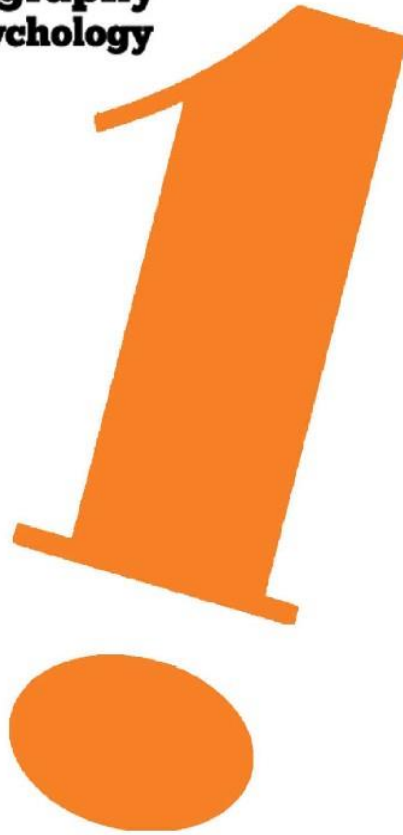


Playwriting
Physics
Spanish
Documentary **Current Affairs**
French Improv
Pottery Literature
Video **Trials**
School
Geometry
Dance Biology
Fibers
Soccer
Photography
Psychology
One



Trimester 1
2022-2023

School One

Trimester 1

2022-2023

A Period

Advanced Algebra
Algebra 3
American Affairs
Ceramics (Intergen)
Calculus and Pre-Calc
Chemistry
Herstory
Spanish 1
Spanish 2
Theater
The Play's The Thing

B Period

Art Portfolio
Biology
Ceramics
Computer Science
Creative Writing
Essential Math
Modern U.S. History
Music Performance
Public Speaking
Spanish 4/5

C Period

Art History
Art Skills
Forensics
History of Story
Intergen Theater
Physics
Resource
Trials
Video Performance

Phys. Ed. And Health

Basketball
Tai Chi
Dance
Volleyball

D Period

Basic Algebra
Civics
Drawing
Intergen. Art in Nature
Intermediate Algebra
Psychology
Short Stories
Western Civ.

E Period

American Lit.
Biology
Ceramics
Fibers
Geometry
Illustration
People, Places, Things
Resource
Spanish 3

F Period

Basic Algebra
British Literature
Chemistry
Intermediate Algebra
Literary Genres
Resource
Songs For Starters
Spanish 1
Visual Media/Yearbook

Health
Walking
Soccer
Workout

ENGLISH

BRITISH LITERATURE IV: Knowledge Like A Sinking Star

Cary Honig

Our world has changed enormously during the last two hundred years. We're almost used to this crazy pace of change, but what was it like for people who weren't? This year we will assess the terror and weirdness with which these changes were met. Was a society that became obsessed with seances, mesmerism, phrenology and various sorts of "sub-human" behavior merely crazy, or was it reacting reasonably to the pressures of the time? This trimester, we will address this question by reading (mostly) Victorian horror literature. A period's horror fiction reliably indicates what's really bothering it after a little close analysis. We will begin by reading MacBeth in class while reading Dickens's A Tale Of Two Cities at home. We will use these texts to address horror techniques and to discover horror's reasonably consistent political context. We will then look at more typical Victorian horror fare including Sheridan LeFanu's sexy vampire story Carmilla, Horace Walpole's hilariously bad The Castle of Otranto (pre-Victorian, but it started the gothic craze), Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde and Oscar Wilde's The Picture Of Dorian Gray. We will read dark poetry by the likes of Tennyson, the Brownings and the Brontes. The kindly Charles Darwin will make a crucial appearance as the source of much of the terror. Be prepared to write regular essays that are full of evidence. Each student will teach a soliloquy and a poem to the class and will be expected to participate in discussions and close reading in class. Punctuality of students and assignments and willingness to voice opinions and ask questions will be vital to learning and earning credit. You can begin British Literature any trimester. This class is not for the faint of heart!

This class can be taken for English or history credit.

CREATIVE WRITING: What Scares You?

Victoria Rose

Just in time for the spooky season, Trimester 1 of Creative Writing, 'What Scares You,' takes a new approach to unpacking 'scary stories.' What do they say about us, our fears and the world we're in? This class will be focused on generating your own original writing but will also take a dive into some of Hollywood's best psychological thrillers and unpacking the history of American media's relationship to fear. We'll look at work like Black Mirror, The Handmaid's Tale and Parasite and discuss how they reflect society's anxieties.

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

AMERICAN LITERATURE: Banned Books

Maryann Ullmann

In this yearlong course, we will explore a range of literature that has been banned or challenged in various contexts due to the desire of some to protect others, often youth, from ideas deemed dangerous, uncomfortable, explicit or offensive. This class posits that you, as students, rather than needing to be shielded, are capable of grappling with challenging material and developing your own critical thinking skills that will deepen your understanding of yourself, others and society.

According to the American Library Association, “Books unite us. Censorship divides us. Sharing stories important to us means sharing a part of ourselves. Books reach across boundaries and build connections among readers. Censorship, on the other hand, creates barriers.” We will explore both historical and contemporary works and seek to understand them in their time and place, as well as their universal relevance.

A fair warning: readings included in this class would not likely be considered PG and may include some explicit or troublesome material. They are, however, chosen for their substance, not their shock value. Groundbreaking literature does not flinch at hard truths nor leave the status quo unquestioned. 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 intellectual analysis. Students will also have the opportunity to select some readings of interest to them.

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.

This class can be taken for English or history credit.

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

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

You’ll learn about government systems and how to navigate them. You’ll explore ideas from civic-minded thinkers throughout the ages as well as contemporary commentators. You’ll meet with activists and experts from the local community and discuss and debate ideas with your peers, always working to understand multiple perspectives and parse out the meaning of facts in a post-truth world. You’ll learn about and practice different decision-making, conflict resolution, communication and problem-solving skills. Also, through a program called Generation Citizen, the class will choose and implement a collaborative real-world action civics project to be presented at Civics Day at the State House in May. This class can be taken for English or history credit, and students may take the class for a second year with a focus on new topics and leadership development.

THE PLAY’S THE THING: Too Much Drama

Emma Becker

How are plays used to tell a story? What do they tell us about the human experience or a moment in time? In this class students will learn how to analyze plays of various styles and understand what formal elements (or tools) are needed to create a play. In the first trimester, our focus will be on plays about teen and young adult life. We will explore how playwrights from various time periods

comment on the teen experience and all of the drama it contains through the themes they cover, the structures they use, how they engage the audience/reader and other dramatic elements.

To earn credit, students must participate in all class activities and discussions. This will include in-class journal prompts, group discussions, reading aloud, and elements of performance. Additionally, there will be five essays assigned throughout the trimester that students will be expected to complete with all necessary revisions. Students will also be expected to complete any assigned homework throughout the trimester. Students must complete all reading assignments, which will include three full length plays as well as other supplementary readings. Two of these plays will be partially read in class and partially for homework. The third will be self-selected by the student at the start of the trimester to be completed with a final project by the end of the trimester. Finally, students will be expected to complete the grammar sheets assigned once a week (we will often cover this during the class period).

TRIALS I: The Bill of Rights

Cary Honig

This is the first trimester of a two-year course designed for those of you who are interested in law and U.S. history as well as improving your English and history skills for the competency exam. This trimester, our focus will be on understanding the Bill of Rights, which should be your favorite part of the Constitution. Which rights does it provide? Are they limited at all? Against whom do you have these rights? (Do you have a legal right to use them against your parents, your friends or School One? You may not like the answer.) Will they survive the current Supreme Court? (Hint: the Second Amendment definitely will, but the Establishment Clause of the First Amendment appears to be on hiatus for a few decades.) Our primary focus will be on the religion and speech clauses of the First Amendment, and in this connection, we will be looking at the Puritan period in U.S. history to understand why these clauses were so important. We will read Nathaniel Hawthorne's novel The Scarlet Letter and Arthur Miller's play The Crucible, which is about the Salem Witch Trials and, by implication, about McCarthyism in the 1950s. Students will read the book at home, answer questions in writing, read the play in class, join class discussions and write and revise essays until they are successful. We will also review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments will be necessary to earn credit. We will be working up to mock trials during the second and third trimesters.

This class can be taken for English or history credit.

THE HISTORY OF STORY

Phil Goldman

Where do stories come from? How did they develop? Did they begin with stories of the hunt or maybe it was just all gossip? How are stories used to bind different cultures and religions? How do stories teach us who we are? Stories have been, and continue to be, a huge part of our lives no matter what changes come our way: from griots around the campfire to stories written on parchment and papyrus through movies, radio, television, computer screens and phones. The technology changes, but stories remain stories: an essential part of the human experience.

This trimester, we will study the origin of language itself as well as storytelling: from oral transmission to the written word. We will explore and compare hero myths from long ago and far away: how they developed and what they mean to us, both individually and to all of humanity.

that's not all: we will develop and share our own hero stories, both created and true (and perhaps a combination thereof).

To earn credit, students must participate in ALL class activities and discussions. Please be aware that this will include some performance. Additionally, students must complete ALL work including reading analyses, essays with revisions, and grammar sheets (if you are taking this class for English credit).

This class can be taken for English or history credit.

PUBLIC SPEAKING

Phil Goldman

According to a survey by Chapman University, which examined American fears and anxieties across a variety of topics - personal safety, the government, disasters and more - the number one fear is public speaking: greater than heights, greater than bugs and snakes, greater than flying and even greater than the fear of clowns! If you fear public speaking, you are clearly not alone. However, here's the problem: no matter what occupation you go into, at some point you will probably have to speak in front of somebody. (Heck, you are going to have to do it at your GBR, after all). Why not get used to it now and learn to do it well? All it takes is some gentle guidance and practice (and practice and practice). We will take it gradually, starting with Show and Tell and build our way to informational speeches, persuasive speeches, debates, storytelling and more. We will also work with tried and true (and fun) techniques to overcome anxieties and to build confidence.

To earn credit, students will need to be actively engaged in ALL activities. This includes warm-ups, voice exercises, relaxation techniques, peer feedback and discussions. Additionally, as this is an English class, this means formal writing and revising of all speeches. Students will be assessed on the writing as well as the performance of their speeches. Of course, this also means there will be grammar sheets. Therefore, stand up, clear your throats and get ready to take control of the room and your fears!

LITERARY GENRES: CRIME

Phil Goldman

In this yearlong course, we will take a deep dive into various genres of both fiction and nonfiction. In the first trimester, we delve into CRIME: reading, talking and writing rather criminally. Essential questions for the trimester include: Why are we drawn to crime stories (real and imagined)? How do authors use genre conventions and narrative techniques to draw us into their dangerous, appalling (and sometimes appealing) worlds? How do crime stories reflect the societies that create them? Is there such a thing as "the perfect crime?"

To earn credit, students will need to be actively engaged in all class discussions and activities (including grammar sheets) and complete reading analysis worksheets and all essays with revisions. Don't do the crime if you can't do the time!

A great short story teaches us about the world and about ourselves. What makes a great story? Is it the plot? Is it the characters? Is it the style? 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 short stories, we will break them down and we will learn what makes them great. We will also write great short stories: stories about things we know and stories about things we don't know (yet).

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 all 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.

AMERICAN AFFAIRS I: Created Equal?

Lon Plynton

Students taking this class will become active historians. A historian is not one who memorizes irrelevant facts but rather one who researches, questions, debates and analyzes. The class will address crucial turning points in American history using both firsthand accounts by people who were there and later analyses by historians who studied them. After reading about these events, we will write and debate about them, always considering the forum - executive, legislative or judicial - that made these decisions. A constant focus will be on understanding how our government makes decisions.

This trimester, we'll consider whose land ours was (and should be), the nature of the equality promised in the Declaration of Independence and the Revolutionary War, and the compromises and rights that make up the Constitution, which is the framework of our government. This trimester will take the story of our nation up to about 1798. This class will not only help you become an active historian, but it is a great class for those of you concerned about the essay, punctuation, reading comprehension and the U.S. History sections of the competency exam because we'll be working on those skills. Students will read an article, answer questions, join a class discussion, take careful notes and write and revise an essay. We will watch excerpts from the video series 500 Nations (about Native American history), Africans in America and Liberty and read selections from assorted texts. We'll identify historic patterns and examine the seeds of our modern society from its pre-colonial and colonial foundations.

MODERN U.S. HISTORY: Kennedy and the Promise of Camelot

Erin Victoria Egan

Students with excellent knowledge of standard U.S. history may apply to Cary ahead of time to take this normally elective history class for U.S. history credit. It is anticipated that it will be an elective history class for most students, but students coming in who can demonstrate their U.S. government and history knowledge can take this more recent history class for U.S. history credit.. It is also possible to take a trimester of this class to make up trimester three of either Designing America or American Affairs. See the full description below under Elective History Credit.

Elective History Credit

BRITISH LITERATURE IV: The Worst of Times

Cary Honig

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

AMERICAN LITERATURE: Banned Books

Maryann Ullmann

See description in the English section.

MODERN U.S. HISTORY: Kennedy and the Promise of Camelot

Erin Victoria Egan

This is a yearlong course that will cover all the things that we never get to cover in the regular US History course. We will start with the Presidencies of Kennedy, Johnson and Nixon. We will look at the domestic and foreign policies of each of these Presidents. Subjects will include the Civil Rights Movement, The Cuban Missile Crisis, Vietnam, and Watergate. Other subjects will be chosen based on class recommendations. We will continue to read Zinn's [A People's History of the United States](#) and will begin with his epilogue and discuss his ideas of where the United States was heading at the end of his book. We will also open with an exploration of where we think we are and start the search for how we got here. Class participation in discussions is a must as well as bringing your willingness to talk about tough subjects. We will discuss guidelines for these tough discussions at the start of the class. In addition to reading Zinn, you will be working with primary source materials such as Presidential speeches, articles about specific events and people and timelines. We will also use [The Presidents Series](#) from the [American Experience](#) on each of the presidents studied.

This class is primarily for elective history credit but can be taken to make up a missing third trimester of US History. Very strong history students may be able to take this for U.S. history credit if they can prove they know the material from the standard class already *before signing up*.

PEOPLE, PLACES AND THINGS

Erin Victoria Egan

This is a new year long history elective course that will hope to accomplish two things: a different way of looking at history, through people places and objects and what they can tell us about historic events, and a new history of School One written by the class in time for the 50th anniversary of its founding. First trimester will focus on people: biographies, eyewitness accounts and for the history of School One, some of the celebrated people who have worked and attended School One and have helped to make it what it is today. We will be learning how to write about the history of specific events through the analysis of eye witness accounts, primary documents and chronicles. Each student will work and study one person of their choice on their own and share their findings with the class. Every student will also practice this by working on the same people in class. Finally, we will be deciding who to include in the history of the school and work on gathering that information as well.

This will be a collaborative class without working in groups: you must be willing to explore, discuss and share with your classmates from the comfort of your chair. Students must also be prepared to help Her Majesty craft the written history of the school by sharing their thoughtful and creative ideas. This is for students who are seriously interested in learning about history in a different way than they may have before. Please come excited to learn and explore.

HERSTORY I: Women of the Americas

Erin Victoria Egan

This trimester course is the first of a three trimester series on the history of women in the United States. We will begin by quickly exploring the place women have held in European history. While women have been present throughout history, their specific role in history often has been overlooked. This course will try to present a more balanced view by exploring the many roles women have played including the specific roles of women in everyday life. The course will also look at the roles of Native women and African women both in their own worlds and in the world of colonial America. In an overview of European traditions that will form the basis of our study, we will look at the role of women as the lady of the manor, women in the church, town women and cool female rulers of the 15th, 16th and 17th centuries. We will spend time looking closely at the building of colonial America and how important women were to the ultimate success of the colonies and the American Revolution. We will also spend time exploring the jobs and responsibilities of women directly, so be prepared to be an active learner. Students should be prepared to maintain a notebook, complete both reading and writing assignments, including research projects, and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

TRIALS I: The Bill of Rights

Cary Honig

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 HISTORY OF STORY

Phil Goldman

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

THE CRADLE OF WESTERN CIVILIZATION

Erin Victoria Egan

This course is the first in a yearlong exploration of Western Civilization. We will begin by exploring the development of the ancient societies of Egypt, Palestine, Greece and Rome. Our time span will encompass the achievements of ancient Egypt, the development of democracy in Greece and the foundation of Roman law and Christianity as links to further study. Emphasis will be placed on the contributions these societies made to the overall development of western culture, politics, religion and philosophy. We will pay particular attention to daily life and how the people fared during times of famine, drought and flood, war and revenge from the Gods. We will examine the influences of geography and trade in the Mediterranean on spreading ideas and culture throughout the ancient world. We will also spend time at the end of the trimester looking at the life of Jesus and the growth and spread of Christianity as a means of moving into the Middle Ages. A variety of source materials including maps, battle plans, first person accounts and video presentations on urban planning, art and architecture will be used this trimester. This course requires that each student maintain a notebook, complete written and reading assignments, create art and be actively engaged in debates and discussions if credit is to be achieved. This is a great introduction to high school history.

MATH/SCIENCE

CALCULUS

Melissa Mejia

We will start the trimester reviewing functions. Students will review even and odd functions, trigonometric functions, and the unit circle. Then the limit of a function will be introduced. Students will explore the limit laws and find the limits of various functions. We will discover how to find the limit at infinity and when the function has asymptotes. The concept of rate of change of a function will be introduced, leading to the definition of the derivative of a function. Rules

differentiation will be proven: the power rule and the addition rule will be derived. Derivatives of products and quotients will be found. Students will apply these rules to various functions.

For this course, you will need to come to class with a notebook and a scientific calculator. Credit can be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. Calculus is offered to students who have successfully completed Pre-Calculus.

PRE-CALCULUS

Melissa Mejia

We will begin the fall trimester learning about graphs. Students will use the distance and midpoint formulas. We will test equations for symmetry with respect to the x-axis, y-axis, and origin. We will review lines. We will explore circles and find the standard form of the equation of a circle, graph circles, and work with the general form of the equation of a circle. We will also explore functions. Students will determine whether a relation represents a function, find the value of a function, and find the domain of a function determined by an equation. Additionally, we will form the sum, difference, product, and quotient of two functions. Students will be able to identify the graph of a function. Students will determine even and odd functions from both a graph and an equation and identify when a function is increasing, decreasing or constant. They will locate the local maxima and local minima and use a graph to locate the absolute maximum and the absolute minimum.

For this course, you will need to come to class with a notebook and a scientific calculator. Credit can be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance.

Pre-Calculus is an upper-level math course offered to students who have successfully completed the standard math sequence including Advanced Algebra.

ALGEBRA III/TRIG

Natalie Delmar

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

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

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

ADVANCED ALGEBRA

Pam Stokinger

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

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

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

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

GEOMETRY

Natalie Delmar

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

During trimester one, we will become familiar with the vocabulary of geometry, formulating our own definitions and discovering generalizations through investigation. Many of the geometric investigations will be carried out in small cooperative groups in which students jointly plan and find solutions with other students. Students will derive formulas for regular quadrilaterals and triangles, convert linear and square measurements and learn the vocabulary of polygons, points, lines and planes. We will discern patterns and use inferential thinking. Students will become proficient with a compass and straight edge and will be able to create classical constructions including bisecting angles, drawing congruent angles, creating perpendicular and parallel lines as well as creating works of art. We will go over SAT and PSAT review questions for seniors and juniors as well as other interested students.

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

INTERMEDIATE ALGEBRA

Pam Stokinger

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

As preparation for solving equations, addition and subtraction of like terms will be reviewed. The solution of linear equations in one variable will be studied, including the special cases resulting in

no solution or an infinity of solutions. The equations will be solved for whole-number coefficients, decimal coefficients and fractional coefficients. Word problems will be posed in which one must solve a linear equation in one variable: the unknowns will be given in terms of one variable.

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

BASIC ALGEBRA: Equations

Natalie Delmar

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

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

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

ESSENTIAL MATH

Nancy Carreiro

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 this first trimester, we will begin by studying scientific measurement and introducing laboratory procedures. We will also study the properties of matter, atomic theory, moles and stoichiometry.

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

PHYSICS

Megan Roppolo

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

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

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

BIOLOGY A: Small Worlds

Melissa Mejia

We will begin the year learning about our lab. Students will learn about lab safety and the equipment found around the classroom. Then we will investigate the scientific method and learn how to use it in lab reports. The scientific method is used in all lab reports starting with our first lab where the students plant seeds and observe the growth rate of their plants. We will explore the basic concepts of biology and chemistry through readings, interactive classwork and hands on labs and lab reports. The students will explore metric conversions, characteristics of living things, the subatomic particles that make up an atom and chemical bonds. Then students will explore ecology and the biosphere.

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.

This is a second-year lab-credit course. It is open to freshmen only with the permission of the Department Coordinator.

COMPUTER SCIENCE PRINCIPLES

Megan Roppolo

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

In Trimester 1 we will explore digital information, the internet, and an introduction to app design. Students will explore how computers store complex information like numbers, text, images and sound. They will learn how the internet works and discuss its impact on culture, politics and the economy. They will then learn fundamental programming concepts while designing their first app and implementing collaborative software development processes.

Although it is a fast-paced course, Computer Science Principles does not have any prerequisites, and a knowledge of programming is not required. Students with varying backgrounds and experience in computer science education are encouraged to participate in this course. Credit will be earned through the satisfactory completion of in-class activities, homework assignments, unit projects and quizzes as well as good attendance. Students do not need any hardware or supplies for this course, although they are welcome to bring their own laptops or chromebooks.

PSYCHOLOGY I

Siobhan Ritchie Cute

“Love and work are the cornerstones of our humanness.” Sigmund Freud

What makes us human? What defines healthy...stable...normal? Why do we do what we do? For more than 100 years, psychologists have been attempting answers to these questions through controlled experiments and analysis of data. Since the beginning of time, however, we humans have been attempting the same through basic observation and thought. Why did he do that? Why didn't she do that? Why do I feel this way? How can I change? The answers are elusive. Experts even disagree about how to approach answering the questions.

In this introductory course, we will examine the foundations of the very broad and diverse discipline of psychology. We will examine the groundwork for a field devoted to the study of the mind laid by philosophers and biologists. Students will gain familiarity with important pioneers in the field, including Freud, Skinner, Piaget and others. We will determine the relevance that their works have today. We will talk about the role psychology plays in our everyday lives. Students will earn credit by completing reading assignments outside of class, participating in discussions and demonstrating knowledge and commitment through quizzes and project work. While this class is not a lab science, it may be used to fulfill the third year of science or social studies graduation requirement or for elective credit.

SCIENCE FOUNDATIONS: Forensics with Lab I

Melissa Mejia

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

For this course, you will need to keep a binder of notes and handouts and maintain a separate lab notebook. Credit can be earned through the satisfactory completion of in-class and homework assignments, labs, quizzes and examinations as well as good attendance.

Science Foundations is especially suited to first year students but is open to anyone.

SPANISH

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

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

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

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

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

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

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

ESPAÑOL 1

Maryann Ullmann

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

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

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

ESPAÑOL 2

Siobhan Ritchie Cute

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

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 HISTORY

Elia Gurna

Using John Berger's ideas in *Ways of Seeing* as a point of departure, we will look closely at, describe, discuss, question and critically and creatively respond to some of the "masterpieces" of the canon of art history. Our focus will be on practicing looking from the present into the past, engaging not only with the artistic elements of the pieces but their historical context and the power dynamics at play in their creation as well as their contemporary reception. Some of the questions we may ask include: How do we read pieces like the Mona Lisa today? How are art historical references and tropes alive and well in contemporary practices such as advertising? What makes a masterpiece? Whose masterpiece is it anyway?

Students' evaluation will be based on attendance, engagement (active listening, preparation, participation) and completion of assignments. Students are expected to keep a sketchbook/journal for reflections and creative responses (e.g., we may write poetry or dialog in response to looking at a painting), come to class having completed reading homework (there will be collective quizzes) and to create and deliver one presentation on a topic of their choosing.

Trimesters will be arranged chronologically (similar to an AP Art History Class) and utilize *Janson's History of Art*.

A head's up: I am immunocompromised and masks are required.

ART MATTERS

Jim Drain

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

ART PORTFOLIO

Jim Drain

Art Portfolio class will develop a collection of art work exhibiting a concentration in subject and style. We will explore periods of art history and focus on different artists to gain ideas and inspiration. Students will learn about art history and use it to inspire their work. After brainstorming and research, students will plan and create pieces that have a specific area of investigation within a conceptual idea. Students will explore their idea by experimenting with a variety of 2D and some 3D media, photography and/or digital art media. Students can choose to do a weekly blog or a weekly sketchbook assignment, which would be required for credit. Students will also be required to be active participants in class discussions, regularly take photos and upload them to drive to show progress.

DRAWING

Elia Gurna

In this class we will practice the foundational skill of drawing! Using pencil, charcoal, pen and ink, we will explore line, perspective, value, space/shape/plane, texture, pattern and design through specific assignments, quick creative warm up activities and processes that kindle the imagination and get our hands drawing without thinking too much!

Evaluation is based on attendance/engagement, completion of assignments (portfolio of finished drawings) and keeping a personal sketchbook and picture file.

A head’s up: I am immunocompromised and masks are required.

FIBER ARTS

Elia Gurna

In this class we will work with textiles, fabric and yarn. We will begin with practicing basic skills through some whole class projects and will move towards more expressive freedom with use of these materials and tools. We will learn to use a sewing machine by making a bag that we embellish with embroidery in the first trimester. We will knit and crochet a cell phone holder and scarf in the second trimester and will spend the third trimester using our crafting skills to create a culminating collective fiber arts project.

Students are expected to be on time and be ready to work! Evaluation is based on completion of projects and participation (active listening, engagement, effort). In addition, students are asked to present at least one artist/art/fashion/craft piece of their choosing for our inspirational class “phokus” (kind of like show and tell).

A head’s up: I am immunocompromised and masks are required.

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.

The A period version of this class will be intergenerational.

VIDEO PERFORMANCE

Lon Plynton

See Performing Arts for the full description as this class combines video skills with performing arts skills.

VISUAL MEDIA

Miles Cook

Visual Media will focus on methods of visual communication and online technology as students learn and apply principles of design, web design, print production, color theory, photography, Photoshop, video and various apps to create digital communication projects. These skills greatly enhance students' abilities to be effective visual communicators in other classes and in many careers. Students will engage in media topics in class discussions and assignments addressing different aspects of how media impacts the world. There will be a weekly homework assignment that is required to earn credit. This class will work in conjunction with other classes and the school community to help find creative ways to do our digital yearbook. Students must check their email and the class google site regularly. Students must also be aware that they are required to give presentations in class or online in order to earn credit. This class requires that students have their webcam on in an appropriate and professional manner at all class meetings.

WRITING AND ART IN THE NATURAL WORLD

Miles Cook, Eve Kerrigan

Nature is a big source of inspiration for all of us. In this intergenerational class, students will focus on exploring the natural world and using visual art and writing to reflect. Throughout our 11 weeks together, we will venture into the outdoors as well as some exciting and inspirational indoor destinations to take a closer look at flowers, trees, all kinds of animals, shells, rocks and eggs. We will take in the landscape at large and respond to it.

Students will write and make art. We will learn some of the technical and creative skills involved in drawing and painting natural objects; we will make nature journals, write, and collage. We may experiment with making our own inks from things found in the garden, making leaf prints, or using found objects and other pieces of nature in our artwork.

Students should expect to take field trips and be outside for some of these classes. Students should expect to complete writing and visual arts assignments. Students will be expected to engage in substantive discussion in class. All skill levels welcome! This class is great for both beginners and advanced students, your skill level doesn't matter as long as you have curiosity and an interest in nature.

PERFORMING ARTS

SHAKESPEARE: A RADIO PLAY

Rodney Witherspoon, Eve Kerrigan

Join School One students to write, create and perform a live radio show based on one of Shakespeare's plays. Conceived as an homage to the heyday of serialized radio drama of the 1930s and 1940s, we will create a radio play centered around one of Shakespeare's plays but also include commercials, sound effects, mayhem and more! This is an intergenerational class, and School One students will work with adults. This class will be fun, creative and pressure-free. All skill levels welcome.

MUSIC PERFORMANCE

Lon Plynton

The goal of this class to perform in front of an audience and keep them entertained. You must be beyond beginner stage before enrolling in this course and be willing to participate in required class performances. You will be required to submit your own composition or favorite song and serve as facilitator for the performance of that piece. We will take time to investigate the connection of music to the arts and society. We will become familiar with a wide range of musical styles. We will learn about the underlying audio, visual, technical, business, and organizational elements that contribute to a successful performance.

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.

VIDEO PERFORMANCE

Lon Plynton

This class is for all actors, filmmakers, directors, and screenwriters who would like to develop their skills. In this class we will work cooperatively, collaboratively, and individually to create video presentations while studying the art of comedy, tragedy, drama and storytelling.

During the course each student will be taught:

- Acting Skills.
- The basic understanding of operating a video camera.
- The basic principles of how to capture great video and audio.
- How to edit video and audio.
- How to create and tell a story by combining video and audio.

This class is appropriate for all performing artists with the understanding that the output of this class will be viewed and shared with the public. Students will be critiqued on the quantity and quality of work submitted for individual assignments and also on participation in a class cooperative project. (Please note that a smartphone or computer may be required for class assignments.)

RESOURCE LEARNING CENTER

Jane Rozzero

The Resource Learning Center (RLC) will address the needs of student learners by providing the necessary support and focus on academic enrichment, study skills, organization, time management and decision-making. **Students enrolled in this course are expected to bring class assignments and long-term projects to class. This class is by invitation only.**

Course Objective:

- Develop Organization Skills
- Preview and Review concepts taught in content area classes.
- Develop time management skills
- Address individualized goals as outlined in students Individualized Education Plans (IEPs).

Skills:

- Maintain daily planner to organize and ensure completion of assignments.
- Organize notebook and handouts used in content area classes.
- Develop time management skills
- Prepare for quizzes, test and exams.
- Use educational software to reinforce educational needs.
- Evaluate academic performance and implement changes
- Participate in career exploration

HEALTH & PHYSICAL EDUCATION

Trimester 1

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

THE HEALTH CLASS

Erin Victoria Egan

The subject matter in health class will be wide-ranging and responsive to the interest of the class. Requirements for earning credit include punctual attendance, respectful participation and production of a short paper and oral presentation to the class. This class is recommended for freshmen and sophomores.

BASKETBALL

Christopher Hayes

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

DANCE

Emma Becker

What better and more enjoyable way is there to exercise than to dance? Come listen to music, learn some new moves, share some of your own moves and laugh! In this course, we will focus on dance styles from musical theatre as well as other movement styles 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.

SOCCER

Messy, Natalie

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, especially if you're Iysis, a.k.a. Red Card, and can't help yourself. With the next World Cup rapidly approaching, School One United has time to improve its skills. We will be walking *quickly* to the field and back, so get ready to exercise in more ways than one. Full participation, regular attendance and willingness to run back on defense are requirements for credit. Acting like a soccer hooligan, wearing boots or cleats rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit. Find your inner Megan Rapinoe!

TAI CHI CHUAN

Phil Goldman

Do not be fooled by appearances. Tai Chi Chuan may look like nothing more than slow, relaxing movements, a method of moving meditation and health, but beneath the surface lies an ancient and vast martial art. What most people do not know is that every movement in the Tai Chi Chuan form contains not only martial applications but techniques to build and circulate Chi (Life Energy).

This course will cover basic stances to establish your root, breathing exercises to calm and center your mind and movements from the Tai Chi Chuan form to control your body and move your Chi.

Please be aware that, weather allowing, most Tai Chi classes will be held outside during Trimester I, so dress appropriately as the weather gets cooler.

TORI'S WEEKEND PREP: Stretching + Strength

Victoria Rose

A mashup of pilates, stretching, and yoga, this PE is focused on stretching that connective tissue, improving the slumping posture that comes from hunching, reading or drawing and getting in a good mood for the weekend!

Easy-to-move-in clothing encouraged.

VOLLEYBALL

Lon Plynton

Volleyball will take place in the Slater building back yard, so it only requires crossing the street at the crosswalk and participating. This class is open to beginners and champion spikers.

WALKING

Maryann, Melissa

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

RAINY DAY OPTIONS FOR OUTDOOR CLASSES

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

Less Serious Dance	MacLab	Siobhan
Yoga	Nucleus	Megan
Stretching	Class Menagerie	Jane
Study Hall	No Exit	Pam

COMMITTEES

Trimester 1

College Planning (seniors only this trimester)	Cary
Essential (all new students)	Erin, Siobhan
General Meeting and Leadership	Christopher
Gender and Sexuality (G.S.A.)	Brittany, Michaela
Geography	Maryann
Meditation/Test Anxiety Workshop	Phil
Organization	Megan, Natalie
Portfolio/GBR Prep (seniors only this trimester)	Jane, Melissa
PSAT/SAT Prep	Pam
School One Students of Color Association	Lon

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. A few are designed for enrichment, 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. Then they can choose others.

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.

Student Leadership Group. By connecting School One students with the local community, this committee's goal is to bring high-interest events to General Meeting. Students involved will be responsible for generating ideas for presentations and activities and networking within the community.

Geography: If you're lost, this is the class for you. 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 will help you organize your binders and your homework schedule.

Portfolio/GBR Prep will support seniors with their portfolios to 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.

School One Students of Color Association provides a safe, confidential space for all School One community members to discuss issues and find solutions to the challenges that arise from being a person of color in a predominantly white institution and/or community.

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 choosing it.