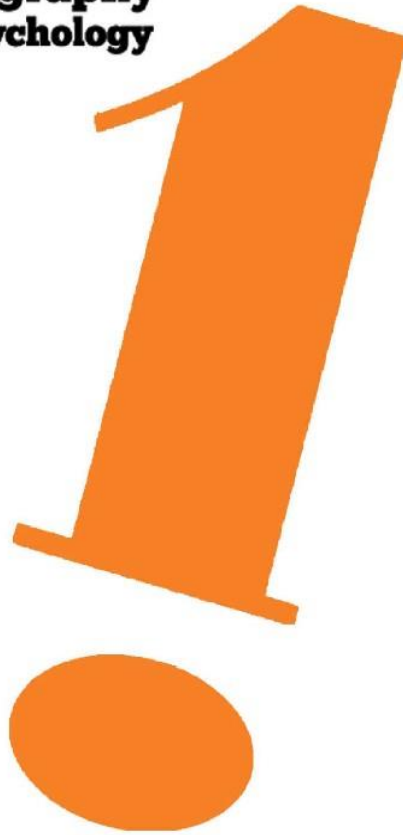


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current Affairs**  
**French Improv**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry  
**Dance Biology**  
**Fibers**  
Soccer  
**Photography**  
**Psychology**  
**One**



**Trimester 1**  
**2023-2024**

**A Period**

Algebra 1  
American Affairs  
Art Activism  
Calculus/Pre-Calculus  
Ceramics  
Chemistry  
Fashion and Decor  
Pre-Algebra A  
Spanish 1  
Spanish 2

**B Period**

Art Portfolio  
Ceramics  
Computer Science  
Creative Writing (Intergen)  
Geometry  
Modern U.S. History  
Music Performance  
Pre-Algebra B  
Public Speaking  
Spanish 4/5

**C Period**

Art History  
Buddha  
Drawing  
Physics  
Resource  
Science Foundations  
Trials  
Video Performance  
Writing and Directing

**D Period**

Acting Workshop  
Algebra 2  
Biology  
Current Affairs  
Environmental Studies  
Fibers  
Psychology  
Resource  
World War

**E Period**

American Lit.  
Biology  
Ceramics  
Keep It Short  
Illustration  
Math Special Projects  
Medieval Times  
Resource: Math Support  
Spanish 3

**F Period**

Algebra 1  
Algebra 2  
Art Matters  
Chemistry  
Digital Media  
Examining Belief  
Ethics  
Resource  
Resource: Math Support  
Songs For Starters  
Spanish 1

**Phys. Ed. And Health**

Basketball  
Tai Chi Volleyball

Health  
Walking

Soccer  
Walking and Running

# ENGLISH

## **EXAMINING BELIEF I: Myth and Message**

Cary Honig

The anthropologist Edmund Leach defined myth by saying: “The special quality of myth is not that it is false but that it is divinely true for those who believe but fairy tale for those who do not.” This is the starting point for our trimester because as we will see, equating myth with falsehood misses its vital importance to human culture. Just what that importance is, however, is the subject of vigorous academic debate. This course will utilize writings from the fields of anthropology, psychology, history, literature, theology and comparative religion to explore various ideas about mythology and religious experience. In the second and third trimesters, students will be introduced to the basic stories, characters and themes of western religion that will be crucial to understanding western history, literature and visual art while seeing them in their historical and cultural contexts, and this trimester they will have the chance to explore non-western religions and any mythologies that interest them.

This trimester will be devoted to understanding and applying theories about the functions of myth while focusing in class primarily on Greco-Roman mythology. Readings will include portions of Ovid’s Metamorphoses, a highly entertaining Roman frolic through Greek mythology, and analyses of myth as diverse as those of Carl Jung, Joseph Campbell, Bronislaw Malinowski, Claude Levi-Strauss and Robert Graves. Each student will write a research paper applying at least one of these forms of analysis to a mythological system of the student’s choice (other than the Greeks) and will teach this material to the class toward the end of the trimester.

There will be step-by-step instruction and feedback about the process of creating a research paper including note cards, parenthetical notes and bibliographies. Students will use our digital library, JSTOR, which is widely used in college research, in search of scholarly periodicals. There will also be regular reading assignments about which students will answer written questions for homework. Regular attendance, timely completion of assignments, careful note-taking and willingness to complete work outside of school will be vital to earning credit. It is essential that everyone taking this class be prepared to respect and question all religious viewpoints. This class will incorporate the grammar sheets, so any student with good reading skills may take it for either English or history credit.

## **AMERICAN LITERATURE: FRONTERAS/BORDERS**

Maryann Ullmann

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

In the first trimester, we will focus on the U.S.-Mexico border, arguably one of the most contentious and complex, as well as Central America, and the flow of migration and root causes. We’ll read both fiction and nonfiction that share stories and perspectives from people who live or have lived and traveled through these regions, including authors such as Luis Alberto Urrea, Gloria Anzaldua, Javier Zamora, Ophelia Zepeda and others. We’ll explore these works in context and investigate the geography and history of the borders to enrich our understanding.

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. While this is primarily an English class, Spanish-speaking students may also have the option to practice some reading and writing skills in Spanish. This class may be taken for English or history credit.

## **ENVIRONMENTAL STUDIES: RELATIONSHIPS**

Maryann Ullmann

This yearlong interdisciplinary course will explore the complex relationship of human beings with the environment through the lenses of the science of ecology, cultural perspectives, sociology and social justice, politics, economics, urban planning and sustainability, natural resource management, climate science, civics, philosophy, the arts, literature, geography and more.

The first trimester will focus on the theme of relationships: the relationships of organisms with their habitats and each other, cultural human relationships with their environments and our own personal relationships with nature. We will learn the foundational principles of ecology through reading and writing, field work and direct observations. (Yes, you can get credit for watching squirrels.) We will discuss humanity's role in the environment and the ways cultural and power dynamics have either reinforced humans' role as interdependent and integral in nature or caused alienation from nature and the roles different demographic groups have played in this. We'll explore readings from varied perspectives that will help enlighten and reflect on our own. As it can be easy to become overwhelmed or paralyzed by the scale and gravity of environmental problems, nurturing our own relationships with nature helps to build a core foundation for the desire and sustained motivation to protect it.

The second trimester of this class will focus on case studies of environmental problems and solutions, and the third trimester will focus on a real world collaborative environmental action civics project chosen by the class. **This class can be taken for English, history or science credit, and some assignments will vary depending on the subject area in which the student is registered.** Expect to spend time outdoors frequently.

## **GENRES IN CREATIVE WRITING**

Eve Kerrigan

Genres in Creative Writing will be an exploration of short story and personal essay writing. Students will read examples from different genres and discuss the craft elements demonstrated in each text. Through a series of prompts and exercises, students will create, draft and revise new creative works. Students can expect to work individually and in groups, to read work out loud to the group and to give and receive feedback. This is an intergenerational class, and only students who have passed the Humanities Comp. can earn English credit in it. (Others can take it as an art or an elective class.) Students may not receive more than one year of English for Creative Writing classes, although they may take more as art or elective classes.

## **KEEP IT SHORT AND POWERFUL**

Lily Trayes

A selection of short stories and a few short plays will illuminate the power of the written word. (Words Matter.) Students will enjoy Short and Powerful short stories by various American and International authors such as Haruki Murakami, Isaac Bashevis Singer, Chimamanda Ngozi Adichie, George Saunders, James Baldwin, and Kate Chopin.

Vocabulary building is gained through the assigned reading. Fun activities to help build vocabulary are writing paragraphs in English as a Foreign Language and submitting cartoon quips to the weekly The New Yorker magazine.

In various short writing projects, students learn the power of word precision and the fine art of editing their own writing for effect and the importance of authenticity. These essential skills help students to write a strong and engaging Personal Essay required on The Common Application (and as your senior essay). Students will develop essays that “jump off the page.” Other writing projects will include creating your academic résumé and writing Supplemental College Essays. After reading a few short plays, students will each develop a 10-Minute Play. The class will read Muriel Barbery’s novel The Elegance of the Hedgehog and Shakespeare’s play Measure for Measure.

## **TRIALS IV: Becoming Your Own Person**

Cary Honig

This is the fourth trimester of a two-year course designed for those who are interested in law as well as improving English skills. This year’s texts are all from the 20<sup>th</sup> century. This class will prepare a student for the essay writing, grammar and reading sections of the competency exam in particular. This trimester is a bridge between the previous trimester’s look at the family and the rest of this year’s focus on civil rights and the history of the last seventy years. We will be addressing several interrelated themes of particular importance to teens: privacy, relationships with parents and relationships with cultures. We will read The Joy Luck Club, Amy Tan’s novel about Chinese-American mothers and daughters; Fences, August Wilson’s play about an ex-Negro League baseball player and his teenage son; The Boarding House, James Joyce’s fiendishly clever story about a mother’s involvement with her daughter’s “romantic” life and a selection from I Know Why The Caged Bird Sings in which Maya Angelou explains how she came to understand and admire her grandmother. We will learn a bit about Chinese history and the history of baseball to complement our readings, and we will continue to look at legal issues that sometimes divide parents and children. The book has sixteen chapters, of which most are short, so you will be expected to read and answer questions for two chapters many weeks. You will be writing or carefully revising an essay most weeks as well. There will be homework right away so that you won’t have work to do the last week of the trimester. We will 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 and avoid extra assignments. We will be working up to mock trials during the second and third trimesters.

## **MEDIEVAL TIMES WITH HER MAJESTY**

Erin Victoria Egan

This trimester we will start a new Humanities course looking at medieval history and literature of England from Anglo-Saxon times through to the Wars of the Roses/Tudors. We will be studying the English History of this period with a specific look at the development of the role of the King/Queen of England. We will look at medieval history of England from just before the Battle

of Hastings through the Tudors with emphasis on living in Medieval times. We will explore the development of the government (Magna Carta), the ideas of Chivalry, the English Church and finally kingship...or how to be King, using Arthur, Richard and Elizabeth as models for kingship. The emphasis will be on learning to look at resources such as chronicles and primary sources. While studying the history, we will take time to look at knights and the church, medieval ideals of kingship and Medieval life in general. We will be reading selections from the Anglo-Saxon chronicles and The Once and Future King at home and selections from Le Morte D'Arthur in class for comparison purposes. We will also read the Morality play Everyman, and Richard III by Shakespeare in class. If time permits. We will read Elizabeth by David Starkey. In addition to the reading assignments, students will have to maintain a notebook, learn family trees and be active participants in class discussions if they wish to earn credit. **This class can be taken for either History or English credit, so we will also be completing grammar sheets every week.**

## **PUBLIC SPEAKING**

Phil Goldman

According to a survey by Chapman University that examined American fears and anxieties across a variety of topics – personal safety, the government, disasters and more – the number one fear is public speaking. It's greater than heights. It's greater than bugs and snakes. It's greater than flying. It's 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.) Therefore, why not get used to it now and learn to do it well? All it takes is some gentle guidance and practice (and practice and practice). We will take it gradually, starting with Show and Tell and build our way to informational speeches, persuasive speeches, debates, storytelling and more. We will also work with tried and true (and fun) techniques to overcome anxieties and to build confidence

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

## **ETHICS**

Phil Goldman

How do we know right from wrong? How responsible are we for our actions? Whose needs come first: our individual needs or those of our families, friends, community, nation or planet? In this yearlong course, we will explore these and other ethical questions both in philosophical works and in fiction. There will be readings, essay writing and much discussion (in small groups and whole class). Throughout the year, students will work on finding and developing their own ethical systems: not only in writing but in real world practice.

For credit, you will need to be actively engaged in all class activities (including Grammar Sheets), complete all assignments and writing assignments with revisions, participate in discussions and practice what you preach.

## CURRENT AFFAIRS

Siobhan Cute

Will Donald Trump be convicted in any of his four upcoming trials? Will the increasing number of natural disasters get governments more serious about reducing climate change? Is Taylor Swift primarily responsible for the improving U.S. economy? In this class, we will study current events that may include some of those just listed. In addition, this class will help you identify your own beliefs and state them clearly in writing. We will regularly work on vocabulary, grammar sheets, reading comprehension questions, class discussions of the issues and rough and final draft essays. We will be working regularly on all of the English skills you need for the competency exam. **Students must complete all assignments and be present and on time in body, mind and work in order to earn credit.**

# HISTORY

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

## AMERICAN AFFAIRS I: Created Equal?

Lon Plynton

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

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

**MODERN U.S. HISTORY: Kennedy and the Promise of Camelot** Erin Victoria Egan

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

## Elective History Credit

**EXAMINING BELIEF: Myth and Message**

Cary Honig

See description in the English section.

**AMERICAN LITERATURE: FRONTERAS/BORDERS**

Maryann Ullmann

See description in the English section.

**ENVIRONMENTAL STUDIES: RELATIONSHIPS**

Maryann Ullmann

See description in the English section.

**MODERN U.S. HISTORY: Kennedy and the Promise of Camelot** Erin Victoria Egan

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

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



## **TRIALS 4: Becoming Your Own Person**

Cary Honig

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

## **MEDIEVAL TIMES WITH HER MAJESTY**

Erin Victoria Egan

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

## **PSYCHOLOGY**

Phil Goldman

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

## **IF YOU MEET THE BUDDHA, KILL THE BUDDHA:**

### **The History and Practice of Eastern Philosophy I**

Phil Goldman

*To study Buddhism is to study the self.  
To study the self is to forget the self.  
To forget the self is to be awakened by all things.  
And this awakening continues endlessly.*  
– Eihei Dogen (13th Century, Founder of Soto Zen)

This trimester we will study Buddhism: the origins with Siddhārtha Gautama and the discovery of the Middle Way, the core teachings of the Four Noble Truths and the Eightfold Path, the history and spread of Buddhism and concepts such as Impermanence, Non-Attachment, Karma and Nirvana. Most importantly, we will learn to apply the philosophy and practice of Buddhism to questions and problems in our real lives. We will learn to start walking a Path with Heart.

A MAJOR part of this course will be the practice of meditation and breathing exercises. This is mandatory and will be taught and practiced EVERY CLASS OF THE TRIMESTER. Meditation will also be assigned as regular homework, along with keeping a meditation journal. Please consider this carefully before you enroll in this class. Completion of all class work and participation in class discussions are also mandatory for credit.

## **HISTORY OF FASHION AND DÉCOR: In the beginning.....** Erin Victoria Egan

Well, in the beginning there were these two people who ate an apple and found themselves naked and without shelter. They were cold - it's a mean world out there, so they covered up their nakedness, and they built shelter and the rest, as they say, is history. This course will look at the development of personal and public adornment. Why do people wear what they wear and build what they build? We will begin this yearlong course of study in the Medieval world and look at the development of Medieval Buildings based on Ancient and Middle Eastern ideas, while also looking at the development of clothes for both fun and function. Along the way we will discuss the idea of fashion and how we move away from the practical things needed to survive to the expression of wealth and status through clothes, accessories and buildings both public and private. This course will start in the Dark Ages to formulate the basis for our future study and travel the byways of the Medieval world. This course is for anyone who enjoys discussing the finer things in history. Students should be prepared to maintain a notebook, complete both reading and writing assignments, including various projects, and be willing to express their thoughts in class discussions if they wish to obtain credit for this course. Students will also be expected to present their designs and projects to the whole class. Students will also choose a final project to complete.

## **WORLD WAR** Erin Victoria Egan

This trimester course is the first in a yearlong series that will examine the 20th century's costly and devastating wars. How did we as a world come to extinguish the lives of over 70 million people over the course of 35 years? We will start by examining the personalities, economic factors and diplomatic situations that led to the outbreak of the Great War. We will also look at the development of new weapons and tactics, the effect of the war on the home front and the development of international diplomacy. As the trimester continues, we will look at the rise of the Nazi Party in Germany and the military leadership in Japan. We will look at how these groups worked to expand and inflict their influence and ideals on people inside and outside their countries. As our study of World War II begins, we will concentrate on the European Theatre of Operations and look at the involvement of the United States as this conflict unfolds. Again, we will look at the home front experience as well as tactics, weaponry and the personalities of this conflict. The trimester will end with a preview of the Pacific Theatre of Operations and a discussion on the development of the Nazi policies for racial purity in preparation for Trimester Two's course on the Holocaust. We will view documentaries and some films about the beginnings of WWI, the period between the wars and World War II. Students should be prepared to maintain a notebook, complete both reading and writing assignments, actively participate in group projects and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

# Computer Science, Mathematics and Science

## **CALCULUS (An Introduction)**

Michael Werth

The spirit of Calculus (An Introduction) at School One is to get students started on two out of three of the big primary themes in Calculus involving Limits and Continuity as well as Derivatives (the third big theme is Integration). The introductory course will generally follow the IXL Calculus curriculum. We will additionally have the whole year to fill in gaps in function analysis, precalculus and trigonometry skills that students may need to better understand the fundamental concepts and underlying technical procedures of Calculus, as well as fluency with the TI-84 Plus CE graphing calculator, so that you would have a solid start in the standard college computer science, mathematics, science or engineering (STEM) programs that you will experience at the college/university level.

**Challenge Opportunity:** Students who wish to be challenged at the full-throttle college level may choose to work on the Khan Academy AP Calculus AB curriculum, which will cover all topics in a typical college calculus course. Students this year will have the opportunity to apply for and take the AP Calculus AB Exam with the College Board, which can qualify you to place out of mathematics in college.

**Trimester One Topics:** The first trimester will cover Limits and Continuity, as well as any function analysis, precalculus or trigonometry skills that we need as we encounter it. The second trimester will cover basic derivatives rules and skills. The third trimester will cover derivative strategies, higher-order derivatives, advanced function analysis and rates of change. The students who want to challenge themselves to prepare for the AP Calculus AB Exam will move at a much more accelerated pace and will also work on Khan Academy AP Calculus AB.

**Materials:** For this course, you will need to come to class with a notebook (1-1/2" three-ring binder with five dividers recommended), a three-ring binder pencil pouch with zipper, white-out tape, college-ruled lined paper, graphing paper, a ruler, a protractor, colored pens, and a TI-84 Plus CE graphing calculator with a protective zipper cover. **Calculus students must own a TI-84 Plus CE graphing calculator and bring it back and forth from home to class each day. Used models are just as good as new!** The TI-84 Plus CE graphing calculator is allowed on the SAT Exam and the AP Calculus AB Exam.

**Prerequisites:** Students should have completed Algebra 2, Geometry and Precalculus and be at the 1200+ level on IXL Algebra & Algebraic Thinking or have a teacher recommendation and consent of the department chair.

**Credit:** You will earn credit for Calculus through the on-time satisfactory completion of all in-class and homework assignments, quizzes and examinations as well as good attendance

**Calculus and Pre-Calculus** will meet together but have separate curricula.

## PRECALCULUS

Michael Werth

The spirit of Precalculus at School One is to support students with the function analysis, trigonometry and advanced mathematics skills that they will need to be successful entering into college STEM programs in computer science, mathematics, science and engineering starting with Calculus. The course will generally follow the IXL Precalculus curriculum. Students need to start learning how to work independently and quickly as you prepare to become a Calculus student, but you also need to know when to ask for help from the teacher. You will save yourself a lot of time getting help from your teacher and YouTube videos on these topics rather than grow frustrated whenever or if you get stuck. Students also need to develop fluency with the TI-84 Plus CE graphing calculator.

**Challenge Opportunity:** Students who wish to be challenged at the full-throttle college level may option to also to work on the Khan Academy Precalculus curriculum, which will cover all topics in a typical college precalculus course. Students this year will have the opportunity to apply for and take the AP Precalculus Exam with the College Board, which can qualify you to place out of mathematics in.

**Trimester One Topics:** The first trimester will cover Functions, Families of Functions, Quadratic Functions, Polynomials, Rational Functions and Exponential and Logarithmic Functions. The second trimester will cover Radical Functions, Roots and Rational Exponents, Systems of Equations, Systems of Inequalities, Nonlinear Inequalities and Trigonometry. The third trimester will cover Trigonometric Functions, Trigonometric Identities, Conic Sections, Real Numbers, Complex Numbers and Complex Plane. The students who want to optionally challenge themselves to prepare for the AP Precalculus Exam will move at a much more accelerated pace and will also work on Khan Academy Precalculus.

**Materials:** For this course, you will need to come to class with a notebook (1-1/2" three-ring binder with five dividers recommended), a three-ring binder pencil pouch with zipper, white-out tape, college-ruled lined paper, graphing paper, a ruler, a protractor, colored pens, and a TI-84 Plus CE graphing calculator with a protective zipper cover. **Precalculus students must own a TI-84 Plus CE graphing calculator and bring it back and forth from home to class each day. Used models are just as good as new!** The TI-84 Plus CE graphing calculator is allowed on the SAT Exam and the AP Precalculus Exam.

**Prerequisites:** Students should have completed Algebra 2 and Geometry and be at the 1100+ level on IXL Algebra & Algebraic Thinking or have a teacher recommendation and consent of the department chair.

**Credit:** You will earn credit for Precalculus through the on-time satisfactory completion of all in-class and homework assignments, quizzes and examinations as well as good attendance.

**Calculus and Pre-Calculus** will meet together but have separate curricula.

## GEOMETRY

William Frey

The Geometry course is a comprehensive look at the study of geometric concepts including measurement, units, proof, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations. These concepts offer regular opportunities to develop and extend problem solving, reasoning and critical thinking skills as well as those skills needed for subsequent

coursework in math and science. Where applicable, technology will be used to complement the course topics. This might include spreadsheets, Wolfram technologies, Desmos and Geogebra.

**Challenge Opportunities:** Extending course topics to problems in higher math and/or “real world” applications. Examples would include constructing curves and surface through specified points, geometric linear programming, computer graphics, geocomputation, fractals, computer aided design and 3D printing. Coding Challenge Example: “Given three points in 3D space, determine the angles (in degrees) of the triangle they form.” (Define a function ThreeAngles that takes a list of three points ((each a list of three numbers)) and outputs a list of three numbers sorted in order, the angles of the triangle formed by the points.)

**Trimester One Topics::** Units and measurement including length, perimeter, area, volume, degrees and radians; Unit conversion; Plane geometry: points, segments, rays, lines, parallel and perpendicular lines, angles, circles, regular and irregular polygons, Pythagorean Theorem

**Materials:**

1-1/2” three ring binder with college ruled paper, ruler or straight edge, pencils and pens. IXL account. <https://www.c82.net/euclid/#books> . Homework Hub

**Prerequisites:** past exposure to Algebra 1 and/or Algebra 2 and placement by the Department Coordinator

**Credit:** Students will earn credit for Geometry through timely completion of coursework (individual assignments and small group work) that meets agreed upon quality standards. Students will use IXL to demonstrate proficiency of skills. The class will offer regular opportunities to present and explain work demonstrating increasing mastery in the topics, techniques and ideas covered. Additionally, students will evaluate their own work and reflect on their progress against an “academic character” rubric that considers preparation, classroom community citizenship, classroom disposition, empathy and collaboration.

**ALGEBRA II (w/ STATISTICS and TRIGONOMETRY)**  
**[Formerly: ALGEBRA III/TRIG and ADVANCED ALGEBRA]**

Michael Werth

This course is designed to give students a strong algebraic base to prepare them for more advanced coursework in mathematics and science. Students will make connections through a multi-representational approach to Algebra with concepts, process and conclusions considered graphically, numerically, symbolically and verbally. Applications of Algebra and Statistics will be explored with and without the use of graphing technology. The third trimester includes a study of trigonometry. Work will be done individually and in cooperative groups with the goal of becoming more proficient in the written and oral communication of mathematics, as well as expanding problem solving and computational skills. Where applicable, technology will be used to complement the course topics. This might include spreadsheets, Wolfram technologies, Desmos and Geogebra.

**Challenge Opportunity:** Opportunities to extend knowledge and connect to other academic disciplines will be offered regularly. Coding challenge example: Write a function that finds all of the prime numbers among the first  $n$  terms of the Fibonacci sequence. Examples of other areas that offer opportunities for further exploration and application of ideas in the course include

Matrices, vectors and linear algebra, computer graphics, population models, linear programming and Game Theory Simulation

**Trimester One Topics:** Numbers, sequences and operations on numbers, exponents and radicals, introduction to functions definitions and terminology, graphs of linear and quadratic functions, linear systems of inequalities and their graphs, solving quadratic equations, factoring, completing the square, quadratic formula, rational expressions and polynomial and rational functions

**Materials:** 1-1/2" three ring binder with college ruled paper, ruler or straight edge, pencils and pens. IXL account. Homework Hub

**Prerequisites:** Algebra I and placement by the Department Coordinator

**Credit:** Students will earn credit for through on time completion of course work (individual assignments and small group work) that meets agreed upon quality standards. Students will use IXL to demonstrate proficiency of skills. The class will offer regular opportunities to present and explain work demonstrating increasing mastery in the topics, techniques and ideas covered. Additionally, students will evaluate their own work and reflect on their progress against an "academic character" rubric that considers preparation, classroom community citizenship, classroom disposition, empathy and collaboration.

## **ALGEBRA I (w/ STATISTICS)**

**[Formerly: INTERMEDIATE ALGEBRA and BASIC ALGEBRA]**

William Frey

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and their multiple representations. Students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing technology, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. The second trimester includes an introduction to statistics and probability. Where applicable, technology will be used to complement the course topics. This might include spreadsheets, Wolfram technologies, Desmos and Geogebra.

**Challenge Opportunity:** Opportunities to extend knowledge and connect to other academic disciplines will be offered regularly. Coding challenge example: Write a function that finds the maximum length of any Roman numeral up to  $n$ . Examples of other areas that offer opportunities for further exploration and application of ideas in the course: matrices, vectors and linear algebra, statistical distributions, cryptography and History of Mathematics

**Trimester One Topics:** Numbers and operations, sequences and sets, expressions, coordinate plane, slope and graphs of linear equations, solving linear equations, absolute value equations and inequalities

**Materials:** 1-1/2" three ring binder with college ruled paper, ruler or straight edge, pencils and pens. IXL account. Homework Hub

**Prerequisites:** Placement by Department Coordinator

**Credit:** Students will earn credit for **Algebra 1 with Statistics** through on time completion of course work (individual assignments and small group work) that meets agreed upon quality standards. Students will use IXL to demonstrate proficiency of skills. The class will offer regular opportunities to present and explain work demonstrating increasing mastery in the topics, techniques and ideas covered. Additionally, students will evaluate their own work and reflect on their progress against an “academic character” rubric that considers preparation, classroom community citizenship, classroom disposition, empathy and collaboration.

## **PREALGEBRA**

**[Formerly: BASIC ALGEBRA and ESSENTIAL MATH]**

Nancy Carreiro and Mark Christman teaching separate sections

Prealgebra at School One is designed to provide an accessible on-ramp for the broader math curriculum and to ensure that students are fully prepared for our Math Competency Exam. The class will broadly follow the IXL Eighth Grade Math curriculum, ensuring that students have a complete understanding of the behavior of numbers, and will build from that foundation to the beginnings of Algebra and Geometry. Special attention will be paid to the language of word problems and how to use it to set up work correctly. This being a foundational course, it is very important that students take the initiative to request help after school or during lunch if material still seems confusing when class is over. The math teachers are committed to supporting students willing to work with us to solidify their understanding, and you will save yourself a lot of time and anguish by getting help quickly when it is needed.

**Challenge Opportunity:** Students are encouraged to work ahead of the material to achieve a score of 900 or higher in the IXL “Overall” and “Algebra and Algebraic Thinking” categories and from there to begin work on the IXL Algebra 1 curriculum. This will help students progress much more quickly through School One’s Math curriculum and qualify for electives and advanced college courses earlier.

### **Trimester One Topics:**

The first trimester will cover the behavior of numbers on their own terms, starting with integer arithmetic, and working up to fractions and decimals, proportional reasoning, and irrational numbers.

**Materials:** For this course, you will need to come to class with pencils, a notebook (1-1/2” three-ring binder with dividers recommended), a three-ring binder pencil pouch with zipper, college-ruled lined paper, and a scientific calculator. Starting in the second trimester, students will also need to bring graphing paper, a ruler, a protractor, and colored pens or pencils. **Students must own a scientific calculator and bring it to class each day.**

**Prerequisites:** This course has no prerequisites but is open only to students recommended for it by the department coordinator.

**Credit:** You will earn credit for PreAlgebra through the on-time satisfactory completion of all in-class and homework assignments, quizzes and examinations as well as good attendance.

## **MATHEMATICS – SPECIAL PROJECTS**

**[Formerly: SURVIVAL MATH]**

William Frey

This class is most appropriate for seniors challenged by the math covered on the Math Competency Exam despite having credit for algebra courses. A primary goal for this course will be successful completion of the Math Comp, which is a graduation requirement. We will review the math needed for each section and work on practice exercises. After each taking of the Math Comp, we will perform an analysis of each student's exam to assess which mistakes were made. Goals and a study plan will be agreed upon for the next attempt. A second goal is for you is to acquire a broader range of skills than is tested on the Competency Exam, including learning more about banking, how to establish and manage credit wisely, filling out tax forms, understanding social security and withholding tax, and simple economic principles. We will also work together to create student-choice STEAM projects for students to develop presentation skills to prepare you for college. You will be asked to share out to your classmates in college many times, and being good at that can help you earn high grades and the praise of your professors and classmates.

**Trimester One Topics:** Follow all assignments on the Homework Hub on time and complete/retake all Math Comps on time throughout the year.

**Materials:** For this course, you will need to come to class with pencils, a notebook (1-1/2" three-ring binder with dividers recommended), a three-ring binder pencil pouch with zipper, college-ruled lined paper, a scientific calculator, graphing paper, a ruler, a protractor, and colored pens or pencils. **Students must own a scientific calculator and bring it to class each day.**

**Prerequisites:** This class is for seniors who have not completed Math Comps.

**Credit:** Credit will be based on attendance, on-time completion of both in-class and homework assignments and regular serious effort on the Friday comp. exams. Students should bring the calculator they plan to use on the Math Comp with them to every class.

# **SCIENCE**

## **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. This class will explore mechanics - the science of mass, force, and motion - from a single object moving in a single dimension to more complex mechanical systems. In the laboratory, students will familiarize themselves with the precise measurement of time and other quantities and perform experiments illustrating the laws we study.



**Challenge Opportunity:** Students who wish to be challenged at the full-throttle college level may option to also to work on the Khan Academy AP Physics 1 curriculum, which will cover all topics in a typical college non-calculus-based physics course. Students this year will be encouraged, and have the optional opportunity, to apply for and take the AP Physics 1 Exam with the College Board, which can qualify you to place out of introductory physics in college.

**Trimester One Topics:** The first trimester will introduce the concepts of mass, force and energy. We will study motion through the lens of Newton's Laws, which are the foundation of mechanics and all classical physics. From here, we will learn about orbital movement and the behavior of gravity. The students who want to challenge themselves to prepare for the AP Physics 1 Exam will move at a much more accelerated pace and will also work on Khan Academy AP Physics.

**Materials:** For this course, you will need to come to class with a notebook (1-1/2" three-ring binder with dividers recommended), college-ruled lined paper, a separate laboratory (composition) notebook, and a scientific calculator. **Students must own a scientific calculator and bring it to class each day.**

**Prerequisites:** Students should be in their third or fourth year and have taken (or be concurrently taking) Algebra 2 or have the consent of the department coordinator.

**Credit:** You will earn credit for Physics through the on-time satisfactory completion of all in-class and homework assignments, lab reports, quizzes and examinations as well as good attendance.

## COMPUTER SCIENCE: INTRO TO PROGRAMMING

Megan Roppolo

This rigorous, AP-level course introduces students to the foundations of programming in JavaScript and Java. **No previous programming experience is required, and students with varying backgrounds and experience in computer science education are encouraged to participate in this course.** The curriculum will combine units from AP Computer Science Principles and AP Computer Science A. There are two objectives: to prepare students with little or no knowledge of programming for the university classroom and to demonstrate the wide applications of computer programming to students' existing interests.

**Challenge Opportunity:** Frequent opportunities for students to challenge themselves are built directly into this curriculum. Every unit contains one or more projects that can be scaled up or down depending on student interest and ability. The real challenge is keeping the ideas simple enough to be completed in the required timeframe!

**Trimester One Topics** This is a fast-paced course. Trimester 1 will introduce students to fundamental programming concepts in JavaScript using curriculum from AP Computer Science Principles and [code.org](https://code.org)'s fun app-building platform. Programming concepts will include variables, conditionals, functions, lists, loops, traversals and parameters.

**Materials:** Bring a binder or folder for handouts. Students are recommended to bring their own device if they have one, but there are also Chromebooks available to borrow during class. Lessons are accessed through the convenient [code.org](https://code.org) web interface: no software is required. Please note: some aspects of the programming interface will not run on iPads.

Prerequisites: No prior programming experience is necessary, and any interested student is encouraged to participate. This course requires knowledge of algebra; Algebra I (formerly Intermediate Algebra) is required.

Credit: Credit will be earned through the satisfactory completion of in-class lessons assigned via [code.org](https://www.khanacademy.org). Any lessons not completed in class must be completed as homework. Unit projects and multiple-choice quizzes must earn a minimum score of 60%. Strong attendance is crucial.

## **CHEMISTRY**

Megan Roppolo

Chemistry is the study of matter and is often described as the “central science” because it touches on aspects of all the natural sciences. The fundamental principles of chemistry covered in this course will tie into scientific interests students already possess and will prepare them for college level chemistry (both in the classroom and the laboratory).

**Challenge Opportunity:** Students will have the option to complete material from Khan Academy’s AP Chemistry curriculum, which goes into more depth about topics they will find in the college classroom. Other opportunities for further challenge will be offered during the year based on student interest.

**Trimester One Topics:** We will begin Trimester 1 by practicing precise scientific measurement and laboratory techniques and then move on to atomic structure and stoichiometry.

**Materials:** A three ring binder is required for class notes and handouts. Students will need access to a scientific calculator at home and during class.

**Prerequisites:** This course requires knowledge of algebra; Algebra I (formerly Intermediate Algebra) is required. Students must have taken at least one high school laboratory class or have a teacher recommendation and consent of the department coordinator.

**Credit:** Credit can be earned through the satisfactory completion of all in-class and homework assignments, labs, quizzes and examinations. Assignments earning under 80% will require corrections. Assessments must earn a passing score of 60%. Strong attendance is crucial.

## **ENVIRONMENTAL STUDIES: RELATIONSHIPS**

Maryann Ullmann

The full description is in the English section, but this new class can be taken for science, history or English credit.

## **BIOLOGY (Small Worlds)**

Mark Christman

Biology is the scientific study of living things and their make-up. In this class, we will learn about life from the ground up, beginning with its chemical building-blocks, progressing into its smallest unit, the cell, and from there to evolution and larger life-forms, finally closing off with a study of ecology. This class will also serve to introduce students to laboratory practices and the scientific

method, using labs to illustrate important points from the material and introducing students to the process of designing experiments to answer questions scientifically.

**Challenge Opportunity:** Students who wish to be challenged at the full-throttle college level may choose to work on the Khan Academy AP Biology curriculum, which will cover all topics in a typical college biology course. Students this year will have the opportunity to apply for and take the AP Biology Exam, which can qualify you to place out of introductory biology in college.

**Trimester One Topics:** We will begin our first trimester with a brief introduction to the scientific method and our laboratory. From there, we will begin exploring the chemicals that are most central to living things and introduce cells, their structures and the processes by which they sustain themselves. Students who want to challenge themselves to prepare for the AP Biology Exam will move at a much more accelerated pace and will also work on Khan Academy AP.

**Materials:** For this course, you will need to come to class with a notebook (1-1/2" three-ring binder with dividers recommended), college-ruled lined paper, and a separate laboratory (composition) notebook, and a scientific calculator. **Students must own a scientific calculator and bring it to class each day.**

**Prerequisites:** This course is open only to sophomores or with permission from the coordinator.

**Credit:** You will earn credit for Biology through the on-time satisfactory completion of all in-class and homework assignments, lab reports, quizzes and examinations as well as good attendance.

## PSYCHOLOGY I

Phil Goldman

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

What makes us human? What defines healthy, stable and normal? 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 answers through basic observation: Why did he do that? Why do I feel this way? How can I change? The answers are elusive. In this introductory course, we will examine the foundations of the discipline of psychology and its underpinnings in philosophy and biology. Students will gain familiarity with important pioneers in the field, including Freud, Skinner, Piaget and others. We will explore the relevance that their works have today and the role that psychology plays in our everyday lives.

**Challenge Opportunity:** Frequent opportunities for students to challenge themselves are built directly into this curriculum. Every unit contains one or more projects that can be scaled up or down depending on student interest and ability.

**Trimester One Topics:** This is a medium-paced course. In Trimester 1, students will examine the history and basic tenets of psychology. Students will also discover the relevance of distinctive developments in psychological thought as it relates to their own lives.

**Materials:** Students will be making journals in class for all notes and reflections. The journal must be brought to all classes along with a pencil or pen.

**Credit:** Students will earn credit by completing reading assignments outside of class, participating in discussions and demonstrating knowledge and commitment through tests and project work. This class is available for either science or social studies (history) credit.

## SCIENCE FOUNDATIONS

Mark Christman

You've almost certainly heard things like "science says..." or "thanks to science..." on a daily basis for most of your life. We often take claims like these for granted, but they can actually be pretty mysterious. What is science, and what is so special about it? How does it come to "say" things? This class is meant to introduce you to scientific study by way of these questions and prepare you for the more specialized science classes in School One's curriculum. You will learn how science as a field of study came about and be introduced to the scientific method along with other key scientific concepts. This will be far from a theory class, though: In the laboratory, you'll get hands-on experience with a number of scientific tools. Not only will we replicate some experiments from the history of science, but you'll also learn to use the tools and concepts of science to answer questions from your own life.

**Challenge Opportunity:** A variety of additional topical readings will be made available to interested students throughout the course, and there may be the opportunity for additional lab work from time to time to get more practice in a laboratory setting.

**Trimester One Topics:** In the first trimester, we will introduce the core principles of science and begin learning to design experiments. We'll also learn about and begin working in the laboratory. After some experiments introducing you to our equipment—glassware, measuring devices, microscopes and more—you'll practice designing experiments to answer questions when you're not given a procedure.

**Materials:** For this course, you will need to come to class with a notebook (1-1/2" three-ring binder with dividers recommended), college-ruled lined paper, and a separate laboratory (composition) notebook, and a scientific calculator. Students must own a scientific calculator and bring it to class each day.

This course is especially well-suited to first year students and is by invitation only.

**Credit:** You will earn credit for Science Foundations through the on-time satisfactory completion of all in-class and homework assignments, lab reports, 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 ACTIVISM

Reza Clifton

Show it. Write it. Tell it. Post it. Make Art! How do you address an issue that makes you feel passionate? Art Activism will encourage you to express yourself, raise your voice and create a vision for responding to oppression and empowering your community. This class will examine the intersection of social justice activism with visual art, literary art and digital media production. The main class project first trimester will be to build a website that reflects the issues that matter to you and the artistic approaches you have selected for expressing yourself (from painting to podcasts!). To get there, students will analyze and discuss Black Lives Matter, Immigration and Climate Change and historical moments like anti-Slavery and Civil Rights campaigns, #NorthSouthEastWest movements for Independence and the fight for visibility for queer community members and people with disabilities. In addition, this class will give students the opportunity to explore copyright, trademarking and intellectual property and ways to build a brand and create an aesthetic. Students will be encouraged to experiment, play, perform and mix genres and will be encouraged to read about and discuss modern movements and techniques, such as Afrofuturism and spoken word poetry, activating community through Instagram, Tik Tok and Snapchat and hashtags like #queerart, #BlackGirlMagic #metoo and #stopasianhate.

## ART HISTORY

Lola Rael

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*.



## **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**

Jim Drain

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.

## **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.

## **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 may 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**

## **ACTING WORKSHOP**

Sarah Elizabeth Taylor

Within this course students will learn the basic fundamentals of acting, including voice, movement, dance and scene work. Students will learn how to action a piece of text, work with scene partners and even how to effectively analyze Shakespearian verse. In addition to this, the curriculum for this class will be heavily influenced by the specific interests of the class as a whole, and we will focus on the elements of acting, performance and even musical theater interest the students most. At the end of the year, the students can select their favorite pieces and perform them in a showcase. This class will be fun and foster creativity while also enforcing the importance of close reading and text analysis.

## **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.

## **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.)

## **WRITING AND DIRECTING**

Sarah Elizabeth Taylor

In this class students will learn how to write their own plays, complete a dramaturgy packet and then direct a 10-minute play. It will be broken down as follows:

1st Trimester: Students will learn the art of playwriting, completing short writings based on prompts and discussing plays selected by the students themselves. By the end students will have written their own 10-minute play.

2nd Trimester: Students will learn what it means to be a dramaturg. They will conduct research on an agreed upon play, selected by the class, and create their very own dramaturgy packets.

3rd Trimester: Students will now swap the plays they wrote at the beginning of the year with another student. While also learning the skills necessary to become an efficient director, students will direct a play written by one of their peers. By the end of the year, the students will be able to put on their own showcase of original, self-written and self-directed works.

# RESOURCE

## 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

## RESOURCE: MATH SUPPORT

Nancy Carreiro, Natalie Delmar

Resource: Math Support will address the needs of student learners by providing the necessary support specifically in math. **Students enrolled in this course are expected to bring class assignments to class, and they may also receive support on the math competency exam. This class is by invitation only.**

# HEALTH & PHYSICAL EDUCATION

Trimester 1

**Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period with no devices involved. Just showing up isn't enough to earn credit: students must be cooperative and active and may never choose to skip class when in school if they plan to earn credit.**

**Students needing Health this year should take it first or second trimester, and students who need 2 Health classes this year should take it both first and second trimesters as it may not be offered third trimester, and Sex Ed. will be an option second trimester.**

## THE HEALTH CLASS

Erin Victoria Egan

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

## BASKETBALL

Jim

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 using School One Arena, i.e., the basket out back, so there's no walk to P.E. or much running involved. Full participation is required for credit. Bench warmers and phone users will not earn credit. Watch Jim drain some threes!

## 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 World Cup rapidly approaching, School One United has time to improve its skills. We will be walking *quickly* to the field and back, so get ready to exercise in more ways than one. Full participation, regular attendance and willingness to run back on defense are requirements for credit.

Acting like a soccer hooligan, wearing boots or cleats rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit. Find your inner Megan Rapinoe!

## **TAI CHI CHUAN**

Phil

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.

## **VOLLEYBALL**

Mark

Volleyball will take place in the Slater building back yard, so it only requires crossing the street at the crosswalk *and participating fully*. This class is open to beginners and champion spikers but not people planning to be on their phones during class.

## **WALKING**

Maryann, Megan

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

## **WALKING AND RUNNING**

Kathy, Michael

This class will take to the Boulevard to offer students to options of either running or walking or sometimes alternating both. No one has to run: you can be a walker, but you'll be expected to walk the whole Boulevard and back. There is the potential for the occasional walking side trip with a teacher into beautiful Swan Point Cemetery. Students who have had a full year of Walking can take this if there is room after students who haven't had any Walking class have signed up.

## RAINY DAY OPTIONS FOR OUTDOOR CLASSES

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

<b>Less Serious Dance</b>	Hendrix	Siobhan
<b>Yoga</b>	Nucleus	Megan
<b>Stretching</b>	Class Menagerie	Jane
<b>Study Hall</b>	No Exit	William
<b>Study Hall</b>	Sidewalk's End	Cary

# COMMITTEES

## Trimester 1

<b>Art Display</b>	Jim
<b>College Planning</b> (seniors only this trimester)	Cary
<b>Essential</b> (all new students)	Erin, Siobhan
<b>Gender and Sexuality (G.S.A.)</b>	Michaela
<b>Geography</b>	Maryann
<b>Go</b>	Michael
<b>Meditation/Test Anxiety Workshop</b>	Phil
<b>Organization</b>	Megan
<b>Portfolio/GBR Prep</b> (seniors only this trimester)	Jane, Mark
<b>School One Students of Color Association</b>	Lon, Brandon
<b>Yearbook</b>	William

**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.



**Art Display** is a chance to beautify the building and eventually to work on producing the student art show.

**College Planning** is for seniors now and will be for juniors later. Students are welcome to get college help from Cary and their advisors, but this is group work oriented and will feature some college visits.

**Gender and Sexuality (G.S.A.)** discusses issues of concern to its members and sometimes plans events and education for the broader school community relating to gender, sexuality and acceptance.

**Go:** Go is a 4,000-year-old game of strategy and is one of the five treasures of the ancient Chinese scholars. It teaches critical thinking, problem solving, deep calculation skills and aesthetics. Join and play!

**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 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.

**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.

**Yearbook:** Here's your chance to write, photograph, edit and brainstorm for this year's yearbook.

Everyone who **isn't** new must have **three** numbered choices in the 1-3 under Committee Choices on the schedule. Most students get their first choices, but some committees have to be cut down to a workable size at times. Students with questions about any committee should check with the teacher running it before choosing it.