

playwriting

Physics

Spanish

Documentary

Current

French Improv

Affairs

Pottery

Literature

Video

Trials

School

Geometry

Dance Biology

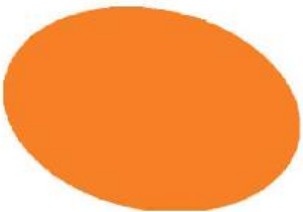
Fibers

Soccer

Photography

Psychology

One



School One

Trimester 3

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

C PERIOD

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

PHYS. ED. AND HEALTH (in person unless noted as remote)

Basketball
Soccer
Walking

Dance
Tai Chi

Health
Volleyball

D PERIOD

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

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

ENGLISH

BRITISH LITERATURE 3: Isn't It Romantic?

Cary Honig

Fasten your seatbelts; it's going to be an emotional trimester. Do you have any idea when average folks began to prioritize their own desires? Most of us assume that desires were always foremost in peoples' minds, but in many ways, the assertion of the individual really began at the end of the eighteenth century. We see this in our Bill of Rights, but it's also obvious in the new forms of literature that appear at this time under the umbrella of Romanticism, and we had a taste of this last trimester in the character Elizabeth Bennet. Far from merely signifying flirting and sending flowers and other Valentine's Day dross, Romanticism encompasses a political, philosophical, artistic and emotional revolution. It honors the nature over the city, emotions over reason and the individual over society, rejecting the rational Enlightenment philosophies of the eighteenth century while building upon them. It idolizes Shakespeare, who was far ahead of his time in his focus on the individual human personality, and finds expression most eloquently in poems and the novel. It also leads directly to the development of psychotherapy later in the century. While much of this sounds good, it also has some profoundly reactionary tendencies in its attack on Enlightenment thinking.

We will begin by skimming through the Enlightenment literature of (mainly) the eighteenth century to see what the Romantics were battling. We will read some satire from Jonathan Swift, some philosophy from Thomas Hobbes and some poetry by John Dryden, John Wilmot (if we're not squeamish) and Alexander Pope as well as by some pre-Romantic writers, most of whom ended up in insane asylums. By popular demand, we're going to read As You Like It, Billy Shakespeare's most Romantic play, although we'll read some of it at home. Then we'll focus on the great Romantic poets: Burns, Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. While we're at it, we'll be reading Charlotte Bronte's explosive best-seller of 1848 Jane Eyre and Mary Wollstonecraft Shelley's gothic classic Frankenstein, which is a lot more philosophical than you might expect. We will listen to Mozart and Beethoven, between whom the Neo-Classical/Romantic divide is easily apparent, and look at some 18th and 19th century visual art. We will continue to try to think along with Hamlet about what makes life worth living because Hamlet adopted as a proto-Romantic even if he wasn't originally one and as a model for the entire movement. Expect to write a well considered essay based on your reading almost every week. Every English student will teach at least one great Romantic poem to the class. Nil sine magno vita labore dedit mortalibus. Punctuality of students and assignments, note-taking and willingness to voice opinions and ask questions will be vital to learning and earning credit.

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 a lot of 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 is 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: Micronarratives

Victoria Rose

Everything you love is written: not just books but TV shows, comedy specials, movies and podcasts. They all start with language and planning: the ingredients of writing.

This class is about exploring and playing with words. It's about figuring out the story you want to tell; it's about ideas and learning how to find them and then how to turn that all into something bigger.

'Micronarratives' is a discussion-based creative writing class that celebrates the fun of story. Students will be introduced to new forms and genres. Examples and reading samples will be provided and discussed, though the main 'work' will be in creating original pieces. These pieces will be shared with the class for 'feedback sessions.' Students will revise a portion of the work they create over the trimester for their 'final writing portfolio.' Students need not have extensive history with writing to take or excel in this course. All that is needed is enthusiasm.

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.

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.

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.

LITERATURE OF SCIENCE III: The Brain

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 the human brain: How did it evolve? How does it develop, and what sorts of things affect this development? What do drugs do to the brain? What is depression? What are dreams and the unconscious? We will explore these questions through a variety of readings and essays in class and at home. In each unit, students will learn vocabulary, read an article, answer questions, join a class discussion and write and revise an essay. We will also be watching a recent PBS video series called The Brain and some great short webcasts by a neuroscience grad student. We will review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills, scientific omniscience and credit. You will also learn how to respect your brain and your future children's brains so that they reach a point near their potential. Punctuality of students and assignments will be necessary to earn credit. 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. It is best to take these sequences in chronological order.

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DESIGNING AMERICA III: THE 20TH CENTURY

Erin Victoria Egan

As we continue this yearlong US History course, we will focus on the 20th Century. We will look at the major events that have shaped the past century. We will begin by taking a hard look at the continuing industrial revolution in America. After the Civil War, industrialization in the United States touched all facets of American life. We will see how immigration and the development of the urban landscape shifted focus away from the farm. We will also look at how this shift influences the rise of political and labor movements. Other topics for examination this trimester will include the Progressive Era, the Depression, two World Wars, the Civil Rights Movement and the Cold War. With luck and diligence, we will look at the US involvement in Vietnam. Emphasis will be placed on examining the struggle of the individual coping with the rapid political, economic and cultural changes of the 20th Century. We will watch excerpts from The Century, The American Experience and The Cold 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.

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 historiographical 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

BRITISH LITERATURE 3: Isn't It Romantic?

Cary Honig

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

AMERICAN LITERATURE: Native Voices

Maryann Ullmann

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

HISTORY VS. HOLLYWOOD: New York, New York

Erin Victoria Egan

This is the third in a series of classes that explore the influence of movies about specific cultural and historical periods in history. This trimester the class will study specific films that reflect not only a specific event in history but that also were produced at or shortly after that period of time. We will also look at films that reflect the historical period as a way to discuss a more modern period of time in order to reflect on what is happening now. Examples will include M*A*S*H, The Post and All the President's Men. We will look at a selection of films in class while studying the history referenced in the film. We will seek to understand how the historic event is being used to comment on current or other events. We will try to discern why the filmmakers chose this subject and how it reflects the filmmakers' messages about history. In addition to readings and essays, students will also complete a presentation of a film to the class. 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 and 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: The 20th Century

Erin Victoria Egan

In the third trimester of this yearlong course, we will look at the lives of African Americans during the 20th and 21st century. We will begin with the second Industrial Revolution and the Progressive Era. As the country moves into the new century, we will continue to look at the role African Americans will have as the Progressive era gets underway. We will look at their role in the Women's Rights Movement and the first Civil Rights Movement. As we progress through WWI and into the '20s, we will look at the Harlem Renaissance. We will continue to look at the role of African Americans during WWII. The remainder of the trimester will look at the second Civil Rights Movement and the changes it worked hard to achieve. We will end with an exploration of the modern era and the new movements and challenges that are being faced today. We will take time to explore the arts, music and movies produced by African American artists and their contributions to the broader world of the arts and entertainment fields. Students will be asked to contribute ideas to the focus of the class at certain periods of time in the history being studied. 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 a reaction journal in class.

ZEN: The History and Practice of Eastern Philosophy III

Phil Goldman

The term Zen has become so common, it's practically a cliché. However, what is Zen? A better question might be "Where is Zen?" or "When is Zen?" The answer to those would be "Here!" and "Now!" The point of Zen practice is to be fully aware, right here and right now. When we get lost in thoughts of the past or the future, we miss so much of the life we are actually living. When we mindfully dwell in the present moment, we may become so totally involved with life that our sense of separateness from all around us dissolves. That's Zen.

In this class we will study the history, development and practice of Zen with an emphasis on Zen Arts such as Chadō, Kyūdō, Iaidō, Ikebana and more. (Look them up.) Most importantly, we will learn how to meditate (sitting and walking), and we will practice EVERY CLASS OF THE TRIMESTER. Zen is about personal experience: there is no substitute, so meditation practice will be mandatory as will creating and maintaining a journal notebook. Please consider this all carefully before you enroll in this class.

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

THE COLD WAR

Erin Victoria Egan

This course is a continuation of the World War class of trimester one. It is an exploration of the Cold War, a period of history that begins with the dropping of an Atomic Bomb and ends with the falling of a wall. The class will focus on the contentious relationship between the "super powers," the United States and the Soviet Union. We will begin by focusing on the end of the Pacific theatre of operations in World War II. We will then discuss the origins of the Cold War, how and why it escalated and what role the United States had in the series of events that makes up this conflict. We will discuss the role of the media in this time period as well as the points of view of men and women trying to make sense of a series of seemingly senseless wars and events that brought mankind to the brink of complete destruction. Students should be prepared to take notes and maintain a notebook for class. There will be reading and writing assignments as well as group projects to be completed. Credit is earned by the successful and timely completion of assignments and by participation in group projects and discussions.

PSYCHOLOGY

Siobhan Ritchie-Cute

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

MATH/SCIENCE

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

ADVANCED CALCULUS

Melissa Mejia

This trimester we will learn how to find antiderivatives and indefinite integrals starting with basic notation and rules. Students will learn how to integrate using techniques like substitution and integration by parts. Then we will continue with integrating exponential functions and inverse trigonometric functions. Students will explore differential equations, including slope fields, approximating solutions using Euler's method and logistic models with differential equations. Students will take Calculus AP BC practice exams and identify areas that still need mastered.

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.**

Prerequisites: Advanced Calculus is offered to students who have successfully completed Calculus or have demonstrated the ability to acquire the skills presented.

CALCULUS

Melissa Mejia

This trimester we will learn the applications of differentiation. Students will learn how to find the absolute and local extrema. We will explore how derivatives affect the shape of a graph. Students will discover how to graph a function using information obtained in the first and second derivatives. Students will explore the analytical applications of differentiation including the mean value theorem and Rolle's theorem. We will also investigate indeterminate forms of limits and learn to apply L'Hospital's Rule. We will finish the trimester exploring optimization problems.

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

Prerequisites: Calculus is offered to students who have successfully completed Pre-Calculus or have demonstrated the ability to acquire the skills presented

PRE-CALCULUS

Melissa Mejia

This trimester we will learn about exponential and logarithmic functions. Students will learn to form a composite function then determine its domain. We will discover whether a function is one-to-one graphically and algebraically. Students will determine the inverse of a function defined by

a map or a set of ordered pairs. Additionally, we will relate logarithms to exponents. Students will be able to find the exact value of a logarithmic expressions. We will explore exponential growth and decay models, Newton's law and logistic growth and decay models.

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

The beginning of the trimester will tentatively include various topics from rational expressions, complex fractions and quadratic relations. Students will then move on to Trigonometry. Trigonometry (from Greek trigōnon, "triangle" and metron, "measure") is a branch of mathematics that studies relationships between side lengths and angles of triangles. Students will dive right into trigonometric ratios and functions. We will investigate right triangle trigonometry and compare it to general angles and radian measures. Unlike functions you've seen before, we will learn trigonometric functions of ANY angle along with inverse trigonometric functions. Students will become familiar with the law of sines and cosines, graphing sine, cosine, and tangent functions and translations and reflections of trigonometric graphs.

Credit will be earned through the satisfactory completion of all in-class and homework assignments, quizzes and examinations as well as good attendance. Students must own a scientific calculator and bring it to class each day. This upper-level math course is offered to students who have successfully completed the standard math sequence including Advanced Algebra.

Requirements for Credit:

Completion of **all** homework assignments.

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

Attendance must be at 75% or above

ADVANCED ALGEBRA

Pam Stokinger

Are word problems a major source of woe? Do algebraic symbols hover ominously in your dreams? Conquer your fears, and continue farther into the world of algebra!

This trimester in Advanced Algebra, word problems involving linear equations will be solved. Then, exponents and their rules will be reviewed. Next, logarithms will be introduced, and the laws governing their use will be developed. Logarithms will be used in problem solving, especially problems involving exponential growth and decay. Factoring will be studied: trinomials will be factored and solved. The quadratic formula, necessary to solve general quadratic equations, will be derived and applied. Finally, inequalities will be solved.

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

Prerequisite: Students should have successfully completed the fall trimester of Advanced Algebra or have consent of department chair. Students must own a scientific calculator and bring it to each class.

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 three, we will become familiar with the vocabulary of geometry, formulating our own definitions and discovering generalizations through investigation. Many of the geometric investigations will be carried out in small cooperative groups in which students jointly plan and find solutions with other students. Students will derive formulas for regular quadrilaterals and triangles, convert linear and square measurements and learn the vocabulary of polygons, points, lines and planes. We will discern patterns and use inferential thinking. Students will become familiar with the incenter, circumcenter, orthocenter and centroid of a triangle.

Requirements for Credit:

Completion of **all** homework assignments.

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

Attendance must be at 75% or above.

INTERMEDIATE ALGEBRA: Lines

Pam Stokinger

Students will solve one-step equations with multiplication and division. Students will then progress to solving multi-step equations. Students will solve equations with variables on both sides. Word problems will be introduced. The students will solve word problems by writing equations and solving. The students will also solve word problems using the following formulas: area, temperature conversion, interest and distance. In addition, students will use rates, ratios and percents to solve problems. The class will discuss inductive and deductive reasoning. Coordinates and scatterplots will be examined. The students will graph equations by plotting points. Students will graph lines by finding the x and y intercept. Students will also graph lines by using the slope intercept form of a line ($y = mx + b$). Students will investigate the slope of a line. The requirements for credit will be the successful completion of homework assignments, tests and quizzes and strong attendance.

BASIC ALGEBRA

Natalie Delmar

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

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

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

Requirements for Credit:

Completion of **all** homework assignments.

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

No more than five late assignments

Attendance must be at 75% or above.

SURVIVAL MATH

Natalie Delmar

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

Requirements for Credit:

Best effort on the competency exam every other week.

Completion of **all** homework assignments.

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

Attendance must be at 75% or above.

ESSENTIAL MATH

Pam Stokinger

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

Topics will include working with fractions, decimals, percents and integers and converting between them, understanding proportional reasoning as you might find in recipes or map reading and making and interpreting charts and graphs dealing with everyday news and statistics. We’ll spend time deciphering the ‘language’ of word problems, which is the key to setting up an equation correctly. There will be projects in an area that interests you each trimester.

This class will be small, with an opportunity to move up to Intermediate Algebra within a few weeks if you demonstrate stronger skills and an excellent work ethic.

Credit will be based on attendance and effort both on homework and in-class assignments. We expect to form a mutually kind and supportive community where every question is worthwhile and each learner builds her/his confidence and math skills.

CONCEPTS OF CHEMISTRY

Megan Roppolo

Chemistry is the study of matter, and it is often described as the “central science” because it touches all other sciences. Knowledge of the fundamental principles of chemistry will help students make sense of the world around them and will tie into a large number of scientific topics. In the third trimester, we will study the periodic table and chemical bonding.

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

PHYSICS

Megan Roppolo

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

In the third trimester, we will continue our exploration of forces and begin units on energy. In the laboratory, students will familiarize themselves with the precise measurement of time and other quantities. Lab reports will adhere to standards of clarity, accuracy and precision.

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

BIOLOGY 3: Human Anatomy and Physiology

Maria-Grace Torti

Trimester 3 will be focused on Human Anatomy and Physiology. The class will focus on how specialized cells, tissues and organs create each organ system. The trimester will start with a look into Genetics and explore how organisms passed genotypes and phenotypes are from parents to offspring. Three major organ systems of study will be the muscular-skeletal system, digestive system and reproductive system. Students will learn the structure and functions within these systems with a combination of lecture and hands on labs. This course will evaluate comprehension of material through tests, quizzes, homeworks, projects and labs. Students must attend 75% of all classes to earn credit.

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.

Trimester 3 will focus on programming topics such as the use of algorithms, parameters and libraries. Students will use these skills and those learned in previous trimesters to complete an open-ended app design challenge.

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

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 3: The Brain

Cary Honig

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

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

ESPAÑOL AVANZADO 4-5

Siobhan Ritchie Cute

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

meaning involving ser/estar, por/para, preterite/imperfect, and indicative/subjunctive. Project work for the first trimester will involve an exploration of the Latin American holiday el 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

"Fast fashion isn't free. Someone, somewhere is paying," Lucy Siegle.

This trimester we will be examining the concepts of adornment, repair and elements of the "slow-fashion movement" as each intersect with issues of social justice. We will be learning three helpful stitches used in repair and embellishment: the running, the whipstitch and the blanket stitch. With these 'visible stitches,' we can repair holes, create appliqué or use the thread to make embellished drawings. We will look at zero-waste strategies through the making yarn from t-shirt material and using this to learn to arm knit. We will make our own crochet hooks out of sticks we find and learn the single row crochet stitch. At the end of the trimester, we will paint on our jeans in preparation for a slow-fashion fashion show. Throughout the trimester, we will read first-hand

accounts from such texts as [This Long Thread: Women of Color on Craft, Community, and Connection](#) by Jen Hewett.

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 class focuses on creating our school yearbook in trimester three. We will design a digital site and a print publication. Students work as a group and individually to offer ideas on how to document this year. Everyone contributes creative input based on what they can offer and what they want to take on. Classwork is student-driven and requires teamwork in this fast-paced 50-minute class. We will design unique ways to present photos, artwork and video, but we also welcome anyone interested in writing yearbook captions, collecting quotes or offering literary contributions. Students can contribute by taking photos at school events or day-to-day pics in school. Photo editing, graphic design skills and video editing experience are helpful. Students help promote yearbook activities with the school community or find ways to create student and staff contributions. Credit is based on effort and participation. Attendance is crucial for input during group interactions. View our digital yearbooks from the last six years and think about what you can contribute to this year's edition. <https://sites.google.com/school-one.org/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.)

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

HEALTH & PHYSICAL EDUCATION

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

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 behind the school playing half court on our own hoop, and the size of the class is limited so everyone can play.

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! **We will cover various dance styles including ballet, jazz, contemporary, musical theatre, hip hop and whatever you are interested in learning! This course is meant as an introduction to various dance styles so get your dancing shoes ready, and come get your groove on.**

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.

SOCCER

Messy

Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. You can avoid running around the pitch by making yourself a target, but a good keeper moves around too. If you are looking for a less than active P.E. experience, this isn't your class. On the bright side, you can take out your aggressions on the ball 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 - 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.

VOLLEYBALL

Kathy Dias

It's the return of an old School One favorite. Many students used to enjoy volleyball, but it was a pain putting up and taking down the net each week. Now we have a solution! We're going to set up a net behind our Slater building, which should accommodate at least 4 on 4 and maybe 5 on 5 games. (We'll check with our volleyball expert, Max S.) You are welcome to sign up whether you're a pro like Max or new to the game: you just have to be willing to be off your phone for the class and participate fully.

WALKING

Natalie Delmar, Pam Stokinger

Please join us on Friday afternoons for a class in the fine art of walking. Students should be prepared with appropriate footwear, warm clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. We will also be walking faster than

you want to, so don't sign up if you can't move faster than a crawl. This is a simple way to earn credit in gym because all that is required of you is to show up and participate in a simple hour and twenty minute walk at a reasonable pace (as judged by Pam rather than you). How hard can that be? If you aren't prepared and participating or if you are whining, you won't earn credit.

Committees For Trimester Three

Art Display	Kristen
College Planning (juniors only this trimester)	Cary
Essential (only new students)	Erin
GBR Prep	Jane and Siobhan
G.S.A.	Brittany and Michaela
Geography	Maryann
Mindfulness	Phil
Organization	Megan and Natalie
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.

Art Display beautifies our building with student work and may help prep the art show.

College Planning is for juniors now. Students are welcome to get college help from Cary and their advisors outside of this committee, but this is group work oriented and will focus on filling out the Common Application, perhaps with some senior essay time, this trimester.

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.

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

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 and Natalie will help you organize your binders and your homework schedule.

GBR Prep will help students begin preparing for their GBR exhibitions.

PSAT/SAT Prep is for students who have the SAT coming up soon in the spring or the PSAT or SAT in the fall and want to prepare.

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.