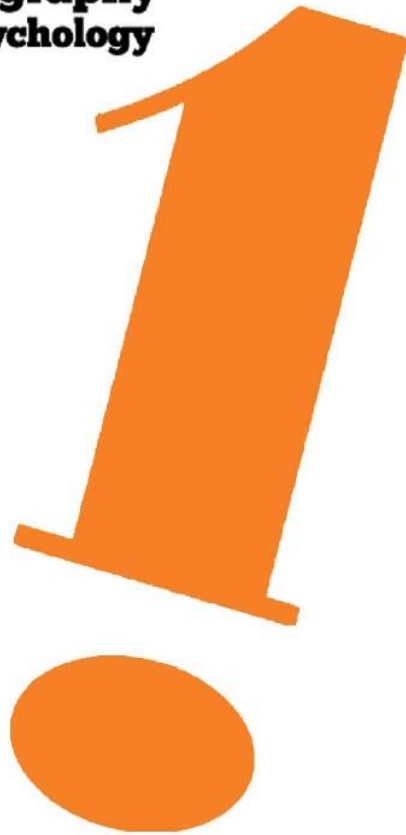


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current**  
**French Improv** **Affairs**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry **One**  
**Dance Biology**  
**Fibers**  
Soccer  
**Photography**  
**Psychology**



**Trimester 3**  
**2023-2024**

**School One****Trimester 3****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: Food (Intergen)  
 Geometry  
 Modern U.S. History  
 Music Performance  
 Pre-Algebra B  
 Public Speaking  
 Spanish 4/5

**C Period**

Art History  
 Buddha  
 Drawing  
 Ethnomusicology  
 Physics  
 Printmaking (Intergen)  
 Resource  
 Science Foundations  
 Trials

**D Period**

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

**E Period**

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

City Walking

Health

Old School Walking

Soccer

Tai Chi

Volleyball

# ENGLISH

## **EXAMINING BELIEF III: The Search For The Historical Jesus**

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. This trimester will be devoted to applying historical analysis, particularly redaction criticism, to the New Testament and related texts in a search for a consistent vision of the historical Jesus, his context and how Christianity evolved. We will focus on comparing the four canonical gospels with some from the same period that didn't make the cut and historians' reconstructions of the hypothetical Jesus sayings source Q. We will also look at the tensions in the beginning of Christianity embodied in Paul's Ephesians and James (which likely represents the competing viewpoint of Jesus's brother James and thus might go back to Jesus). Students will write a research paper applying what we have learned to a major figure or concept of their choice in the growth of Christianity. Knowledge of the gospels is crucial to understanding western literature, ethics and art as well in religion, so you don't have to be religious to benefit. There will be step-by-step instruction about note cards, parenthetical notes and bibliographies. Students will be expected to use the periodicals they can access through the school's subscriptions to JSTOR and the Biblical Archeology Review website in doing their research. There will be regular reading assignments on which students will have to take notes for homework. Regular attendance, timely completion of work, careful note-taking and willingness to complete work outside of school will be vital to earn credit and to enter the Kingdom of Heaven. **It is essential that everyone taking this class be prepared to both respect and question all religious viewpoints.** (English or History elective 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 third trimester, we will focus on South America, with a touch of magical realism. We'll read an epic tale spanning generations through postcolonial times and political upheaval in Isabel Allende's *House of the Spirits*. We'll also watch a couple of films and explore shorter works by authors and poets such as Pablo Neruda, Gabriel García Márquez, Julio Cortázar, Jorge Louis Borges, Mario Vargas Llosa, and Clarice Lispector. We'll look at the borders between versions of reality and the concept of magical realism as a postcolonial clashing and blending of different ways of seeing the world. We'll explore these works in context and investigate the geography and history of these regions 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: Taking Action**

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 third trimester will focus on taking action. We'll explore local issues and learn about what's being done, or not done, to solve them. We'll learn about who the stakeholders are, what the obstacles are and what successes can be built upon. We'll learn about aspects of protecting the environment through various career pathways as well as volunteer civic engagement. Through a consensus process, the class will choose, design and carry out a real world collaborative environmental action civics project. In this process, we'll build skills of goal-setting, planning and strategizing. We'll also continue weekly nature journaling and outdoor activities to maintain and nurture our personal connections with our environment.

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 (and enjoy the spring)!

## **CREATIVE WRITING: Recipes For Life**

Eve Kerrigan

In this class, we will explore our memories and the important stories from our lives through the medium of food. Nothing can bring us so immediately and so viscerally into the past as the recollection of a distinct scent or the magic of a certain set of flavors. Everyone has memories that are linked to food: foods we ate as children or foods we or certain important others prepared that accompanied critical moments in our lives. We will remember in vivid detail and recreate, both on the page and off, the foods that are the landmarks of our memory. Students should expect to make a book (handmade, digital) by the end of the trimester.

**This class is offered for English credit for those who have passed the Humanities Comp. for up to three trimesters and for elective credit for those who haven't passed the Comp. before the trimester begins.**

## **THE METAMORPHOSIS OF OVID'S METAMORPHOSES**

Ezra Enzo

In Trimester III of our English course, "The Metamorphosis of Ovid's Metamorphoses," we will embark on an enriching journey through modern and contemporary literature, exploring how the themes of Ovid's classical masterpiece are reimagined in various modern contexts. Our syllabus includes a diverse range of texts, prominently featuring Kafka's "Metamorphosis" and Gabriel Garcia Marquez's "Chronicle of a Death Foretold," which draw inspiration from Ovid's narrative techniques and thematic elements. This trimester is not just about reading; it is also an opportunity for students to actively engage with different genres of creative writing. We will focus on nurturing and enhancing students' creative talents, guiding them in crafting their own works across a spectrum of genres including poetry, short fiction, songwriting, screenwriting, and more. This course is designed not only to deepen students' understanding of literary metamorphosis but also to develop their own voices and styles in creative writing, making it a truly transformative educational experience.

## **WAR TIMES**

Erin Victoria Egan

This trimester we will continue our new Humanities course by moving forward to the 20th century in the history and literature of England. We will be studying the English history of this period with a look at Great Britain and the Empire in the 20th century, specifically looking at its role in both World War I and World War II, the fall of the British Empire and its influence during the Cold War. We will read WWI poetry, JG Ballard's Empire of the Sun about a young boy who survives Japanese Internment camps in China during WWII and George Orwell's 1984. We might also look at the influence of British fashion, music and culture on the 20th century. In addition to reading and writing assignments, students will have to maintain a notebook, revisit 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 VI: Remediating Discrimination**

Cary Honig

This sixth trimester of a two-year course is designed for those of you who are interested in law and U.S. history as well as improving your English skills. This trimester will complete our two-trimester focus on the Civil Rights Movement and issues of discrimination from the late '60s until today. We will be addressing history and legal issues while reading literature that will bring the history into focus, including Fried Green Tomatoes At The Whistle Stop Cafe, Fannie Flagg's novel about race, gender, sexual orientation and community in the south; The Heidi Chronicles, Wendy Wasserstein's play about a young woman's coming of age during the sexual revolution and the woman's movement; and selections from The Beauty Myth, Naomi Wolff's book about destructive social pressures on young women. The trimester will culminate in an in-class trial on the subject of affirmative action in college admissions in which all students will participate as lawyers or witnesses. 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 trimester if you haven't been with us before.

## **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 or Joe Biden make more unforced errors this spring? Is Texas really going to ignore the Supreme Court about razor wire on the border with Mexico? Why are House Republicans blocking an immigration bill being negotiated by Senate Republicans and containing what they have been asking for over decades? Are Taylor Swift and Travis Kelce really part of a

conspiracy to throw the election to Biden by getting engaged and then endorsing him? 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

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

## **AMERICAN AFFAIRS III: The Twentieth Century**

Lon Plynton

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

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

## **MODERN U.S. HISTORY 3**

Erin Victoria Egan

This is the third course in this series on Modern US History. This last trimester we will look at the Presidencies of Bush, Clinton, Bush and Obama and if there is time, a little bit of Trump. We will look at the United States going forward in a different world after the collapse of the Soviet

Union and Eastern Europe. We shall see how the United States forges a new role in the modern world without the fear of the "Evil Empire," only to find that there were new "evil empires" emerging. We shall continue to look at both foreign and domestic policy, the Gulf War and changes it brings to the Middle East and our changing role in the modern world. You can expect to maintain a notebook, react and discuss real news footage and reporting on important events and share your thoughts in carefully crafted essays. Reading materials will include Howard Zinn's The People's History of the United States, speeches by important people and the occasional news article. Finally, you will be expected to continue to participate in class discussions.

# ELECTIVE HISTORY CREDIT

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 3: The Search For The Historical Jesus**

Cary Honig

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

## **AMERICAN LITERATURE: Fronteras/Borders**

Maryann Ullmann

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

## **WAR TIMES**

Erin Victoria Egan

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

## **THE HISTORY OF FASHION AND DÉCOR: Couture, Culture and the Fabulous 20<sup>th</sup> Century**

Erin Victoria Egan

During trimester three, this course will continue to look at the development of personal and public adornment. We will look at the changes of the 19<sup>th</sup> and 20<sup>th</sup> 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 that not only makes clothes for the masses but also creates the fantasies of the rich and famous. We will also look at the development of advertising and of the Fashion Houses of Paris and London. This course will stretch from the Eighteenth Century through to the 20<sup>th</sup> Century to see the fashion industry reflect wealth, status and the more practical concerns of life during war and Depression. As an ongoing project, students will chart the growth of a city through the 20<sup>th</sup> Century and discuss how urban development affects the community. 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. 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.

### **TRIALS VI: Remediating Discrimination**

Cary Honig

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

### **ZEN: The History and Practice of Eastern Philosophy III**

Phil Goldman

The term Zen has become so common, it's practically a cliché. However, what is Zen? A better question might be "Where is Zen?" or "When is Zen?" The answer to those would be "Here!" and "Now!" The point of Zen practice is to be fully aware, right here and right now. When we get lost in thoughts of the past or the future, we miss so much of the life we are actually living. When we mindfully dwell in the present moment, we may become so totally involved with life that our sense of separateness from all around us dissolves. That's Zen.

In this class we will study the history, development and practice of Zen with an emphasis on Zen Arts such as Chadō, Kyūdō, Iaidō, Ikebana and more. (Look them up.) Most importantly, we will learn how to meditate (sitting and walking), and we will practice EVERY CLASS OF THE TRIMESTER. Zen is about personal experience: there is no substitute, so meditation practice will be mandatory as will creating and maintaining a journal notebook. Please consider this all carefully before you enroll in this class.

### **THE COLD WAR**

Erin Victoria Egan

This course is a continuation of the World War class of trimester one. It is an exploration of the Cold War: a period of history that begins with the dropping of an Atomic Bomb and ends with the falling of a wall. The class will focus on the contentious relationship between the "super powers," the United States and the Soviet Union. We will begin by focusing on the end of the

Pacific theatre of operations in World War II. We will then discuss the origins of the Cold War, how and why it escalated and what role the United States had in the series of events that makes up this conflict. We will discuss the role of the media in this time period as well as the points of view of men and women trying to make sense of a series of seemingly senseless wars and events that brought mankind to the brink of complete destruction. Students should be prepared to take notes and maintain a notebook for class. There will be reading and writing assignments as well as group projects to be completed. Credit is earned by the successful and timely completion of assignments and by participation in group projects and discussions.

## **PSYCHOLOGY**

Phil Goldman

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

# **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. 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 up through the middle of March.

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.

**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. The third trimester will cover Trigonometric Functions, Trigonometric Identities, Conic Sections, Real Numbers, Complex Numbers and Complex Plane. The students who want to 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.

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.

**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. In Trimester 3, 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)

Students will need a 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

**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)

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. During Trimester 3, students will learn statistics, polynomials, rational functions and expressions, trigonometry, trigonometric functions, trigonometric identities and sequences and series.

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.

**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

**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. In trimester 3, we will cover data and graphs, single variable statistics, bivariate statistics and probability.

Students will need a 1-1/2" three ring binder with college ruled paper, ruler or straight edge, pencils and pens. IXL account. Homework Hub

**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 and Siobhan Cute teaching separate sections

**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. In the third trimester students will continue working with variable expressions in both equations and inequalities. Both will be used to translate word problems and applications. Linear functions will be introduced along with the coordinate

plane, functions in general and the various slopes of lines. Also included will be terms such as domain, range, vertical line test, standard form and rate of change.

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.**

**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

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. During Trimester 3 we will complete a series of projects based on topics in personal finance. These include Banking, Budgeting, Saving and Investing, Consumer credit, Car buying, Apartment Rental, Home Purchase and Taxes.

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.**

**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. Students will have opportunities to present their work to the class.

## PHYSICS

Megan Roppolo/Mark Christman

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. Trimester 3 covers the work-energy theorem (kinetic energy, gravitational potential energy, elastic energy), experimental determination of spring constant, unexplained questions in physics presentation, electric charge and DC circuits.. This pacing is somewhat flexible, depending on the interests of the class.

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.

**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, Jim Bowker

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. 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](https://code.org) web interface: no software is required. Please note: some aspects of the programming interface will not run on iPads.

**Credit:** Credit will be earned through the satisfactory completion of in-class lessons assigned via [code.org](https://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, Mark Christman

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). Trimester 3 will focus on chemical interactions including the bonding and intermolecular forces. This pacing is somewhat flexible, depending on the interests of the class.

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

**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

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. In trimester three, we will focus on biological systems. Beginning with plant structure, we will work our way through both general animal and human anatomy, and ultimately close the trimester studying whole ecosystems.

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.**

**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.

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.

**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

Jasper White

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. In the third trimester, we will survey a wide variety of scientific topics. Drawing from student interests, we will spend a couple of weeks per topic introducing material relating to all of Biology, Chemistry, Computer Science and Physics, as well as potentially other fields of study.

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.**

**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**

Jasper White

¡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 Dia de los Muertos*. Spanish 4/5 students are expected to complete writing assignments that are 2-4 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments, and do your best to learn your own role in our collaborative and creative classroom. Serious and studious attention paid during this yearlong course may help students to achieve near-fluency in a second language: a true gift!

## OTHER LANGUAGES

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

## LANGUAGE AND COLLEGE

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

# VISUAL ARTS

## ART HISTORY

Ezra Enzo

In Trimester III of our art history course, we will be venturing into the vibrant terrains of modern and contemporary art, adopting an inquisitive lens to examine these influential periods. This segment of the course is designed to engage students in a deep and critical exploration of the art

historical canon, encouraging them to question and challenge the established narratives that have long dominated the field. Emphasizing the pivotal contributions of contemporary art historians like Griselda Pollock, the curriculum aims to equip students with analytical tools to deconstruct and understand the complex, often contested structures of art history. Through a blend of lively discussions, detailed analysis of seminal texts, and critical examination of key artworks, students will gain a nuanced understanding of modern and contemporary art movements. Moreover, they will learn to critically appraise and re-envision the discipline of art history. This trimester promises an intellectually stimulating experience, redefining students' engagement with and perception of the art world.

## **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. 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 art exercises, discussions and critiques. In the third trimester, students will be workshopping as a small cohort with Miles from Digital Media. Each cohort will have an introductory look into both Illustrator and Blender.

## **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.

## **INTERGEN PRINTMAKING**

Bláithín Haddad

Intergen Printmaking is the exploration of the multiple. In this course, students will explore both the boundaries of traditional printmaking approaches as well as investigate the fundamentals of multiple-making. This course is designed to ask questions about the materials and media we use (paper, ink, paints and more!) and experiment with unfamiliar/unexpected materials, methods and presentations in printmaking. Students develop problem-solving skills by applying them to the fundamental concepts of process and compositional organization. Emphasis is placed on the development of the student’s visual sensitivity, aesthetic judgment and artistic perception.

## **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.

## **VISUAL MEDIA**

Miles Cook

This class is taught in conjunction with Art Matters. In the third trimester, students will be workshopping as a small cohort taking an introductory look into both Illustrator and Blender in short 8-day sessions for each respective software. When not participating in the Visual Media class, students will be working with Jim Drain in Art Matters. The Visual Media class 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 and video 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. Students must check their email and the class google site regularly.

# **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.

## **ETHNOMUSICOLOGY**

Lon Plynton

Come on an audio trip around the world as we listen and study the world's music. We will look at the societies and traditions that create the many diverse cultures of sound. We will investigate the why, the how, the who and the history of the wide variety of musical expression forms from around the world.

Ethnomusicology aims to understand what music is, why it is, what it means and how it reflects, references and affects our human condition. We will also wrestle with the question of whether outsiders can validly study another culture's music.

You will be expected to write general reaction papers about each of the societies and the musical pieces covered as well as a longer essay on an area of music study of your choosing. No prior musical experience is required: just an open mind and the ability to listen and to think about sounds you may not be familiar with.

# **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 3

**Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period. 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.**

**THE HEALTH CLASS**

Erin Victoria Egan

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

## **BASKETBALL**

Christopher Hayes

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

## **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 more! Each walk will be about three miles and take about 75 minutes, so we won't be stopping! We're all go, and we stick together! If you love Providence, our home, our city, then this is for you. There will be a new route every week. "We built this city on rock and roll" - Starship. Rainy Day is Study Hall in Michael's room.

## **OLD SCHOOL WALKING**

Jane Rozzero, Kathy Dias

Join us for the fine art of walking. Students should have appropriate footwear, appropriate 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. All you have to do is to show up and participate in an hour and 20 minute walk at a reasonable pace. If you aren't prepared and participating or if you are whining, you won't earn credit. Rainy Day is Study Hall in Maryann's room.

## **SOCCER**

Messy, Cutie

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 Olympics tournaments rapidly approaching, School One United has time to improve its skills. We will be walking *quickly* to the field and back, so get ready to exercise in more ways than one. Full participation, regular attendance and willingness to run back on defense are requirements for credit. Acting like a soccer hooligan, wearing boots or cleats rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit. Find your inner Megan Rapinoe! Rainy Day PE is study hall in Siobhan's room.

## **TAI CHI CHUAN**

Phil Goldman

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

This course will cover basic stances to establish your root, breathing exercises to calm and center your mind and movements from the Tai Chi Chuan form to control your body and move your Chi. Please be aware that, weather allowing, most Tai Chi classes will be held outside, so dress appropriately as the weather gets cooler.

## **VOLLEYBALL**

Lon Plynton

Volleyball will take place in the Slater building back yard, so it only requires crossing the street at the crosswalk and participating. This class is open to beginners and champion spikers. Rainy Day PE is Study Hall in Jane's room.

# COMMITTEES

## Trimester 3

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

**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. Students and advisors will come to a consensus about which committee may be best for the student and provide 3 choices.

**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 are willing to work on prepping for next year's comps. If you're prepping for one in April, you will have to get working after that to earn credit.

**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/Life Prep** will support seniors with their portfolios to begin preparing for their GBR exhibitions and then with life skills.

**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.