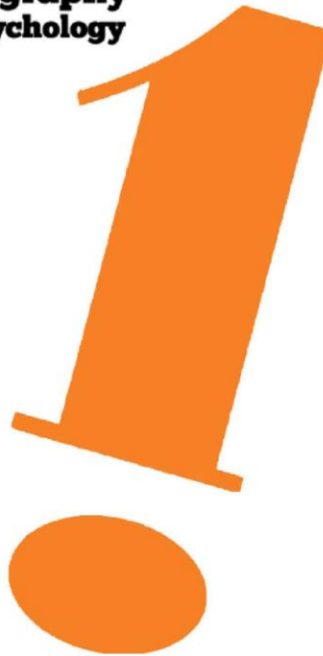


Playwriting
Physics
Spanish
Documentary **Current**
French Improv **Affairs**
Pottery Literature
Video **Trials**
School
Geometry
Dance **Biology** **One**
Fibers
Soccer
Photography
Psychology



Trimester 2
2021-2022

School One

Trimester 2

2021-2022

A Period

Advanced Algebra
American Lit.
Audio-Visual Performance
Calculus/Adv. Calc
Creative Writing
Elements of Art
Forensics
Psychology
Survival Math
.

B Period

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

C Period

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

D Period

Art of Crafts
Illustration
New Works (Theater)
Physics
Pre-Calculus
Resource
Spanish 1
Spanish 2
Topics In Lit.: Ethics
World War: Holocaust

E Period

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

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)

Frosty Basketball	Dance	Health
Health: Sexual Wellness	Ping Pong	Tai Chi
Frosty Walking/Cornhole (when weather is bad)		

ENGLISH

BRITISH LITERATURE II: Perchance To Dream

Cary Honig

There's this guy, see. He tends to dress in black. He should be in school, but he's just sort of hanging out. He used to love his mom, but she's been pissing him off lately. His step-dad thinks he can take his dad's place, but he smiles and smiles, and he's still a villain. You know the type. There's a lot of pressure to go into the family business, but with his step-dad in charge, that's not appealing. There's this girl he likes, but lately he's not so sure what she's after, and her dad's a long-winded blocker. He used to enjoy hangin' with his friends, but now most of them seem like posers. To top it off, his real father's visits are very upsetting. Something is rotten in the state of Denmark. Folks think he's a slacker or a nut case, but really, figuring out whether to be or not to be is just too, too tough. Does this sound familiar? The guy's name is Hamlet, and this trimester his play's the thing. We'll delve into Shakespeare's sonnets, which really humanize him, and we'll sample John Donne's brilliance, John Milton's take on Satan, Aphra Behn's take on a South American slave revolt like one she actually witnessed, Andrew Marvell's great philosophical wooing poem and the world's first, best, funniest and possibly only worthwhile rom-com: Jane Austen's Pride and Prejudice.

AMERICAN LITERATURE: Native Voices

Maryann Ullmann

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

In the second trimester, we will focus on the Caribbean islands. We'll learn of three sisters in the Dominican Republic who help take down a brutal dictator in Julia Alvarez's historical fiction novel *In the Time of the Butterflies*. We'll follow the trials and tribulations of a nerdy Dominican kid growing up in New Jersey in *The Brief Wondrous Life of Oscar Wao* by Junot Díaz. We'll also explore three generations of Cuban women and their perspectives on the revolution in Cristina García's *Dreaming in Cuban* and other short stories and essays by Jamaica Kincaid, Edwidge Danticat and more. We'll explore these works in context and investigate the geography and history of the islands to enrich our understanding, often with a touch of magical realism. This class is a great psychological escape from the New England winter.

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

CREATIVE WRITING: 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.)

This class is offered for English credit for those who have passed the Humanities Comp. for up to three trimesters (in any Creative Writing class) and for elective credit for those who haven't before the trimester begins or who want more than a year of Creative Writing.

CREATIVE WRITING: Short Stories/Personal Essays

Eve Kerrigan

Creative Writing is a hands-on, interactive exploration of short story and personal essay writing. Students will read examples from different genres and discuss the craft elements demonstrated in each text and we will create, draft and revise our own creative works. No previous experience is necessary.

The goal of this class is to create new material. We will have in-class writing exercises, reading reflection and peer feedback. There may be intergeneration members of this class as well.

This class is offered for English credit for those who have passed the Humanities Comp. for up to three trimesters (in any Creative Writing class) and for elective credit for those who haven't before the trimester begins or who want more than a year of Creative Writing.

AFRICANS IN THE ATLANTIC WORLD: A New Century, A New World

Erin Victoria Egan

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

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

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

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

LITERATURE OF SCIENCE II: Evolution

Cary Honig

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

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 two classes are available for **U.S. history credit**. Students should take U.S. history by their junior years at the latest and earlier if possible. It is best to take these sequences in chronological order.

DESIGNING AMERICA II: The Nation Divided

Erin Victoria Egan

As we continue in this yearlong U.S. History course, we will look at the formative development of our nation. We will begin by continuing our look at the Constitution and the beginnings of the Federal Government as it tackles foreign policy, minor outbreaks of war, the Native American question and the exploration and expansion of our country. We will look at the rise of the industrial North and the continuation of that “peculiar institution” slavery in the South. Throughout this trimester, emphasis will be placed on the individuals who made innovations, gained and suffered from the consequences of expansion and growth and those who fought to change the lives of all Americans for the better. We will watch a great David Macaulay presentation and excerpts from 500 Nations, Africans in America and The Civil War. In order to earn credit for this course, students should be prepared to complete reading and writing assignments, participate in class discussions and debates and complete the mid-term and final exams/projects.

Students may elect to take this class for Honors credit. Honors candidates will complete specialized exams and must earn a minimum of 85, do additional readings of a more historiographic nature and research and present an oral report on a relevant topic of their choosing. If you are interested, sign up for Designing America Honors when enrolling. You cannot switch into it after the first week of the trimester. Earning honors will improve your evaluations and transcript as well as your knowledge of U.S. history.

The following classes are available for **non-U.S. history credit**. Students must take at least two years of history in addition to one year of U.S. history.

BRITISH LITERATURE II: Perchance To Dream

Cary Honig

See English section for complete description. The essay workload is slightly lower for history students.

AMERICAN LITERATURE: Native Voices

Maryann Ullmann

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

HISTORY v. HOLLYWOOD: Science Fiction and the Cold War

Erin Victoria Egan

This is the second in a series of classes that explore the influence of movies about specific cultural and historical periods in history. This trimester focuses on the Cold War. By looking at and analyzing movies made in this period, we will try to discern how our culture and history have been reflected in the movies and how movies influenced everyday people and the choices they

made. We will explore how the genre of science fiction influenced movies and television during the '50s and early '60s. We will be focused on the use of embedded propaganda and, in particular, how comedy was used as a means to point out our fears and conspiracies that were evident in our collective culture. We will learn the history of the period, including the major personalities and events that stood out and had an impact on Hollywood and its choice of films produced. We will look at a selection of films in class while studying the history.

I must now strongly warn you about the nature of this course. As course requirements for credit, each student will be expected to maintain a notebook, be prepared to do background reading and research, be actively involved in all discussions and complete written assignments, which will include a final research paper and presentation to the class. **This class is for students who have already completed US 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.

Africans in the Atlantic World: A New Century, A New World

Erin Victoria Egan

In the second trimester of this yearlong course, we shall look at the lives of African Americans during the 19th century. We will begin with the new Republic and the start of westward expansion. As the country moves into new territory, what role will African Americans have in westward expansion? What happens to slavery in the new Republic?

We will look at what free people of color are doing in the new states: what kind of life they have and what opportunities are open to them. We will look at the development of the Abolition movement and who the men and women leading the movement to free slaves and abolish slavery in the United States are. We will explore the role of African Americans during the Civil War and look at the promises of Reconstruction and why some historians refer to Reconstruction as a "False Dawn." We will also prepare for looking at the 20th century during third trimester. In order to earn credit for this class, students should be prepared to complete readings and written assignments, participate in class discussions, maintain a notebook and reaction journal in class.

RIDING ON A DONKEY, LOOKING FOR A DONKEY:

The History and Practice of Eastern Philosophy II

Phil Goldman

"At the center of your being, you have the answer;
you know who you are, and you know what you want."

— Laozi

What is the Dao? It is "The Way" or "The Path?" The path to where, you may ask? That is a very good question. This trimester we will study the origins of Daoism as a shamanistic practice and its development as philosophy and religion. We will read the Dao de Jing and learn the ancient practice of divination with the Yi Jing. We will explore Yin and Yang both philosophically and physically with Taijiquan, and we will come to grips with Wuwei by "Doing Nothing."

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

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

PSYCHOLOGY

Siobhan Ritchie-Cute

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

THE HOLOCAUST

Erin Victoria Egan

This trimester course will look at the history of the Holocaust during World War II. This is a difficult subject to study but one that is worthy of the effort. We will begin by exploring the history and culture of the Jews in Europe. We will look at the origins of anti-Semitism and how it was prevalent in both Europe and the United States. The origins of the Nazi Party and its policies of racial purity will also be explored fully. It will be the goal of this class to understand how the ideas of anti-Semitism and racial purity merged into a domestic and foreign policy for the Nazi Regime. The class will work with witness testimony and original documents from the Nazis to develop our study of the events of the Holocaust. We will watch documentaries about the people on both sides of this history: the victims and the perpetrators. **BE WARNED:** some of the materials will be hard to read and view. Everyone who signs up for this class should be prepared to discuss freely his/her opinions and feelings as we go through this difficult subject. Students should be prepared to maintain a notebook, complete both reading and writing assignments and be willing to participate fully in class discussions if they wish to obtain credit for this course.

SPANISH

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

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

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

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

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

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

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

Español 1

Maryann Ullmann

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

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

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

Español 2

Siobhan Ritchie Cute

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

Español 3

Siobhan Ritchie Cute

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

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

Teaming up with co-teacher Meris Barreto, Art Matters will be re-introducing the intergenerational program started at School One in 2016. Together with several adults from the community, Art Matters students will explore books as an art medium. Often using found household items, we will "play" with materials to craft a lidded box, make one-page zines, discuss narrative structure through the making of an accordion book and much more. The second trimester will also include visiting artists and field trips to such places as the RISD library to visit their Artists' Book Exhibit and their Special Collections. We will also visit the Athenaeum, The Queer Archive Work studio and Dan Wood's DWRI Letterpress Shop. This exploration into the book arts as an intergenerational class will allow us to create as a community that will ultimately both foster new understandings and amazing books.

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 will focus mainly on drawing skills this year, but we will also work on painting and sculptural pieces. Class time is studio time, and there is a weekly homework assignment to post to your class blog on assigned topics as well as for individual research about art history, contemporary art and design topics. Students will have a choice of projects options as well as some required skill-based studios to work on technique. All work must be photographed and documented in the class drive folder. Progress images are helpful, but the photos of finished work will be required along with a final presentation.

DIGITAL ART

Kristen Jones

Digital Art class will learn how to create digital images by exploring different digital media. We will work on photo editing, digital drawing, digital painting, digital photography, animation and a combination of traditional art with digital media. We will also work on some fine art pieces and some

more graphic or commercial pieces. There will be an emphasis on student-driven planning but if a student is not up for making a plan, there will be project options to choose from. Some time will be spent researching artists who use digital media in their art. We will explore ideas to brainstorm how digital media will be used in the future, and there will be a project to promote the arts as a viable career option in the new media. This class generally does not have homework, but classwork assignments are required, so attendance and participation are crucial. If you miss a class, you could "flip" the work to do it at home as long as you have the right tools to do so. You do not need any art experience, but some tech knowledge and experience are preferred.

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 this trimester will have two parts. One will focus on presentations, and the other will be devoted to the yearbook. We will start by focusing on how to organize, design and present information so that the visuals assist demonstration of what the speaker is presenting. In-class presentations will be required as well as creation of audio recordings of your voice-over slides. Your participation is required in class. If you are a senior, this is a great opportunity for you to work on your GBR presentation. If you are a junior, it can be very helpful to get a head start on designing and organizing the framework for your GBR, which you will present in the spring of your senior year. Sophomores and freshmen will work on a research topic related to Media, Technology or Art and Design and then present it to the class. This class will help you not only to be prepared but to help engage your audience while helping you be less nervous as a public speaker. Students will also be asked to take photos at school events or day to day in school photos that we can use for the yearbook. In the second half of the trimester, we will be focused on designing yearbook themes, exploring options for applications and trying to engage the school community to contribute to the yearbook.

VISUAL STORYTELLING: Comics and Zinemaking

Miles Cook

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

Ellen Zahniser

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.

SCENE STUDY AND PERFORMANCE WORKSHOP

Rodney Witherspoon

Come together and 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 (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

HEATH & PHYSICAL EDUCATION

Trimester 2

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

FROSTY BASKETBALL

Christopher Hayes, Cary 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 our own parking lot for games of 3 on 3 or possibly 4 on 4 basketball with our shiny new hoop regardless of the temperature. If you're going to whine about the temperature, please don't sign up for this class. We will play unless it's snowing or raining heavily or the parking lot is icy. Warm apparel and a change of clothes on Fridays are strongly suggested.

FROSTY WALKING/CORNHOLE

Siobhan Cute, Kathy Dias

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. How hard can that be? You need to dress appropriately for cold weather. If you aren't prepared and participating or if you are whining, you won't earn credit. Days too snowy to go out will require participation in Cornhole.

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.

SEXUAL HEALTH AND WELLNESS

Sophia Washburn

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

and consent. These lessons will be interactive and will include group work, games, discussions, brainstorming and active participation.

DANCE

Emma Becker

What better and more enjoyable way is there to exercise than to dance? Come listen to music, learn some new moves, and share some of your own moves! **This trimester we will cover various styles of musical theatre dance and other dance styles that you want to explore!** Get your dancing shoes ready, and come get your groove on.

TABLE TENNIS (Ping-Pong)

Megan Rappolo

Table Tennis is a game that requires skill, agility and concentration. It is not easily mastered, but if you succeed, you will gain the favor of the gods and, possibly, the nomination of a major political party. Who will step up now that Jason has left us? Who will ascend Olympus and breathe the rarefied air? We seek eight intrepid individuals willing to take up paddles and do battle. Games will be limited to 11 points to minimize down time. No more than 8 students will be able to sign up for this class with seniority and Steve's whims determining who gets to take it. Phone/device use while not waiting is strictly prohibited.

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.

Committees for Trimester Two

Amnesty International	Maryann
Art Display	Kristen
College Planning (juniors only this trimester)	Cary
Essential (all but only new students)	Erin
G.S.A.	Brittany
Meditation	Phil
Organization	Megan
Portfolio/GBR Prep	Jane
PSAT/SAT Prep	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.

Amnesty International Committee For students who care about international human rights and who are willing to write letters to advocate for them and free political prisoners.

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 and Sexuality (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.