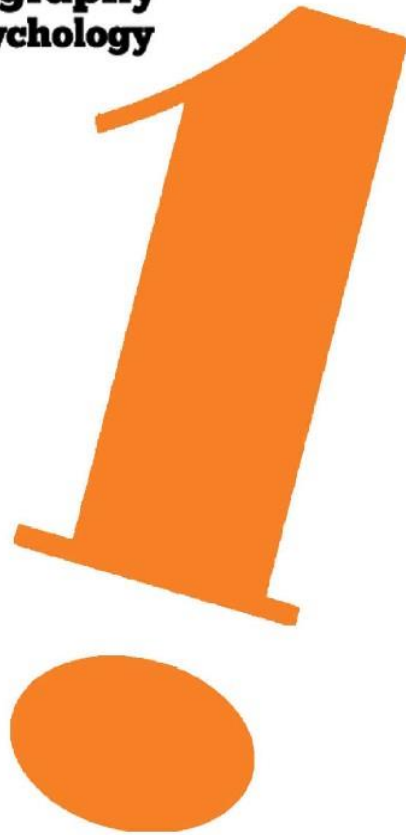


Playwriting
Physics
Spanish
Documentary **Current**
French Improv **Affairs**
Pottery Literature
Video **Trials**
School
Geometry
Dance Biology **One**
Fibers
Soccer
Photography
Psychology



Trimester 2
2023-2024

A Period

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

B Period

Art Portfolio
Ceramics
Computer Science
Creative Writing: Podcasts (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

D Period

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

E Period

American Lit.
Biology
Ceramics
Illustration
Math Special Projects
Math Support: Algebra 2
Ovid's Metamorphoses
Printmaking
Spanish 3
Victorian Times

F Period

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

Phys. Ed. And Health

Basketball
Soccer
No Red Light Walking

Dance
Sex Ed.

Health
Walking

Kung Fu
Yoga

ENGLISH

EXAMINING BELIEF II: The Old Testament or “You Think You've Got Tsois?”

Cary Honig

This yearlong course will utilize writings and methodologies from the fields of anthropology, psychology, history, art, literature, theology and comparative religion to explore various ideas about religious experience. Students will be introduced to the basic stories, characters and themes of western religion that are crucial to understanding western history, literature and art. Building on last trimester's study of mythology, this trimester will be devoted to historical analysis of the Old Testament. Texts will include Gilgamesh, a fabulous 4000 year old Mesopotamian epic, Richard Eliot Friedman's Who Wrote The Bible? and close readings of at least Genesis and Exodus. Each student will write a research paper about a major figure or idea in the Old Testament from the parts of the text that we won't cover in class or a person, event or idea that made a substantial contribution to the later evolution of Judaism. Students will then teach their topic to the class late in the trimester.

There will be step-by-step instruction about note cards, parenthetical notes and bibliographies. Students will be expected to use at least one of our digital libraries, JSTOR and BAR, in search of scholarly periodicals. Wikipedia and AI are **not** acceptable research tools for this project. Credit will be determined at the end of the trimester by the quality of the student's research paper, reading homework, oral report to the class and ability to manipulate others using only guilt. 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. Student may take this class 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 second trimester, we will focus on the Caribbean islands. We'll focus in particular on the Dominican Republic and Haiti with works from authors such as Julia Alvarez, Junot Diaz and Edwidge Danticat. We'll also explore Cuba, Puerto Rico, Antigua and other islands along with their diaspora and relationships with the United States. 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.

INTERGENERATIONAL ARTS*: Podcasting

Eve Kerrigan

In this class, we will learn interview techniques, practice speaking in an engaging manner to capture an audience, and will create compelling written pieces drawing from our lives and communities, which we will then adapt to create a podcast. Although there will be some basic format guidelines, students will have a good deal of creative freedom. Students will have a final project and work towards their recording their own podcast. Students will be in this class with older adults.

ENVIRONMENTAL STUDIES: PROBLEMS & SOLUTIONS

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 second trimester will focus on the theme of environmental problems and solutions. We'll explore case studies and news of environmental issues and their root causes on both a local and global scale. We'll also explore and assess policies and innovations and how they work or how they fall short. We'll look at solutions that have been or could be implemented with an angle towards hope and the possibility of healing and restoration. We'll continue the essentials of ecology as well as delve into climate science and use interdisciplinary Learning Lab activities from The Climate Initiative. We'll also continue weekly nature journaling and outdoor activities to maintain and nurture our personal connections with our environment.

The third trimester of this class 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 may vary depending on which subject area the student is registered for. Expect to spend time outdoors frequently.

THE METAMORPHOSIS OF OVID'S METAMORPHOSES

Ezra Enzo

In Trimester 2, this class will immerse students in the captivating world of Ovid's epic poem while exploring the profound themes of transformation, mythology, and creative expression. We will embark on a transformative journey through Ovid's Metamorphoses, examining various tales of

gods, mortals and the magical changes they undergo. By reading translations of Ovid's work, students will delve into the intricate narratives and explore how themes of change and transformation remain as relevant today as they were in ancient Rome.

Our discussions will revolve around the enduring importance of myth and how these stories have shaped literature, art and culture over millennia. We will analyze the impact of these myths on contemporary storytelling and their resonance in modern society. Additionally, students will have the opportunity to unleash their creativity through creative writing projects inspired by Ovid's tales. These projects will encourage imaginative exploration and foster a deeper connection to the themes of transformation and myth.

Throughout the trimester, students will hone their analytical writing skills, crafting thoughtful essays that explore the intricate layers of Ovid's narrative. By the end of the trimester, students will have not only gained a comprehensive understanding of Ovid's Metamorphoses but also have cultivated their creative and analytical writing abilities, enabling them to appreciate and engage with literature on a profound level, preparing them for the exploration of its enduring impact in Trimester 3.

VICTORIAN TIMES

Erin Victoria Egan

This trimester we will continue our new Humanities course by moving forward to the Victorian age in the history and literature of England. We will be studying the English history of this period with a specific look at the development of the role of the Queen of England in relation to Parliament. We will look at the development of the British Empire and the Industrial Revolution and how these changes affected people from all ranges of socio-economic standing. We will also study the family of Queen Victoria and how she and her husband Albert's offspring became part of the monarchies of Europe. In addition to learning the history of this time period, we will be reading selections from Charles Dickens, including the Christmas Carol and Great Expectations. We will also look at excerpts from other Dickens works to look at how people fared in Victorian England. We will also read The Moonstone by Wilkie Collins as an example of early mystery/crime writing and views on colonial India. In addition to reading and writing 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.

TRIALS V: Civil Rights

Cary Honig

This is the fifth trimester of a course designed for those of you who are interested in law and U.S. history as well as improving your English skills for the competency exam. We will begin our two-trimester focus on the Civil Rights Movement and issues of discrimination. We will be addressing the history and legal issues involved in the Civil Rights Movement while reading literature that will bring the history into focus. Our literary selections will be The Color Purple, Alice Walker's novel about an African-American woman's search for love and community in the segregated south; A Raisin in the Sun, Lorraine Hansberry's play about an African-American family facing

discrimination in the north; and Free At Last, a text about the Civil Rights Movement prepared by the Southern Poverty Law Center. We will also watch Eyes On The Prize, a wonderful documentary about the Civil Right Movement with a lot of actual archival footage. The trimester will culminate in an in-class trial relating to housing discrimination in which all students will participate as lawyers or witnesses IF we complete our work on time. Students should expect to do regular homework, including reading the novel at home, to take careful notes and to write and revise at least five essays in a timely manner to earn credit. 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. You can join this class now if you haven't taken it before and aren't chicken.

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!

ETHICS

Phil Goldman

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

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

CURRENT AFFAIRS

Siobhan Cute

Will Donald Trump be convicted in any of his four upcoming trials? Will Taylor Swift be the compromise candidate for Speaker of the House? Is Artificial Intelligence about to get rid of humans? 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 II: A House Divided

Lon Plynton

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

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

MODERN U.S. HISTORY 2: The Reagan Era

Erin Victoria

Students with excellent knowledge of standard U.S. history may apply to Erin ahead of time to take this normally elective history class for U.S. history credit. It is anticipated that it will be an elective history class for most students. It is also possible to take a trimester of this class to make up trimester three of either Designing America or American Affairs. See the full description under Elective History Credit.

ELECTIVE HISTORY CREDIT

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

EXAMINING BELIEF II: The Old Testament or “You Think You’ve Got Tsoris?”

Cary Honig

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

MODERN U.S. HISTORY 2: The Reagan Era

Erin Victoria Egan

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

This class is primarily for elective history credit but can be taken to make up a missing third trimester of US History. Very strong history students may be able to take this for U.S. history credit if they can prove they know the material from the standard class already before signing up. If we have to get together remotely, I expect that you will be present, and the use of avatars will not be encouraged. I would like to see the people I am talking to in class. If there is a specific problem with this, we can discuss it when we start class.

AMERICAN LITERATURE: Fronteras/Borders

Maryann Ullmann

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

ENVIRONMENTAL STUDIES: PROBLEMS & SOLUTIONS

Maryann Ullmann

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

TRIALS 2: Civil Rights

Cary Honig

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

THE HISTORY OF FASHION AND DÉCOR

Erin Victoria Egan

Rococo, Baroque and the Industrial Age

During trimester two, this course will continue to look at the development of personal and public adornment. We will look at the changes of the 17th through the 19th Centuries in both fashion and architecture. In fashion circles, we will see how clothes, jewelry and accessories become the mark of high society. Fashion will become an industry of not only making clothes for the masses but also for creating the fantasies of the rich and famous. We will also look at the development of word of mouth, advertising and the development of the Fashion Houses of Paris and London. This course will stretch from the Seventeenth Century through to the 20th Century to see the fashion industry reflect wealth, status and the more practical concerns of life during war and depression. We will continue to 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. We will look at the development of the city during this time and how population, commerce and the industrial revolution have changed the way people live and work. 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.

PSYCHOLOGY

Phil Goldman

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

THE HOLOCAUST

Erin Victoria Egan

This trimester course will look at the history of the Holocaust during World War II. This is a difficult subject to study but one that is worthy of the effort. We will begin by exploring the history and culture of the Jews in Europe. We will look at the origins of anti-Semitism and how it was prevalent in both Europe and the United States. The origins of the Nazi Party and its policies of racial purity will also be explored fully. It will be the goal of this class to understand how the ideas of anti-Semitism and racial purity merged into a domestic and foreign policy for the Nazi Regime. The class will work with witness testimony and original documents from the Nazis to develop our study of the events of the Holocaust. We will watch documentaries about the people on both sides of this history: the victims and the perpetrators. **BE WARNED:** some of the materials will be hard to read and view. Everyone who signs up for this class should be prepared to discuss freely his/her opinions and feelings as we go through this difficult subject. Students should be prepared to maintain a notebook, complete both reading and writing assignments and be willing to participate fully in class discussions if they wish to obtain credit for this course.

COMPUTER SCIENCE, MATHEMATICS AND SCIENCE

CALCULUS (An Introduction)

Michael Werth

Description: 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 option to also to work on the Khan Academy AP Calculus AB curriculum, which will cover all topics in a typical college calculus course.

Pacing: 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 optionally 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 up through the middle of March. The second half of March and the entire month of April would then be dedicated to AP Calculus AB Exam Test Prep.

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.

PRECALCULUS

Michael Werth

Description: 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. There may be a few other topics such as polynomials

that may need additional resources to cover such as Khan Academy Algebra 2 Polynomials (Units 1, 3, 4, and 5). Students this year will be encouraged and have the optional opportunity, to apply for and take the AP Precalculus Exam with the College Board.

Pacing: 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 up through the middle of March. Additional optional challenge IXL topics that should be covered include Matrices, Polar Form, Two-Dimensional Vectors, Three-Dimensional Vectors, Sequences and Series, Limits, Continuity and Introduction to Derivatives, especially for students who will be continuing with Calculus in the next school year. The second half of March and the entire month of April would then be dedicated to AP Calculus AB Exam Test Prep.

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.

GEOMETRY

William Frey

Description: 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 include constructing curves and surface through specified points, geometric linear programming, computer graphics, geocomputation, fractals, computer aided design and 3D printing

Pacing: In Trimester 2, we will have an introduction to logic and proof and deal with definitions, axioms, postulates, theorems ,similarity and congruence, compass and straightedge construction and Euclid’s Elements (Books 1 - VI)

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, placement by department chair

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 2 (w/ STATISTICS and TRIGONOMETRY)

Michael Werth

Description: This course is designed to give students a strong algebraic base to prepare them for more advanced coursework in mathematics and science. The course will generally follow the IXL Algebra 2 curriculum including the units on Statistics and Trigonometry. 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. Students may be interested in accelerating through the Algebra 2 curriculum by the end of January and then transition to Geometry from February through June. Or, if the student already took Geometry, they might accelerate to Precalculus from February through June. This accelerated opportunity can save one academic year of mathematics by completing the coursework for two content areas in one year. This will be noted in the evaluation, although students will only receive one year of math credit. The student can then

progress to Precalculus after Algebra 2 and Geometry are completed or to Calculus if Algebra 2, Geometry, and Precalculus are completed.

Pacing: During trimester 2, students will learn factoring, quadratic functions, exponential and logarithmic functions, probability, probability distributions and statistics

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 either a TI-84 Plus CE graphing calculator with a protective zipper cover (recommended) or a TI-30XS Multiview scientific calculator. The TI-84 Plus CE graphing calculator, or the TI-30XS Multiview are allowed on the SAT/PSAT Exam.

Prerequisites: Students should have completed Algebra 1, and be at the 1000+ level on IXL Algebra & Algebraic Thinking or have a teacher recommendation and consent of the department chair.

Credit: You will earn credit for Algebra 2 with Statistics and Trigonometry through the on-time satisfactory completion of all in-class and homework assignments, quizzes and examinations as well as good attendance.

ALGEBRA 1 (w/ STATISTICS)

William Frey

[Formerly: INTERMEDIATE ALGEBRA and BASIC ALGEBRA]

Description: 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. Examples of other areas that offer opportunities for further exploration and application of ideas in the course include matrices, vectors and linear algebra, statistical distributions, cryptography and history of mathematics.

Pacing: In trimester 2, we will cover data and graphs, single variable statistics, bivariate statistics and probability.

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 Chair

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

Nancy Carreiro, Mark Christman

Description: 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 building 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.

Pacing: The second trimester will introduce variable expressions, and explore the first steps of algebra, solving simple equations and inequalities. This material will then be used to introduce basic geometry, classifying shapes, calculating their perimeters and areas, and transforming them.

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 chair.

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

William Frey

Description: 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 students 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.

Challenge Opportunity: Students should complete their Math Comps as quickly as possible and then upgrade to a college-preparatory course such as Algebra 1, Algebra 2 or Geometry to learn more and begin to prepare for college, both for content and for college-entrance exams.

Pacing: 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: 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 exams. Students should bring the calculator they plan to use on the Math Comp with them to every class.

PHYSICS

Megan Roppolo

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

Pacing: Trimester 2 covers Newton's laws, calculation of force components and resulting forces, static equilibrium, friction and simple machines. This pacing is somewhat flexible, depending on the interests of the class.

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

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

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%. Attendance of a minimum 75% of class time is required.

COMPUTER SCIENCE: INTRO TO PROGRAMMING

Megan Roppolo

Description: 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!

Pacing: This is a fast-paced course. Trimesters 2 and 3 will move to the AP Computer Science A curriculum and programming in Java. Students will build their understanding of object oriented programming and be guided through increasingly complex computer science concepts and programming projects.

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 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. Any lessons not completed in class must be completed as homework. Unit projects and multiple-choice quizzes must earn a minimum score of 60%. Attendance of a minimum 75% of class time is required.

CHEMISTRY

Megan Roppolo

Description: 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 on topics they will find in the college classroom. Other opportunities for further challenge will be offered during the year based on student interest.

Pacing: Trimester 2 will focus on topics in quantum mechanics including the quantum model of an atom (and its history), spectroscopy (and other interactions of atoms with light), and atomic orbitals. This pacing is somewhat flexible, depending on the interests of the class.

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 chair.

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%. Attendance of a minimum 75% of class time is required.

BIOLOGY (Small Worlds)

Mark Christman

Description: 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 option to also to work on the Khan Academy AP Biology curriculum, which will cover all topics in a typical college biology course. Students this year will be encouraged, and have the optional opportunity, to apply for and take the AP Biology Exam with the College Board, which can qualify you to place out of introductory biology in college, which can save you time and money to potentially graduate earlier, or with a lighter course load.

Pacing: In trimester two, we will focus our attention on cellular processes like respiration and reproduction, and explore the basics of inheritance and genetics. The students who want to optionally 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 Biology up through the middle of March. The second half of March and the entire month of April would then be dedicated to AP Biology Exam Test Prep.

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 students in their second year, except with permission from the department chair.

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

Phil Goldman

Description: What makes us human? What defines healthy? stable? 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.

Pacing: This is a medium-paced course. 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. It must be brought to all classes, along with a pencil or pen.

Prerequisites: This course has no prerequisites.

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.

SCIENCE FOUNDATIONS (An Introduction)

Mark Christman

Description: 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.

Pacing: In the second trimester, we will focus on experimental design, and get practice designing experiments to answer questions without being 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.**

Prerequisites: This course is especially well-suited for first year students, but is open to all with no prerequisites.

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

ESPAÑOL AVANZADO 4-5

Siobhan Ritchie Cute

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

Ezra Enzo

In Trimester 2 of our Art History course, we explore the rich tapestry of art from the Baroque era to the Contemporary Digital Age. We start by delving into Baroque art, examining Caravaggio's dramatic works and the sculptural masterpieces of Gian Lorenzo Bernini. Transitioning to the Dutch Golden Age, we discover the enchanting still life and genre paintings of Vermeer while exploring the profound impact of the Protestant Reformation on art. The trimester then takes us through Neoclassicism and Romanticism, where we dive into the emotional and naturalistic aspects of these movements, complemented by an exploration of The Grand Tour's cultural significance.

In the second part of the trimester, we shift to 19th to Early 20th Century Art, from Realism and Impressionism to Post-Impressionism, Art Nouveau and Symbolism. Finally, we venture into the realm of photography, tracing its evolution from its early years to contemporary digital practices. Throughout, students will enhance their visual analysis skills, engage in lively discussions and explore the interplay of art with historical and cultural contexts, culminating in a final assignment that reflects a deepened understanding of art history.

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

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. (A smartphone or computer may be required for class assignments.)

INTERGENERATIONAL ARTS*: Podcasting

Eve Kerrigan

Please see English section. Students who haven't passed the Humanities Comp. can take this class for arts credit.

RESOURCE

RESOURCE

Jane Rozzero

Resource 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 only by invitation by the Special Education Director.

Course Objective:

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

Skills:

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

HEALTH & PHYSICAL EDUCATION

Trimester 2

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

CITY WALK: No Red Lights

Bill Frey, Michael Werth

Roger Williams Park. the RI State House. Weybosset Street. Providence Station. Westminster Street. South Water Street. Plant City. Providence Place Mall. Providence Municipal Court. Benefit Street. The Arcade. Trader Joe's and much, much more! Each walk will be about three miles and take about 75 minutes, so we won't be stopping! We all go, and we stick together! If you love the City of Providence, our home, our city, then this is for you. There will be a new route every week. There will always be something interesting to see on our tours. "We built this city on rock and roll" - Starship. Let's get this! Rainy Day is Cornhole.

DANCE

Kristen Garvin, Brandon Suom

What better and more enjoyable way is there to exercise than to dance? Come listen to music, learn some new moves, and share some of your own moves! Get your dancing shoes ready, and come get your groove on.

FROSTY BASKETBALL

Lon Plynton

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

FROSTY WALKING

Siobhan Cute, Jim Drain

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

KUNG FU

Phil Goldman

Kung Fu is much more than fighting. Kung Fu is about disciplining your body and your mind. It takes a lifetime, but there is no better time to start than right now. This course will cover basic stances, punches, kicks and intercepts to establish your foundation and focus. You will learn an ancient form to build your strength and mind/body coordination. You will also learn and practice basic fighting drills to further your focus and reactions. Note well: these exercises will be practiced at all times with restraint and respect. Each class will end with calming and centering Chi Kung breathing exercises: an ideal practice before going into the comps.

Before you sign up for this class, bear in mind that full, focused and serious participation is required. Safety, respect and self-discipline at all times: this is not a class for fooling around!

THE HEALTH CLASS

Erin Victoria Egan

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

SEXUAL HEALTH AND WELLNESS

Sophia Washburn

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

YOGA

Kathy Dias, Maryann Ullmann

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.

SNOWY SOCCER

Messy

Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires 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, and it's safer than usual as Iysis is taking Health. 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. We will play in cold weather but not on ice or when there's heavy precipitation. Rainy Day is Study Hall.

COMMITTEES

Trimester 2

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

Most committees are designed to aid student at various key School One life stages or enrichment

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. Half of the new students in September will take How To . . this trimester, and the other half will take Stress Reduction this trimester.

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

College Planning is for juniors for the rest of the year. Students are welcome to get college help from Cary and their advisors, but this is group work oriented and may feature some college visits.

Comp. Boost is for students who have been putting in a good effort on the comps. but could use help with math on humanities weeks and humanities on math weeks. You will have to work during committee.

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.

How To . . . With Kristen: We will identify various topics of interest and then learn how to handle it. Each week, Kristen will then facilitate a guided conversation and lead a tutorial with techniques, perspective and tips needed to learn the skill

Stress Reduction and Mindfulness will offer techniques, including mindfulness meditation.

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