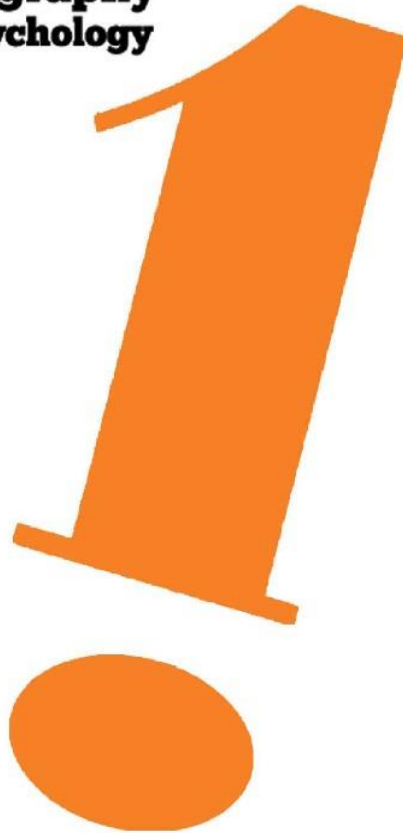


Playwriting
Physics
Spanish
Documentary **Current Affairs**
French Improv
Pottery Literature
Video **Trials**
School
Geometry
Dance Biology
Fibers
Soccer
Photography
Psychology
One



Trimester 3
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
Int. Theater: Recipes for Life
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

Walking &/Or Running

Health

Volleyball

Workout

Futbol (Soccer)

Walking

ENGLISH

BRITISH LITERATURE VI: “The Horror, The Horror”

Cary Honig

We have just spent two trimesters watching the Victorians trying to hold their world together by repressing everything in the face of mounting industrialism, materialism, urbanization and doubt that there is a religious (or any) meaning to life. At the turn of the last century, it all came apart, and the new, shattered world view that emerged is called Modernism. This sense of the inadequacy of previous explanations and modes of expression is reflected in the reconfigured bodies of Picasso’s paintings, in the atonal music of Stravinsky and in the two revolutions Russia cooked up in 1917 as much as in James Joyce’s chapter composed of newspaper headlines in Ulysses. With Joyce, the Modernists looked in the mirror and could barely recognize “the shattered visage of gibbosity” that stared back. We will begin our assessment of this viewpoint by reading perhaps the greatest of all Modernist works (despite its having been written 300 years early), Shakespeare’s King Lear, in class while reading Joseph Conrad’s Heart of Darkness, a tale of colonialism, racism and Modernist despair, at home. Sound like fun yet? The class will then focus on close readings of Joyce’s Dubliners, a brilliant collection of short stories that tell the story of Ireland, and more generally western civilization, around 1904. We will read Modernist poetry by Yeats, Hardy, the war poets, Stevie Smith and even T.S. Eliot (although he was born in St. Louis, much to his chagrin) and search for connections between the literature and social, intellectual and artistic trends of this period. Be prepared to write regular essays that are intellectually challenging and full of evidence and to take notes in class. Every student will teach at least one poem and one soliloquy to the class. Students will have the option to substitute their own Joycean short story about Rhode Island for one of the essays. Punctuality of students and assignments and willingness to voice opinions and ask questions will be vital to learning and earning credit. See me evaluation week to get a head start on the reading. As Lear quite accurately says, “Nothing will come of nothing.” (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 entirely 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 between 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.

CREATIVE WRITING: Genre, Form + Story

Victoria Rose

This trimester we'll look at different formats and genres of writing to consider how the way we tell stories changes them. Children's books, podcasts, recipes and screenplays are all just words, however they are all so different. This trimester we'll try a little bit of everything to discover the writer you are. Figure out your form, and tell your story.

The course work for this class includes a weekly writing assignment, group discussion around in-class readings and an end-of-trimester portfolio. The portfolio will consist of a few revised assignments you wrote during the trimester.

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 III: Family and Community

Cary Honig

This is the third 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 skills. This trimester, our focus will shift to families and communities and how they operate. This trimester's work will also continue the themes of discrimination and diversity, which will be major themes of the final five trimesters of this

course. Aside from short stories by Maya Angelou and James Joyce, we will read Angie Thomas's recent novel The Hate U Give and August Wilson's magical play The Piano Lesson, which is about a struggling family dealing with the legacy of slavery and differing values during the Depression. Homework includes reading the novel and answering written questions about it and writing at least five essays about the works we are reading. We will also review grammar weekly. Careful, consistent work and strong attendance lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments is necessary to earn credit. If students work in a timely manner, we will have another trial late in the trimester about legal questions regarding who should make decisions for minors.

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).

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 and 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 folk tales and fairy tales: how they developed and what they mean to us, both individually and to all of humanity. We will look at their basic elements, delve deeply into a few and then create our own.

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 is offered for either 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 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!

LITERARY GENRES: Wilderness

Phil Goldman

In this yearlong course, we delve into various genres that writers of both fiction and nonfiction have explored. The third trimester focuses on the idea of human survival in the wilderness and the possibility of spiritual transformation therein. We will start by reading Jack London's To Build a Fire, which is about a man and his dog fighting the extreme Yukon cold. We'll then read Charles Portis's True Grit, an exciting novel set in the Old West about a tough-as-nails teenage girl who rides into the wilderness seeking revenge for her slain father. We'll end the trimester with Jon Krakauer's Into the Wild, the true story of an idealistic young man who throws off the shackles and hypocrisies of the modern world to test himself in the Alaskan wilderness.

To earn credit, students will need to be actively engaged in class discussions and activities (including grammar sheets), complete comprehension and 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

American Affairs is available for U.S. history credit. Students who can show proficiency in U.S. History can take Modern U.S. History for history credit, but this must be determined before registering for it.

AMERICAN AFFAIRS III: The Twentieth Century

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 twentieth century. We will focus on three major topics: capitalism vs. socialism (including Marx, Robber Barons, labor unions, Progressives and the Great Depression), isolationism vs. interventionism in foreign policy (including the two world wars and the Cold War), and protest (including the Civil Rights Movement, the women's movement and the anti-war movement). Students will read many first person accounts of events as well as portions from Howard Zinn's book and competing histories of this period. We will watch excerpts from the video series *The Century* and *Eyes On The Prize*. In addition to three quizzes, students will conduct research on a social movement of their choice from the era, write an essay, and present on their topic to the class. Careful work and good attendance will lead to credit. Punctuality of students and assignments will be vital.

MODERN U.S. HISTORY 3

Erin Victoria Egan

This is the third course in this series on Modern US History. This last trimester we will look at the Presidencies of Bush, Clinton, Bush and Obama...and if there is time a little bit of Trump. We shall look at the United States going forward in a different world after the collapse of the Soviet Union and Eastern Europe. We shall see how the United States forges a new role in the modern world without the fear of the "Evil Empire," only to find that there were new "evil empires" emerging. We shall continue to look at both foreign and domestic policy, the Gulf War and changes it brings to the Middle East and our changing role in the modern world. You can expect to maintain a notebook, react and discuss real news footage and reporting on important events and share your thoughts in carefully crafted essays. Reading materials will include Howard Zinn's [The People's History of the United States](#), speeches by important people and the occasional news article. Finally, you will be expected to continue to participate in class discussions.

Elective History Credit

BRITISH LITERATURE 6: “The Horror, The Horror”

Cary Honig

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

AMERICAN LITERATURE: Banned Books

Maryann Ullmann

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

PEOPLE, PLACES AND THINGS

Erin Victoria Egan

In this final trimester, we will concentrate on two things. First, we will be writing the 50th Anniversary History of School One. Secondly, we will look at the place "things" have in history.

We will continue to look at the materials that we have been collating and researching, we will compile the survey answers, we will do some follow-up interviews and we will begin the process of writing the history itself. We will also plan the layout and choose the photographs to illustrate the history. While working on the history, we will also be talking about things: things that result from historic events, things that became collectables, and things that represent the history of School One that can be included into a new time capsule. This course requires the ability to work both alone and in a group and to be on time with and responsible for your contributions to the class and the project. If you do this work, you will become an important part of School One's history.

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

TRIALS III: Family and Community

Cary Honig

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

THE HISTORY OF STORY

Phil Goldman

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

PSYCHOLOGY

Siobhan Ritchie-Cute

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

HERSTORY III: A WOMAN'S LIFE IN THE 20TH CENTURY

Erin Victoria Egan

In the final trimester of this women's history course, we will be focusing our study on the lives of women in the 20th Century. The course will look at the changes made in women's lives including greater opportunities and choices. We will look at the experiences of different groups of women including Immigrant Women and African American Women to see how they have specifically influenced change in our society. We will pay particular attention to how the media has influenced women by exploring how the roles of women have been translated and communicated through domestic science articles, books and advertising. Some of our texts will be period cookbooks and housekeeping magazines. We will look at the Civil Rights Movement and the Feminist Movement as the means to understand the fight for equality in the modern era. Students will be required to maintain a notebook, be willing to share opinions and actively participate in class discussions. There will be reading and writing assignments as well as group projects to be completed. Credit will be earned by the successful and timely completion of assignments and by participation in group projects and discussions.

WESTERN CIV: Renaissance, Reformation and Revolution

Erin Victoria Egan

In the third course of the Western Civilization series, we will continue to explore the development of modern Europe. We will continue with the Renaissance, when the ancient world is rediscovered and helps to generate not only great movements in art but also the exploration of the world and the final stages in the development of Modern Europe. We will see how the Roman Catholic Church loses its influence in the lives of ordinary people and nations. Finally, we will look at how the expression and demand for individual rights, spurred on by the rediscovery of the ideal of man in art and religion and the changing nature of politics, affects modern governments and the development of the "new world." Participation is a key element in the quest for credit. Excellent attendance, notebook maintenance and the timely completion of reading and written assignments will also be required for credit in this course.

MATH/SCIENCE

CALCULUS

Melissa Mejia

This trimester we will learn how to find antiderivatives and indefinite integrals starting with basic notation and rules. Students will learn how to integrate using techniques like substitution and integration by parts. Then we will continue with integrating exponential functions and inverse trigonometric functions. Students will explore sequences and determine whether a sequence is divergent or convergent.

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 learn about exponential and logarithmic functions. Students will learn to form a composite function then determine its domain. We will relate logarithms to exponents. Students will be able to find the exact value of a logarithmic expressions. We will explore exponential growth and decay models, Newton's law and logistic growth and decay models. Then students will learn trigonometric identities and be introduced to the unit circle.

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

ALGEBRA III/TRIG

Natalie Delmar

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

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

Requirements for Credit:

Completion of **all** homework assignments.

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

Attendance must be at 75% or above

ADVANCED ALGEBRA

Pam Stokinger

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

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

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

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

GEOMETRY

Natalie Delmar

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

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

Requirements for Credit:

Completion of **all** homework assignments.

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

Attendance must be at 75% or above.

INTERMEDIATE ALGEBRA: Lines

Pam Stokinger

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

BASIC ALGEBRA

Natalie Delmar

This class will look at algebra but at a slower pace. We will explore numerical and variable expressions. We will continue investigating ratios, rates and proportions. We will look at math in the real world and explore relations, functions, slope and systems of linear equations. We will also look at perimeter and area and incorporate basic geometry. Lastly, we will study square roots, the Pythagorean theorem and data analysis and probability.

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

Requirements for Credit:

Completion of **all** homework assignments.

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

No more than five late assignments

Attendance must be at 75% or above.

SURVIVAL MATH

Natalie Delmar

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

Requirements for Credit:

Best effort on the competency exam every other week.

Completion of **all** homework assignments.

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

Attendance must be at 75% or above.

ESSENTIAL MATH

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 the third trimester, we will study the periodic table and chemical bonding.

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

PHYSICS

Megan Roppolo

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

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

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

BIOLOGY

Melissa Mejia

This trimester students will explore the cell. Students will learn about the cell structure and function, including the process of cell division, and reproduction. We will continue with genetics. We will discuss Gregor Mendel and patterns of inheritance. We will finish the trimester learning about DNA. Students will discover the structure of DNA, the role of DNA and DNA replication.

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.

INTRODUCTION TO COMPUTING AND DATA SCIENCE

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 the concepts of computational thinking and data science through simulation programming and the development of a “data story.” Aspects of this include how to break down a problem computationally, how to create simulations, how to program for the web and how to obtain data sets, clean them, visualize them, analyze them and present data-driven answers to questions. These skills can be used in other classes as well as future careers.

In Trimester 3 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.

Computer science does not have any prerequisites. Students with no background in computer science education are encouraged to participate in this course. Credit will be earned through the satisfactory completion of in-class assignments, homework and quizzes as well as good attendance. Students do not need any hardware or supplies for this course.

PSYCHOLOGY

Siobhan Ritchie Cute

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

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

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

FORENSICS

Melissa Mejia

This trimester we will explore the structure of DNA. We will discover how forensic scientists use DNA when solving a crime. We will learn how to match DNA to a suspect. Students will learn

about DNA replication and how to extract DNA from evidence. We will finish this trimester learning about handwriting. Students will be able to match a handwritten note from an unknown source to the suspect. Students will walk into the lab to see a staged crime scene. They will need to work together to gather evidence, interview suspects and make a case.

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

SPANISH

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

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

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

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

We are going to work and work seriously: *seriamente*. To learn a language requires a method, and we are going to be very strict with ours. Through our process of language study, we are going to get to know some of the most important artists, writers, musicians, politicians and philosophers of

Hispanic culture. We are going to learn about real life in the Hispanic countries. We are going to talk, listen, write, read and try to put ourselves closer to the Hispanic way of living and thinking.

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

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

Español 1

Maryann Ullmann

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

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

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

Español 2

Siobhan Ritchie Cute

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

Español 3

Siobhan Ritchie Cute

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

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

RECIPES FOR LIFE: Telling Stories Through Food

Rodney Witherspoon, Eve Kerrigan

In this intergenerational class, we will explore our memories and the important stories from our lives through the medium of food. Everyone has memories that are linked to food: foods we ate as children and foods we or certain important others prepared that accompanied critical moments in our lives.

We will remember in vivid detail and recreate, both on the page and in the kitchen, the foods that are the landmarks of our memory. Nothing can bring us so immediately and so viscerally into the past as the recollection of a distinct scent or the magic of a certain set of flavors. Students should expect to tell stories, write stories, cook and share stories. (We may or may not have a performance, so this is a good class to try out if you're not sure about acting).

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 3

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.

THE HEALTH CLASS

Erin Victoria Egan

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

BASKETBALL

Christopher Hayes

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

to exercise in more ways than one. Full participation is required for credit. Bench warmers and phone users will not earn credit. Rainy Day PE is study hall in Natalie's room.

SOCCER

Messy

Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. You can avoid running around the pitch by making yourself a target, but a good keeper moves around too. If you are looking for a less than active P.E. experience, this isn't your class. On the bright side, you can take out your aggressions on the ball and sometimes on your classmates' shins, especially if you're Iysis, a.k.a. Red Card, and can't help yourself. With the next Women's 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! Rainy Day PE is study hall in Pam's room.

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 and Melissa

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. Rainy Day PE is Dance in Hendricks.

WALKING (Thayer)

Pam, Natalie

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? **This Walking class is open to students who have had it fewer than three trimesters in the past: variety is the spice of life!** Rainy Day PE is Dance in Hendricks.

WALKING & RUNNING (Blvd.)

Kathy, Maryann

If you would like to get some exercise while walking and possibly, if you choose, running in the beautifully constructed park that is Blackstone Blvd., join us springtime romps in nature. You will be expected to move at more than a snail's pace. Rainy Day PE is Cornhole in the basement hallway.

COMMITTEES

Trimester 3

College Planning (juniors only this trimester)

Cary

Event Planning

Melissa

Essential (all new students)

Erin

Student Leadership Group

Christopher

Gender and Sexuality (G.S.A.)

Brittany, Michaela

Geography

Maryann

GBR Prep/Future Planning (seniors only this trimester)

Jane, Siobhan

Meditation/Test Anxiety Workshop

Phil

Organization

Megan, Natalie

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 juniors and will focus on filling out the Common App. to be well ahead on college applications.

Event Planning: Come and help us plan fun events! We will be planning end of the year activities.

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.