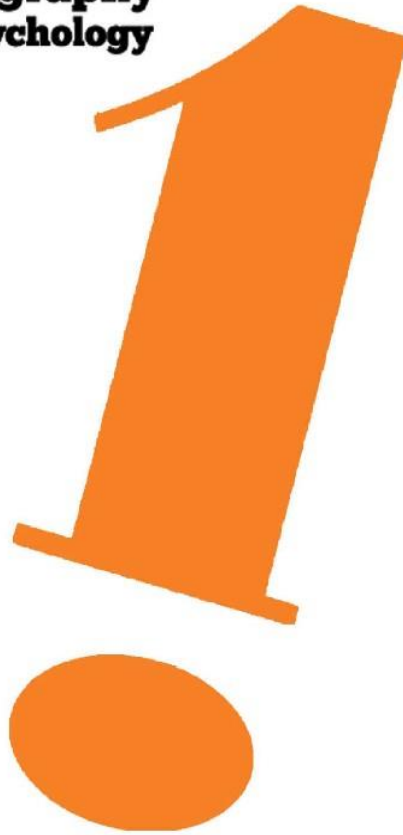


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current Affairs**  
**French Improv**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry  
**Dance Biology**  
**Fibers**  
Soccer  
**Photography**  
**Psychology**  
**One**



**Trimester 2**  
**2022-2023**

**School One**

**Trimester 2**

**2022-2023**

**A Period**

**Advanced Algebra  
Algebra 3  
American Affairs  
Ceramics (Intergen)  
Calculus and Pre-Calc  
Chemistry  
Herstory  
Spanish 1  
Spanish 2  
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: More Than One Way...  
Physics  
Resource  
Trials  
Video Performance**

**D Period**

**Basic Algebra  
Civics  
Drawing  
Intergen. My Book  
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**

**Phys. Ed. And Health**

**Basketball  
Tai Chi**

**Dance  
Sex Ed.**

**Health  
Walking**

**Football  
Workout**

# ENGLISH

## **BRITISH LITERATURE V: We Are Not Amused**

Cary Honig

“If music be the food of love, play on!” In looking at the fears of the Victorians last trimester, we found them casting about for a meaning to their increasingly hectic and confusing lives and finding, more often than not, that love was the one answer they could propose as long as they could separate it from vampirism, sex and other animalistic stuff. What was love like during the Victorian period? This trimester, we will address this question by reading Victorian literature about relationships. We will read three comic plays with serious overtones: Shakespeare's significantly pre-Victorian Twelfth Night, Oscar Wilde's hilarious The Importance of Being Earnest and George Bernard Shaw's Pygmalion. In our search for the meaning of love, we will also read two novels: Emily Bronte's emotive and eerie Wuthering Heights and George Eliot's Silas Marner. We will read most of Phyllis Rose's Parallel Lives, a feminist text that theorizes about marriage by focusing on the bizarre relationships of famous Victorians. It's sort of an intellectual gossip column, and it will leave you feeling you can't possibly have the worst marriage ever. We will read poetry about love and relationships by the likes of Tennyson, the Brownings and the Rossettis. We will look at pre-Raphaelite art and craziness as well in our search for Victorian attitudes. Be prepared to write regular essays full of evidence about topics that are intellectually challenging. See me evaluation week to get a head start on the reading. Nil sine magno vita labore dedit mortalibus. You can begin British Literature any trimester.  
(English or History elective credit)

## **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.

### **GET REAL: Realistic Fiction, Poetry and Memoir**

Victoria Rose

How do we make magic when there isn't any? In this course, we'll explore the 'best' (my favorite) modern prose to talk about structure and situating real world stories. We'll talk about pacing, keeping readers attention and what details to enhance, which stories we want to tell and what the best form to tell that story is.

This course will be largely focused on you generating your own material with in-class feedback sessions. Class time will be split between writing and class discussion around video/written examples that support your prompts.

**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.**

### **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 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.

### **TRIALS 2: Civil Disobedience**

Cary Honig

This is the second trimester of a two-year course designed for those of you who are interested in law as well as improving your English and U.S. history skills. This trimester, our focus will be on the concept of Civil Disobedience, which Henry David Thoreau outlined in a famous essay that we

will read. His concept was that there are times when citizens must openly disobey their government when they believe it is acting immorally but be willing to face its punishment. We will consider how appropriate this behavior is in a democracy. Aside from Thoreau's essay, we will read Harper Lee's To Kill A Mockingbird, which is about a southern lawyer who broke his society's unwritten codes, and the play Inherit The Wind, which is about a real-life teacher who taught evolution despite his state's law forbidding this. Students will do homework consisting of reading the Thoreau essay and the novel and answering written questions about them, and they will write a series of essays about the works we are reading. We will read the play in class. 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. *If students complete their work in a timely manner*, we will hold a mock trial during the last two weeks of the trimester on the subject of civil disobedience in which all class members will participate either as lawyers, defendants or witnesses.

## **THE PLAY'S THE THING: Too Much Drama**

Rodney Witherspoon

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).

## **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 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). Second trimester will focus on persuasive speeches (with essays), debates and some storytelling.

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. Thus, stand up, clear your throats and get ready to take control of the room and your fears!

## **THE HISTORY OF STORY**

Phil Goldman

Stories have been, and continue to be, a huge part of our lives no matter what changes come our way: from griots around the campfire to stories written on parchment and papyrus through movies, radio, television, computer screens and phones. The technology changes, but stories remain stories: an essential part of the human experience. This trimester, we will explore creation myths from around the world: how they developed and what they mean to us, both individually and to all of humanity. In addition to studying these myths, we will create and share our own.

In order to earn credit, students must be on time, bring a notebook to every class, participate in all class activities and discussions and complete all class work and homework (including grammar sheets, if you are taking this class for English credit).

(English or history elective credit)

## **LITERARY GENRES: Coming of Age**

Phil Goldman

In this yearlong course, we will delve into various genres that writers of both fiction and nonfiction have explored. During the second trimester, we will read, and write about, stories that deal with the difficult transition from childhood to adulthood. We will sample various short stories on the topic as well as read Marjane Satrapi's graphic novel, Persepolis, about a girl growing up during the Islamic Revolution in Iran. We will then read with Daniel Woodrell's chilling tale of life in Appalachia, Winter's Bone. We will also experiment with some memoirs of our own.

To earn credit, students will need to be actively engaged in class discussions activities (including grammar sheets), complete analysis worksheets for each story and complete all essays with revisions.

## **SHORT STORIES AND TALL TALES**

Phil Goldman

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

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

# HISTORY

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

## **AMERICAN AFFAIRS II: A House Divided**

Lon Plynton

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

This trimester will cover the nineteenth century, and we'll consider who gets to decide what the Constitution means and why this is crucial; the hardships and ethics of westward expansion, including Manifest Destiny and the Trail Of Tears; and the centrality of slavery, the Civil War and the changes it brought about (and failed to bring about) in this nation's history. This is a great class for those of you concerned about the essay, punctuation, reading comprehension and U.S. History sections of the competency exam. We will read from *Narrative of the Life of Frederick Douglass*, Howard Zinn's *People's History of the United States* and other handouts in class. We will watch excerpts from the video series *500 Nations*, *Africans In America* and Ken Burns's documentary *The Civil War*. Careful work and good attendance will lead to credit. Punctuality of students and assignments will be vital.

## **MODERN U.S. HISTORY 2: The Reagan Era**

Erin Victoria Egan

Students with excellent knowledge of standard U.S. history may apply to Erin 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. 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 under Elective History Credit.

# Elective History Credit

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

## **BRITISH LITERATURE V: We Are Not Amused**

Cary Honig

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

## **MODERN U.S. HISTORY 2: The Reagan Era**

Erin Victoria Egan

Trimester Two of Modern US History continues where Trimester One ended: in the aftermath of the Watergate Scandal and the Presidency of Gerald Ford. We will continue with the administrations of Carter, Reagan and George H.W. Bush. Subjects to be studied include relations with the Soviet Union, Iran and our Western Allies. Some incidents that will be addressed in detail include the fall of our Embassy in Iran and the kidnapping of American personnel, the Iran-Contra affair, relations with Central America and ongoing Foreign Relations decisions that will affect our standing in world affairs. Domestic policy will include Reaganomics, the war on drugs and the challenges of our cities. We will look at the changes in our culture including the rise of entertainment and music and how they reflect our culture, and if we have time, a special timeout with the Miracle on Ice.

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. If we have to get together remotely, I expect that you will be present, and the use of avatars will not be encouraged. I would like to see the people I am talking to in class. If there is a specific problem with this, we can discuss it when we start class.

## **PEOPLE, PLACES AND THINGS**

Erin Victoria Egan

This is a new year long history elective course that hopes 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. During second trimester, we will focus on places: What makes a place "historic?" Does something dramatic have to have happened there to make it historic? Can a simple log cabin or primary school be historic and important to our history? What about places that have no evidence of human life? How is the history of School One affected by the building the school was using at different times in its history? Each student will work alone and in groups investigating historic places and the history of the buildings that housed School One. We will also look at the neighborhoods that School One has been located to see what impact the school has had on the neighbors and neighborhood. We will continue to learn about Libraries and archives and how to access and interpret historic records and accounts, and photographs. Information gathered will be



shared with the class. We will also continue to work on writing the History of School One for the 50th anniversary.

This will be a collaborative class: 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."

### **AMERICAN LITERATURE: Banned Books**

Maryann Ullmann

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

### **HERSTORY: Women in America**

Erin Victoria Egan

This women's history course will continue our exploration of the lives of women in America. In this course, we will learn about the role women have had in the history of the United States during the 19<sup>th</sup> century. We will study the lives of Native Americans, African Americans and the many immigrant groups that continued to arrive here to make a new life for themselves. We will take time to explore the domestic lives of women and work towards an understanding of the hard work, sacrifice and efforts made by women that helped to shape, expand and build the United States. We will also explore the origins of the women's suffrage movement and the many ways women used their influence and voice to change the quality of life for all people in America. Students will be required to maintain a notebook, complete both reading and writing assignments 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 2: Civil Disobedience**

Cary Honig

See English section for complete description. This class may be taken for either English 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.

## **PSYCHOLOGY**

Siobhan Ritchie-Cute

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

## **A WORLD LIT BY FIRE: THE MEDIEVAL WORLD**

Erin Victoria Egan

In the second course of the Western Civilization series, we will continue to explore the development of Europe. We will return to Western Europe and discuss how the nations of Europe grew from small tribal entities into strong nation states. We will see how the Roman Catholic Church influenced the development of the nations and their cultural traditions. Along the way we will meet kings and queens, knights, squires and assorted peasants. We will design manors and strategies for conquest. We will also have the good fortune to survive pestilence, famine and bloody warfare, all while exploring literature and art, architecture and calligraphy. Participation is a key element in the quest for credit. Excellent attendance, maintaining a notebook and the timely completion of written and artistic assignments will also be required for credit in this course.

# **MATH/SCIENCE**

## **CALCULUS**

Melissa Mejia

This trimester we will continue learning about the derivative analytically, graphically, numerically and contextually. Students will learn the various rules of differentiation, including the power, product, quotient and chain rules. We will apply these rules to various function types, including trigonometric, piecewise, exponential and logarithmic. We will learn the process of implicit differentiation. We will also investigate applications of differentiation, including interpreting the meaning of a derivative in context and solving related rates 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 scientific calculator and bring it to class each day.

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

## **PRE-CALCULUS**

Melissa Mejia

This trimester we will continue learning about polynomial functions. We will explore even and odd multiplicity, asymptotes and graphing polynomials and rational functions. We will then apply those concepts to inequalities. Students will discover how to divide polynomials using multiple methods like long division and synthetic division. Then we will begin to explore exponential and

logarithmic functions and their rules. Students will investigate composite functions, one-to-one functions and inverse functions.

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

## **ALGEBRA III/TRIG**

Natalie Delmar

Students will start the trimester completing a unit on polynomial functions. This will include dividing polynomials using synthetic and long division and finding zeros of the polynomial functions. The students then will start to explore rational exponents, power functions and operations, and inverse functions. The remainder of the trimester will include various topics from graphing square root and cube root functions, solving radical equations, to learning about exponential and logarithmic functions. At the end of the trimester, we will start covering rational equations and functions, including complex fractions.

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.

Requirement 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

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.

This trimester, students will investigate the relationship between lines and angles. Students will study the result of transversals cutting two lines. They will write simple two-column proofs to prove theorems about parallel and perpendicular lines. Properties of parallel and perpendicular lines are examined and applied to the coordinate plane. Students will also investigate and discover triangles and their angles by proving triangles are congruent using side-side-side (SSS), side-angle-side (SAS), angle-side-angle (ASA) and angle-angle-side (AAS). Students will examine properties of isosceles, equilateral and right triangles.

### **Requirement 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**

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! In the second trimester, we will discover some of those properties that make math work, and we will also make sure we have a good understanding of basic algebra such as combining like terms, using the distributive property, solving one and two step equations, learning rules of exponents and diving into topics such as ratios and proportions. 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.

**Requirement 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.

**ESSENTIAL MATH**

Nancy Carreiro

We will extend our knowledge using Trimester 1 knowledge of fractions in the introduction of ratios. Both the methods in solving ratios and the application of ratios in real world situations will be practiced. Skills in using ratios will lead to their use in proportions. Methods to solve for an unknown value in proportions and the application of proportions will be covered. Skills in multiplying fractions and changing fractions will be introduced as well.

The latter part of the trimester will involve decimals. Skills will focus on the rounding of decimals to various place values, comparing decimals and ordering them. The term will end with the multiplication of decimals.

**Requirements for Credit:**

Completion of all homework/classwork

Participation in class

Successful completion of Tests and Quizzes (minimum passing grade of 60)

Attendance at 75% or above

I expect each student to come prepared to class and have a notebook (3 ring binder preferred). Corrections of daily classwork will be required.

**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 second trimester, we will study stoichiometry, 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 second trimester, we will continue our exploration of mechanics: two-dimensional motion, forces, energy and Newton’s Laws. 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

This trimester students will explore ecology. Students will learn about the biosphere, including energy flow in ecosystems and cycles of matter. We will continue with ecosystems and communities. We will discuss climates, biomes, niches and community interactions. We will finish this trimester with populations and exploring what factors contribute to changes in population.

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

## **COMPUTER SCIENCE: INTRODUCTION TO COMPUTING** Megan Roppolo

Computing is as important to our lives in the 21st century as manufacturing and engineering were to the 19th and 20th centuries. Using computational thinking to solve problems is a skill that can be used in careers across every industry. This course introduces computer programming through simulation programming and the development of a “data story.” Aspects of this include how to break down a problem computationally, how to simulate situations, how to obtain data sets, clean them, visualize them, analyze them and present data-driven answers to questions. This course provides the computational thinking skills of programming, algorithm development and data analysis that can be utilized in other classes as well as future careers.

The focus of Trimester 2 is data science. Students will learn spreadsheet skills that will allow them to interpret large datasets. The trimester will culminate in a presentation where students will show how they used the dataset to answer questions of their choosing.

Computer science does not have any prerequisites. Students with varying backgrounds and experience in computer science education are encouraged to participate in this course. Credit will be earned through the satisfactory completion of in-class and homework assignments, quizzes and

examinations as well as good attendance. Students do not need any hardware or supplies for this course.

## **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.

## **FORENSICS**

Melissa Mejia

This trimester we will finish our unit on bones and then explore fingerprints. We will discover how forensic scientists use fingerprints when solving a crime. We will match our own fingerprints and learn the different fingerprint patterns. Students will learn about blood including different blood types, blood splatter and what blood can tell us as at a crime scene. We will finish this trimester with forensic research projects and presentations. Students will have the opportunity to research an area of forensic science we will not discuss in 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.

# SPANISH

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

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

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

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

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

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

**Important Note: Please do not sign up for Spanish if you are not willing to do your homework carefully and on time on a consistent basis.** You cannot earn credit in Spanish or learn Spanish without doing this, and as Spanish is not required to graduate, you should only take it if you are



willing to make this commitment. While many colleges require you to take three years of foreign language, a no credit in Spanish will not help you get into these colleges.

## **Español 1**

Maryann Ullmann

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

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

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

## **Español 2**

Siobhan Ritchie Cute

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

## **Español 3**

Siobhan Ritchie Cute

Bienvenido al mundo del español avanzado...welcome to the world of advanced Spanish! Students who have either completed 2 years of high school Spanish or (through native speaking ability or extensive study) who have arrived at a firm foundation in the language are welcome in this course. Students should enter Spanish 3 with secure knowledge of the present, present progressive, preterite and imperfect tenses; reflexive, indirect object and direct object pronouns; and cognates as well as commonly used vocabulary and expressions. The third year of Spanish language instruction is about finally building a structure on the foundation that has been carved out and made solid during

the first two years. The skeleton frame that consists of verb conjugations, tense familiarity, and vocabulary will soon be filled in with walls and a roof: your conversation will flow (maybe not smoothly, but it will move). Spanish 3 students will be exposed to long periods of immersion in the target language: sometimes entire class periods. We will watch film and video in Spanish, honing our listening skills. We will create and practice conversations that go beyond the tourist activities of finding a restaurant and ordering food. We will read and discuss topics of interest and depth including literature, poetry, newspaper articles and more.

Expect to cover the following grammatical concepts: commands and the imperative mode, the subjunctive mode, the future and conditional tenses and idiomatic expressions. Project work for the first trimester will involve an exploration of the Latin American holiday el Dia de los Muertos. Spanish 3 students are expected to complete written assignments that are 1-2 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Bring your honest selves to the classroom and the conversations; conversing in a new language can be challenging but fun.

## **Español Avanzado 4-5**

Siobhan Ritchie Cute

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

## **OTHER LANGUAGES**

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

## LANGUAGE AND COLLEGE

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

# VISUAL ARTS

## ART 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**

Pamela Fernandez

In this class we will work with fabric. We will begin with practicing basic skills through some whole class projects and will move towards more expressive freedom with use of these materials, dyeing and printmaking. We will learn to use a sewing machine by making a bag that we embellish with embroidery and do fabric collages in the first trimester. We will learn how to dye and print on fabric using several methods and resists 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).

## **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.

## **MY BOOK: An Intergenerational Class**

Miles Cook, Eve Kerrigan

Every life holds many tales. Whether you are younger or older, there's bound to be something fascinating about it. Trimester II will be devoted to putting together a personal book of visual and written work. It will be a scrap book of your feelings and experiences: a picture of your total creative self.

We will start by binding a book of blank pages, which will be filled with images and words over the course of the trimester. For those of you who don't want to draw or paint, we can make visual art by printing, making collages or using photographs. For those of you who don't love to write, the writing can be simple.

## **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.

# PERFORMING ARTS

## **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.

## **SONGS FOR STARTERS**

Lon Pynton

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.

## **THERE'S MORE THAN ONE WAY TO TELL A STORY**

Rodney Witherspoon, Eve Kerrigan

In this intergenerational class, we will spend time developing character, setting and plot and then will work collaboratively to adapt our stories for the stage. We will be reading short theatrical pieces, writing and developing performable stories focusing on subjects that we are excited about.

Students, older and younger, will work collaboratively to create stories ready for the stage.

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 2

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

## **FROSTY BASKETBALL**

Christopher Hayes

If you're too tough for inside sports during the winter and aren't concerned about getting wet or cold, this is the class for you. We will be heading out to our own parking lot for games of 3 on 3 or possibly 4 on 4 basketball with our shiny new hoop regardless of the temperature. If you're going to whine about the temperature, please don't sign up for this class. We will play unless it's snowing or raining heavily or the parking lot is icy. Warm apparel and a change of clothes on Fridays are strongly suggested. Rainy Day Option is Study Hall.

## **FROSTY WALKING/CORNHOLE**

Kathy Dias, Megan Roppolo

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

## **THE HEALTH CLASS**

Erin Victoria Egan

The subject matter in health class will be wide-ranging and responsive to the interest of the class. Requirements for earning credit include punctual attendance, respectful participation and



production of a short paper and oral presentation to the class. This class is recommended for freshmen and sophomores.

## **SEXUAL HEALTH AND WELLNESS**

Sophia Washburn

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

## **DANCE**

Siobhan Cute

What better and more enjoyable way is there to exercise than to dance? We will play Just Dance YouTube videos. You will have an opportunity to choose the music, but if you do not participate, you will not earn credit for PE.

## **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.

## **TOUCH FOOTBALL**

Cary Honig

If you need some running and competition and don't mind cold weather, this is your best option. We will be playing TOUCH football at Patterson Park unless it's icy or raining, so if 20 degrees is too cold for you, don't sign up for this class. We will play even if it's snowing or there's a bit of snow on the ground, so wear appropriate footwear and warm clothes! Rainy Day Option is Study Hall.

## **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

# COMMITTEES

## Trimester 2

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

**Event Planning** is for those who want to plan enjoyable events for all of us.

**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 won't have enough room.