a great portion of the learning will occur during class activities.

## ESPAÑOL 3

Siobhan Ritchie Cute

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

the tourist activities of finding a restaurant and ordering food. We will read and discuss topics of interest and depth including literature, poetry, newspaper articles and more.

Expect to cover the following grammatical concepts: commands and the imperative mode, the subjunctive mode, the future and conditional tenses and idiomatic expressions. Project work for the first trimester will involve an exploration of the Latin American holiday el 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**

Jim Drain

Art Matters, and it does! In this class we take a circuitous route; our guide will be a plethora of artists, past and present, as we stop at significant art movements in time. Such stops include Russian Constructivism, Pop Art, Land Art, Pointillism, Impressionism and many more ‘-isms’ around the globe. As a class you will get to experiment with different art materials and learn different techniques. Projects range between multi-dimensions: from drawing, painting, pattern design to three dimensions (found sculpture, mobiles) and beyond! 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 readings, art exercises, discussions and critiques; we will have a portfolio review for the mid-term and finals weeks.

## **ART OF CRAFTS**

Katie Lukens

This class will explore a variety of crafting techniques and will approach crafting as a form of art and self-expression. Projects will develop a student's knowledge of color theory, composition and the origins of crafting techniques. Students will create both 2D and 3D projects with a focus in textiles and fibers. Through project prompts and guidelines, students will be encouraged to find their unique creative voices. Projects may include printmaking, weaving, needlepoint and rug making.

Requirement for Credit:

Students must complete all assigned projects on time.

Finished pieces are of quality work that show effort, demonstrate an understanding of the technique and fulfill all requirements.

Homework and projects showcase a student’s progress and growth in understanding of color theory, composition, skill, and history.

Progress photos are consistently uploaded at the end of class.

Students must have attended and participated in class according to attendance policy.

Students will show respect for their peers and responsibility for their own materials.

## **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

Visual literacy does not begin once we enter the doors of an art museum; images are woven into our daily lives. We ceaselessly scroll through phone pics as they so auspiciously occupy that non-verbal space where words just don't work as well. Images have power. ELEMENTS OF ART is a multi-faceted exploration of the core components of Art and Design; we break things down to the basics and then build up a better understanding of this stuff that makes up both our visual culture and the pieces of the Self. Together, let's become more informed, participatory, image-literate citizens!

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. Often contemporary artists guide weekly themes. Each trimester has a different focus: the first trimester looks at the flat, two-dimensional space (pattern, color relationships, composition, etc.); the second trimester examines the space between flat and dimensional form (origami, maps, pop-ups, etc.); the third trimester focuses on dimensional and 'systematic' or 'performative' form (craftivism, mail-art, the found object, etc.). Homework includes readings, watching demos and lectures with written responses as well as exercises (i.e., collage, drawing from observation, looking at repeat pattern design). Collaboration is encouraged, and often students work in small groups (or breakout sessions) to join together on a few assignments and critiques. Over the three trimesters, students touch upon many aspects of art making, as the class is both a place for critical thinking and problem-solving but also one for joyous creativity.

## **EMBROIDERY DESIGN**

Katie Lukens

In this class, you will learn all the basics of embroidering by hand. You'll complete samplers with different stitches using hoops, floss and fabric. We will focus on creating unique designs and then transfer your patterns and images for stitching. We will experiment with ways to finish and display your completed pieces. You can also bring in your own items to embroider, such as tote bags, jeans, jackets or hats. Sewing experience is not necessary but having experience with fiber arts and drawing can be helpful. All are welcome to join this very social and fun crafts class.

## **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.

In this class you will learn about comics, zines (A zine is a DIY magazine.) and DIY publishing and create examples of each. Comics and minicomics, fanzines, political commentary, media criticism, writing and poetry, journaling, explorations of local music and art scenes and even how-to manuals: DIY publishing has been a part of how fans, subcultures, DIY artists, activists and underground movements publish their own work since the invention of the printing press and are still part of a thriving small press and DIY publishing scene both online and in print. Comics are one of the most popular fields of zine-style self-publishing as well, and you will explore the visual language, technique and history of comics both mainstream and alternative in addition to making them yourselves.

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 will also learn about the visual storytelling techniques that both comic creators and zinemakers employ in their work. You can expect to do some drawing, basic graphic design and/or creative writing when making the actual content of the books themselves. You will work solo on smaller pieces and potentially collaborate with classmates on larger projects. Anyone can create and publish a comic or zine, and this class will give you the tools you need to get started in the world of DIY self-publishing.

# PERFORMING ARTS

## **AUDIO VISUAL PERFORMANCE**

Lon Plynton

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

The guiding principle for musicians and performing artists until recently was to assemble the largest crowd possible to attend your performance. Live performances are no longer a safe option in our new COVID reality. Many artists have opted for creating videos or live streaming events that are made available through email, web meetings and social media sites. In this class we will work cooperatively, collaboratively and individually to create audio-visual presentations for the web while studying the art of music videos and live streams.

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

## **IMPROV**

Amanda Liu

Improvisational theater, while often associated with comedy, is so much more than that. Improv, or theater in general, is a reflection of real life and offers us the opportunity to challenge ourselves both physically and mentally. At its core, improv is all about excellent communication and interpersonal skills, pressing players toward greater empathy, cooperation and social awareness, which can oftentimes lead to a good laugh or two along the way. In this class we will engage in various exercises to stretch the mind and body while growing in the aforementioned skills. This class is for anyone, whether or not you have any theater experience!

## **INTERGENERATIONAL ORGANIC MUSIC**

Lon Plynton

Music comes from the Earth itself: from rotation, vibration and its expression of life. In this course we will explore the primal nature of music, approaching it with no preconceptions as musicians, singers, dancers and humans will bring their assets together to create an organic musical experience. All levels of experience are welcome: the requirement is to work cooperatively. We will take time to study primal and indigenous music of many traditions. Our goal is to create new ensemble pieces that will be recorded or performed for audiences. This class is intergenerational.

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

Rodney Witherspoon

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

## **NEW WORKS**

Rodney Witherspoon

Within this course, we will produce new works within the 10-minute play format. Each student will write at least two new short plays, as well as workshop them with peers. We will foster skills in cold reading, acting, directing, producing and dramaturgy. Additionally, we will explore the works of prominent and up-and-coming writers. This will culminate in a showcase of selected texts. If you are interested in growing as a creator and holistic artist, this is the course for you.

## **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

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 1

Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period with no devices involved. Just showing up isn't enough to earn credit: students must be cooperative and active and may never choose to skip class when in school if they plan to earn credit. Students needing Health this year should take it first or second trimesters, and students who need 2 Health classes this year should take it both first and second trimesters as it may not be offered third trimester, and Sex Ed. will be an option second trimester.

### **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.

### **BASKETBALL**

Christopher Hayes

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

### **DANCE**

Emma Becker

What better and more enjoyable way is there to exercise than to dance? Come listen to music, learn some new moves, share some of your own moves and laugh! These are only some of the reasons you should sign up for Dance as your P.E. Get your dancing shoes ready, and come get your groove on.

### **SOCCER**

Messi, Natalie Delmar

Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. You can avoid running around the pitch by making yourself a target, but a good keeper moves around too. If you are looking for a less than active P.E. experience,

this isn't your class. On the bright side, you can take out your aggressions on the ball and sometimes on your classmates' shins. With the next World Cup approaching, School One United has time to improve its skills. We will be walking quickly to the JCC field and back, so get ready to exercise in more ways than one. Full participation, regular attendance and willingness to run back on defense are requirements for credit. Acting like a soccer hooligan, wearing boots or cleats rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit. Find your inner Megan Rapinoe!

## **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 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 movements from the Tai Chi Chuan form to control your body and move your Chi. Please be aware that, weather allowing, most Tai Chi classes will be held outside during Trimester I, so dress appropriately as the weather gets cooler.

## **TENNIS, ANYONE?**

Kathy Dias

Kathy has been coaching tennis for years, so whether you want to learn the basics or are tuning up for the U.S. Open, she will be able to help. Those who choose to observe rather than play will not earn credit. This class is strictly limited to 12. Find your inner Serena!

## **WALKING**

Kristen Jones, Maryann Ullman

Please join us on Friday afternoons for a simple class in the fine art of walking. Students should be prepared with appropriate footwear, warm or cool clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. This is a simple way to earn credit in gym because all that is required of you is to show up and participate in a simple hour and half walk. How hard can that be? Walking is open to students who have had it fewer than three trimesters in the past: variety is the spice of life!

## **RAINY DAY OPTIONS FOR OUTDOOR CLASSES**

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

**CORNHOLE AND OTHER GAMES:** Basement Hallway with Kathy

**LESS SERIOUS DANCE:** MacLab with Siobhan

**PING PONG:** Nucleus with Megan

**YOGA:** No Exit with Maryann

# COMMITTEES

## Trimester 1

### Committees For Trimester One

<b>ART DISPLAY</b>	Kristen
<b>COLLEGE PLANNING</b> (seniors only this trimester)	Cary
<b>ESSENTIAL</b> (all new students)	Erin, Siobhan, Natalie
<b>APPRECIATION &amp; AWARENESS</b>	Maryann
<b>GENDER, SEXUALITY, ACCEPTANCE (G.S.A.)</b>	Brittany
<b>STRESS REDUCTION AND MINDFULNESS</b>	Phil
<b>ORGANIZATION</b>	Megan
<b>PORTFOLIO PREP/GBP PREP</b>	Jane
<b>PSAT/SAT PREP</b>	Pam

**Most committees are 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 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 review of the Student Handbook. They will be in first year committees in mindfulness and online health in trimesters two and three.

**Appreciation & Awareness Committee** will research, raise awareness about and celebrate topics from awareness and appreciation months for each other and the school community. First trimester includes Hispanic Heritage, Disability Awareness, LGBTQ+ History and Native American Heritage Months. Means of celebrating may include general meeting presentations, displays or other creative means we think up.

**Art Display** beautifies our building with student work.

**College Planning** is for seniors now and will be for juniors later. Students are welcome to get college help from Cary and their advisors, but this is group work oriented and will feature some college visits.

**Gender, Sexuality, Acceptance (G.S.A.)** discusses issues of concern to its members and sometimes plans events and education for the broader school community relating to gender, sexuality and acceptance.

**Stress Reduction and Mindfulness** will offer techniques, including mindfulness meditation, which will help you understand and deal with everyday stress (and help with general well-being even if you're not particularly stressed). FYI: this committee will be especially helpful with test anxiety on Fridays.

**Organization:** Megan will help you organize your binders and your homework schedule.

**Portfolio/GBR Prep** will support students struggling with their portfolios and will help students begin preparing for their GBR exhibitions.

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

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