



# School One Course Catalog

## Trimester 1 2024-2025

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2024-2025

### A Period

Algebra 1  
Calculus/Pre-Calculus  
Chemistry  
Drawing  
History of Story  
Spanish 1  
Spanish 2  
Victorian Times

### B Period

Advanced Ceramics  
Creative Writing  
Geometry  
Media Quest  
Music Performance  
Public Speaking  
Shakespeare's History  
Spanish 4/5

### C Period

Chemistry  
Designing America  
Literature of Science  
Math Special Projects  
Physics  
Psychology  
Resource  
Spanish 3  
Video Performance

### Tuesday 3-6

Advanced Intergenerational Drawing

### D Period

Algebra 2: Where Were We?  
American Affairs  
Biology  
Civics  
Computer Science  
Fibers  
Resource  
Western Civilization

### E Period

Algebra 2 (invitation only)  
American Lit.  
Art Portfolio  
Biology  
Digital Illustration  
Geometry  
Introduction To Ceramics  
Literary Genres  
Algebra 2: Where Were We?

### F Period

Algebra 1  
Animation  
Current Affairs (invitation only)  
Forensics (probably)  
Greek Literature  
Mural Making  
Resource  
Speculative Fiction  
Songs For Starters

### Phys. Ed. And Health

Basketball  
Soccer

City Walking  
Tai Chi

Health  
Volleyball

Old School Walking

# ENGLISH

## **GREEKS I: The Wine Dark Sea**

Cary Honig

This is the first trimester of a full year exploration of one of the world's most advanced and influential cultures. We will utilize literature and art to explore the Greeks' overall culture and assess the significant groundwork the Greeks provided for our culture. This trimester, we will address the beginnings of civilization in Egypt and Mesopotamia and these cultures' increasingly recognized influence on the Greeks. Our central focus at home will be Homer's Iliad and Odyssey, the two great texts that stand, with The Bible, at the heart of western literature. We will look at these texts as myths, as (amazingly) oral compositions, as historical documents (based on recent discoveries in Hittite texts) and as works of art. We will also compare Shakespeare's cynical treatment of The Iliad's material and characters in Troilus and Cressida. In order to learn more about Greek mythology, we will also read selections from Homer's contemporary Hesiod and the Homeric Hymn to Demeter.

The class will spend time looking at the earlier civilizations of Mesopotamia and Egypt and their influences on the Greeks and will examine the beginnings of Greek art, philosophy, religion, poetry and drama this trimester. We will focus on the beginnings of tragedy in class with the plays Prometheus Unbound and Agamemnon and the crucial trial scene of The Eumenides. Historical context will allow us to see how all Greek art, though seemingly about the past, was arguing about its present, so even if you have read any of the texts before, you will see them in a richer and more accurate way. This class will prepare students for college level work, so students should expect an essay almost every week and challenging but rewarding reading. This class is not for *barbaroi*! See me when you sign up to get a head start on the reading. Punctuality in arrival of students and assignments is necessary. Willingness to voice opinions, to participate in play reading and to ask questions are also crucial for earning credit. Nil sine magno vita labore dedit mortalibus. This class is an intellectual marathon, so if your brain is in shape, join us. (English or History elective credit)

## **SHAKESPEARE'S HISTORY I.**

Erin

Victoria Egan

See History section for complete description.

## **AMERICAN LITERATURE: NATIVE VOICES**

Maryann Ullmann

In this yearlong course, we will explore a range of literature (fiction, non-fiction, poetry, and oral storytelling) from Indigenous authors of Turtle Island (a.k.a. North America, Mishiike Minisi, Mikinoc Waajew, Khéya Wíta, Anowara:kowa, et al.). While we will learn much about historical context and common experiences of Native peoples, this course will counter notions that they are somehow homogenous, marginal, or relegated to the past, but rather make up a richly diverse tapestry of nations and cultures that persist in and contribute to contemporary society despite profound challenges.

A fair warning: we will encounter a lot of trauma, grief, and injustice in these stories, as literature does not flinch at hard truths. We will also encounter seeds of healing, cultural survival, community, humor, and resilience. The class is encouraged to reflect, both individually and together, on what these stories mean for us in our own lives and society at large. Respect and space for the emotional impact and processing of these stories is every bit as vital as critical thinking and intellectual analysis.

This course will involve a lot of reading, writing, and thinking, so be ready for a challenging workload. To earn credit, students will need to demonstrate thorough reading through discussions and written responses. Students will also need to complete grammar sheets, academic essays with appropriate revisions, and a creative writing piece.

This class can be taken for English or history credit.

## **CREATIVE WRITING**

Chantel Figueroa Torres

In this class, we will explore the concept of world-building, diving into the creation of immersive worlds through short (flash) fiction pieces. These initial short pieces can later be expanded into longer works. Before sending your protagonist on their adventure, you'll first delve into the world they come from and where they are traveling to.

We will study the fundamental aspects of world-building and the techniques that make fictional worlds feel real and engaging. Additionally, we will focus on radical revision, using peer review and feedback to significantly improve and transform your writing.

Class participation is a major aspect of this course, and it is imperative that you contribute meaningfully to all discussions. There will be outside readings required, along with your peers' writings."

This class can be taken for up to one year of English credit by students who have passed the Humanities Competency Exam before the trimester begins. Others may take it for art or elective credit.

## **SPECULATIVE FICTION**

Maryann Ullmann

What if there were a portal to another dimension deep in the closet of Hendrix guarded by the ghost of Jimi Hendrix himself? What if the clutter in Cary's office formed the habitat for a species of tiny mischievous grammar gnomes embroiled in a civil war over the worship of the Oxford comma? What if you were on a secret mission from the future to save School One from a plague of zombies propagated from a brain-eating fungus in the neglected student fridge? What would happen next?

Speculative fiction is a wide umbrella genre of literature that encompasses fantasy, science fiction, magical realism, horror, the paranormal, dystopian literature, Afrofuturism, alternative histories, superheroes and more. It does not seek to draw fixed lines categorizing these works but embraces the cross-genre nature of being unbound by realism and unleashes possibility.

In this class, we will collectively explore a diverse range of readings by classic and contemporary authors, and students will also be able to pursue their curiosities further through individually chosen readings. This class will be a hybrid of academic writing and creative writing. We'll discuss and analyze works for content, context and craft and write academic essays. We'll also engage in regular creative writing prompts inspired by the texts and compose and refine original works. Given the Halloween season, the first trimester will include, but not be limited to, readings of horror and the paranormal and will also focus on regional place-based narratives. Students will create stories for submission to the annual Write RI contest. While grammar sheets, appropriate revisions and adherence to guidelines and deadlines are expected, the spirit of the class will pursue the unexpected.

## **VICTORIAN TIMES**

Erin Victoria Egan

This trimester course is an extension of my Victorian Times class from last year. This trimester we will continue our exploration of the Victoria Era through history and literature, focusing on the plight of children. We will be studying the English history of this period with a specific look at the development of the Industrial Revolution and the dramatic changes it brought to life in England. We will explore the social agencies, or the lack of social agencies, as we explore how these changes affected people from all ranges of socio-economic standing but especially children. We will also study the family of Queen Victoria and how she and her husband Albert's offspring entwined with the monarchies of Europe. In addition to learning the history of this time, we will be reading Oliver Twist at home and will be reading selections from other novels by Charles Dickens in class. We will also explore poetry from the era in addition to Dickens. 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.

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

What do you care about? Do you see what you care about in the media? Who frames the discussion and how? Who is making all the decisions that affect you? Where are you in all of this? This class will focus on current issues of interest to you and building the skills to deepen understanding, speak up and do something about them. You'll learn about the ethics and craft of journalism and analyze the news. You'll conduct research and interviews, write both objective articles and opinion pieces, practice public speaking and debate and use your creative multimedia communication skills to affect real change. You'll also prepare pieces for student contests in *The New York Times* and other outlets.

You'll learn about government systems and how to navigate them. You'll read essays and stories from civic-minded thinkers throughout the ages as well as contemporary commentators. You'll meet with activists and experts from the local community and discuss and debate ideas with your peers, always working to understand multiple perspectives and parse out the meaning of facts in a post-truth world. You'll learn about and practice different decision-making, conflict resolution, communication, research and problem-solving skills. The first trimester will focus on elections on local, state and federal levels and the issues and systems that surround them. The second trimester will feature research projects on the anatomy of various social movements. Also, throughout the year, but with greater focus in third trimester, the class will choose and implement a collaborative real-world action civics project, through a program called Generation Citizen, to be presented at Civics Day at the State House in May. This class can be taken for English or history credit.

## **LITERATURE OF SCIENCE I: The Universe**

Cary Honig

Literature of Science is designed for those of you who are interested in science and who would like to firm up your English skills for the competency exam. We will be learning about topics in science using texts written for the non-scientist. This trimester, our focus will be on gaining a better understanding of a few simple questions in astronomy: How was the universe created, and what is it like? How should we explore it? Is there other life in the universe? Should we be prioritizing space travel over earthly needs? While we explore these questions through a variety of readings in class, students will be reading and writing about a science fiction novel, *To Your Scattered Bodies Go* by Philip Jose Farmer, at home. Students will learn key vocabulary, read articles about which they will answer questions and write and revise a paragraph, join a class discussion and write and revise an essay. Thus, we will be practicing most of the skills on the Humanities Comp. Careful work and strong attendance as well as willingness to get help inside of and outside of class will lead to progress in English skills, scientific omniscience and credit. Punctuality of students and assignments will be necessary to earn credit.

This class may be taken for English or non-lab science credit. Students taking the class for science credit still need to do the English portions of the class like grammar sheets.

## **PUBLIC SPEAKING**

Phil Goldman

According to a survey by Chapman University that examined American fears and anxieties across a variety of topics – personal safety, the government, disasters and more – the number one fear is public speaking. It's greater than heights. It's greater than bugs and snakes. It's greater than flying. It's even greater than the fear of clowns! If you fear public speaking, you are clearly not alone.

However, here's the problem: no matter what occupation you go into, at some point you will probably have to speak in front of somebody. (Heck, you going to have to do it at your GBR.) Therefore, why not get used to it now and learn to do it well? All it takes is some gentle guidance and practice (and practice and practice). We will take it gradually, starting with Show and Tell and build our way to informational speeches, persuasive speeches, debates, storytelling and more. We will also work with tried and true (and fun) techniques to overcome anxieties and to build confidence

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

## **THE HISTORY OF STORY**

Phil Goldman

Where do stories come from? How did they develop? Did they begin with stories of the hunt or maybe it was just all gossip? How are stories used to bind different cultures and religions? How do stories teach us who we are? Stories have been, and continue to be, a huge part of our lives no matter what changes come our way: from griots around the campfire to stories written on parchment and papyrus through movies, radio, television, computer screens and phones. The technology changes, but stories remain stories: an essential part of the human experience.

This trimester, we will study the origin of language itself as well as storytelling: from oral transmission to the written word. We will explore and compare hero myths from long ago and far away: how they developed and what they mean to us, both individually and to all of humanity. that's not all: we will develop and share our own hero stories, both created and true (and perhaps a combination thereof).

To earn credit, students must participate in ALL class activities and discussions. Please be aware that this will include some performance. Additionally, students must complete ALL work including reading analyses, essays with revisions, and grammar sheets (if you are taking this class for English credit).

This class can be taken for English or history credit.

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

Phil Goldman

In this yearlong course, we will delve into various genres that writers of both fiction and nonfiction have explored. During the second trimester, we will read, and write about, stories that deal with the difficult transition from childhood to adulthood. We will sample various short stories on the topic as well as read

Marjane Satrapi's graphic novel, *Persepolis*, about a girl growing up during the Islamic Revolution in Iran. We will then read Daniel Woodrell's chilling tale of life in Appalachia, *Winter's Bone*. We will also experiment with some memoirs of our own.

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

## **CURRENT AFFAIRS**

Siobhan Cute

Will Donald Trump Kamala Harris be our next President? How do you know what to believe about and from the candidates? Will the loser accept the voters' verdict like a mensch this time as always happened until 2020? 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. **This class is by invitation only.**

# **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.

## **DESIGNING AMERICA I: A More Perfect Union**

Erin Victoria Egan

In the first trimester of this yearlong history course, students will explore the formative period of U.S. History. Students will examine the events that led to the establishment of our nation and unique American Culture. Some of the subjects that we will study this trimester include the clash between



native peoples and European explorers and colonists, the use of slavery in the development of the colonies, the cost of rebellion and the birth of our constitutional government. Time will be set aside to discuss current events and how they reflect the origins of our government and the Constitution. We will also explore the question of how we know what we know by looking at primary documents and accounts. We will watch excerpts from 500 Nations, Africans in America and Liberty. In order to earn credit for this course, students should be prepared to complete reading and written assignments, participate in class discussions and debates and complete the mid-term and final exams.

Students may elect to take this class for Honors credit. Honors candidates will do additional readings of a more historiographic nature and research and present an oral report on a relevant topic of their choosing. If you are interested, sign up for Designing America Honors when enrolling. You cannot switch into it after the first week of the trimester. Earning honors will improve your evaluations and transcript as well as your knowledge of U.S. history.

## **AMERICAN AFFAIRS I: Created Equal?**

Lon Plynton

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

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

# Elective History Credit

## **Greek Literature I: The Wine Dark Sea**

Cary Honig

See description in the English section. This class may be taken for either English or history elective credit. Workload for history credit is slightly lighter if you let me know ahead of time.

## **AMERICAN LITERATURE: Native Voices**

Maryann Ullmann

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

## **SHAKESPEARE'S HISTORY I**

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16<sup>th</sup> Century. Shakespeare himself continues to be the subject of heated debate and modern cinematic splendor. Audiences continue to be mesmerized by his wit and compelling stories. This course will explore the Golden Age of Elizabethan England as well as Shakespeare's life to learn how these plays came together and what they mean for us today. We will spend the year exploring a history cycle of plays that begins with Richard II. Although it was not the first play that Shakespeare wrote about English history, it is the chronological starting point of a series of plays that deal with the last Plantagenet kings of England. Through these plays we will not only learn an interpretation of the Wars of The Roses but also what the Elizabethan mind thought of leadership, kingscraft, loyalty and honor. We will tackle Richard II and Henry IV, part 1 this trimester. We will read these plays aloud and discuss the action and the meaning as it reflects not only the Elizabethan outlook but also our own. Students should be prepared to maintain a notebook for the play and their notes, complete reading and written assignments and actively participate in reading the plays aloud in class and discuss the finer points of the drama if they wish to earn credit for this course. This will also be available for English credit, so expect grammar sheets and significant writing.

## **VICTORIAN TIMES**

Erin Victoria Egan

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

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

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

## **PSYCHOLOGY**

Phil Goldman

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

## **THE HISTORY OF STORY**

Phil Goldman

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

## **THE CRADLE OF WESTERN CIVILIZATION**

Erin Victoria Egan

This course is the first in a yearlong exploration of Western Civilization. We will begin by exploring the development of the ancient societies of Egypt, Palestine, Greece and Rome. Our time span will encompass the achievements of ancient Egypt, the development of democracy in Greece and the foundation of Roman law and Christianity as links to further study. Emphasis will be placed on the contributions these societies made to the overall development of western culture, politics, religion and philosophy. We will pay particular attention to daily life and how the people fared during times of famine, drought and flood, war and revenge from the Gods. We will examine the influences of geography and trade in the Mediterranean on spreading ideas and culture throughout the ancient world. We will also spend time at the end of the trimester looking at the life of Jesus and the growth and spread of Christianity as a means of moving into the Middle Ages. A variety of source materials including maps, battle plans, first person accounts and video presentations on urban planning, art and architecture will be used this trimester. This course requires that each student maintain a notebook, complete written and reading assignments, create art and be actively engaged in debates and discussions if credit is to be achieved. This is a great introduction to high school history.

# MATH

## CALCULUS

Mark Christman

We will start the trimester with a review of functions and their behaviors. From there, we will introduce the limits of a function, how to find them and the laws they obey. We will discover how to find the limit at infinity and when the function has asymptotes. The concept of rate of change of a function will be introduced, leading to the definition of the derivative of a function. Rules of differentiation will be proven: the power rule and the addition rule will be derived. Derivatives of products and quotients will be found. Students will apply these rules to various functions.

For this course, you will need to come to class with a notebook and a scientific calculator. Credit can be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. Calculus is offered to students who have successfully completed Pre-Calculus.

## PRE-CALCULUS

Mark Christman

We will begin the fall trimester learning about functions and graphs. Students will determine whether a relation represents a function, find the value of a function, find the inverse of a function and find the domain of a function determined by an equation. Additionally, we will form the sum, difference, product and quotient of two functions. Students will be able to both identify and create the graph of a function. Students will determine even and odd functions from both a graph and an equation and identify when a function is increasing, decreasing or constant. They will locate the local maxima and local minima and use a graph to locate the absolute maximum and the absolute minimum.

For this course, you will need to come to class with a notebook and a scientific calculator. Credit can be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. Pre-Calculus is an upper-level math course offered to students who have successfully completed the standard math sequence.

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

## ALGEBRA II

Natalie Delmar

Students will start the trimester with a review of equations, inequalities, and linear systems. Then students will start to explore the fundamental building blocks of algebraic functions. This unit introduces key parent functions with a particular focus on the linear, absolute value, and quadratic function families. Students will learn to identify, graph, and analyze these functions, understanding the characteristics and transformations. We will end the trimester by learning essential techniques for breaking down polynomials into their factors. This unit will cover greatest common factor, factoring trinomials, factor by grouping, and special binomials.

Credit will be earned through the satisfactory completion of all in-class and homework assignments, passed quizzes and examinations (at least a 65), as well as good attendance (at least 75%). Students must own a scientific calculator and bring it to class each day.

This advanced math course is offered to students who have been recommended for this class.

**This class is by invitation only as Bill's Algebra IIs will be the correct level for the majority of Algebra II students.**

## ALGEBRA II: Where Were We?

William Frey

Building on and extending the work begun in Algebra 1, the first trimester of Algebra 2 will consist of four three-week units organized as follows:

Unit 1: NUMBERS and OPERATIONS

Unit 2: VARIABLES/EXPRESSIONS/EQUATIONS/INEQUALITIES

Unit 3: FUNCTION DEFINITION, IDEAS, CONCEPTS

Unit 4: FACTORING QUADRATIC EXPRESSIONS

The goal of the course is to increase individual learning. Do you know more than when you began? Are you a better mathematician? Your increase in learning will be demonstrated with problems sets, group and individual projects and presentations and regular written self-assessments and reflections. We will also meet one - on -one at least twice during the trimester (before midterm and before the end of the term) to discuss your progress.

Credit will be earned based on 75% or greater attendance, satisfactory completion of all assigned work, your contribution to the classroom community\* and your growth as a mathematician as measured and observed by both of us.

\*We will work together to develop community norms and expectations early in the trimester.

Materials: You will need a notebook to take notes each class.

## **GEOMETRY**

Mark Christman

For all of human history, explorers have needed to know where they had been and to determine accurately where they were going, and builders and creators have needed to know how to plan and create precise shapes and figures for their works. Geometry grew out of these needs. Artists, architects, builders, inventors, engineers, surveyors and planners all use geometry in their work. Geometry is the result of humankind's attempts to understand space, shape and dimensions. We will spend the year studying geometry's practical and theoretical facets.

We will begin the term by introducing and exploring the concept of proof in a mathematical setting. Basic principles of logic will be introduced and used to construct proofs for a variety of claims. We will proceed to use these tools to explore the nature of simple geometric objects, from lines to polygons, and how they can be constructed using only simple tools. Finally, we will introduce the coordinate plane and use it to study geometric transformations.

Assessment will be based on timely completion of homework, frequent short quizzes, occasional tests, participation in class and attendance. A project, such as the creation of a polygon book, may be assigned. All areas will be considered when assigning credit.

## **ALGEBRA I: Numbers to Expressions**

William Frey

The first trimester of Algebra 1 will consist of four three-week units organized as follows:

UNIT 1: NUMBERS and TYPES of NUMBERS

UNIT 2: OPERATIONS WITH NUMBERS

UNIT 3: MORE OPERATIONS WITH NUMBERS

UNIT 4: UNITS, MAGNITUDE and TIME

The goal of the course is to increase individual learning. Do you know more than when you began? Are you a better mathematician? Your increase in learning will be demonstrated with problems sets, group and individual projects and presentations and regular written self-assessments and reflections. We will also meet one - on -one at least twice during the trimester (before midterm and before the end of the term) to discuss your progress.

Credit will be earned based on 75% or greater attendance, satisfactory completion of all assigned work, your contribution to the classroom community\* and your growth as a mathematician as measured and observed by both of us.

\*We will work together to develop community norms and expectations early in the trimester.

Materials: You will need a notebook to take notes each class.

## MATHEMATICS – SPECIAL PROJECTS

Nancy Carreiro

“When are we ever going to use this?” That is a question students often ask in math class. One simple answer is that you will use it to pass the School One Math Comp, a graduation requirement. This course is appropriate for those seniors who have been unsuccessful in completing the Math Comp in spite of having earned credit for other math classes. The primary goal will be to pass all ten sections of the Comp by assessing individual student weaknesses and then reviewing and practicing these skills. The first trimester will emphasize the requisite skills of the Math Comp. Skills reviewed include: comparison of fractions, decimals and per cent, operations involving them and applications of them. Basic probability, interpretation and creation of graphs using data and conversions of fundamental metric to standard US measurements will also be covered.

Credit will be earned by maintaining a 3-ring binder of Math Comp examples, successful completion of **all** assignments which includes in-class ones as well as homework and quizzes. Additionally, a minimum 75% class attendance is required.

# SCIENCE

## PHYSICS

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. We will learn from Galileo, Newton, Einstein, von Braun and many others.

In the first trimester, we will explore mechanics: the science of mass, force and motion, from a single object moving in a single dimension to more complex mechanical systems. We will study Newton’s Laws, which are the foundation of mechanics and all classical physics. In the laboratory, students will familiarize themselves with the precise measurement of time and other quantities and perform experiments illustrating the laws we study. Lab reports will adhere to standards of clarity, accuracy and precision.

Course credit is earned through the satisfactory completion of in-class and homework assignments, lab reports, quizzes and examinations as well as good attendance. This course is for students who have

completed at least two years of high school science and have taken (or are concurrently taking) Algebra 2.

## **CHEMISTRY**

Megan Roppolo

Chemistry is the study of matter and is often described as the “central science” because it touches on aspects of all the physical 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).

We will begin Trimester 1 by practicing precise scientific measurement and laboratory techniques and then move on to atomic structure and stoichiometry. 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. Trimester 3 will introduce chemical bonding, molecular geometry, intermolecular forces and some advanced laboratory techniques. 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 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 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

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.

Trimesters 1 and 2 will introduce students to fundamental programming concepts in JavaScript using curriculum from AP Computer Science Principles and [code.org](https://code.org)'s fun app-building platform. Programming concepts will include variables, conditionals, functions, lists, loops, traversals and parameters.

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.

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!

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

Prerequisites: This course requires knowledge of algebra; Algebra I is required. This prerequisite can be overridden by a teacher recommendation and consent of the department chair.

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.

## **LITERATURE OF SCIENCE: The Universe**

Cary Honig

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

## **BIOLOGY: Molecular Foundations of Life**

Carly McCalla

Dive into the microscopic world where life begins! In this first trimester, you'll become a molecular detective, uncovering the secrets of the tiny building blocks that make up everything from your own cells to the ecosystems around you. Through hands-on experiments and creative projects, you'll not only learn how to use a microscope but also discover how biochemistry and cellular biology are at the heart of every living thing. This isn't just about memorizing facts: it's about asking questions, making connections, and figuring out how these molecular processes impact your life. Whether you're decoding the chemistry behind your favorite snack or exploring how cells repair themselves after a scrape, you'll develop the lab skills, data analysis techniques and communication tools to make your discoveries come alive. By the end of this trimester, you'll be equipped to see the world from a whole new molecular perspective!

Students earning credit will maintain neat, well-organized notebooks, come to class on time prepared to learn, study for and pass quizzes, do proper lab reports and do homework regularly. To enroll in Biology, you should have credit for one year of science or be recommended for it by Megan.

## **PSYCHOLOGY I**

Phil Goldman

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

What makes us human? What defines healthy, stable and normal? For more than 100 years, psychologists have been attempting answers to these questions through controlled experiments and analysis of data. Since the beginning of time, however, we humans have been attempting answers through basic observation: Why did he do that? Why do I feel this way? How can I change? The answers are elusive. In this introductory course, we will examine the foundations of the discipline of psychology and its underpinnings in philosophy and biology. Students will gain familiarity with important pioneers in the field, including Freud, Skinner, Piaget and others. We will explore the relevance that their works have today and the role that psychology plays in our everyday lives.

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

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

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

# 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 of Alzheimer's. Once you have the skill, it will never go away, and you will enjoy all the benefits for the rest of your life!

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

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

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

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

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

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

## **Español 1**

Maryann Ullmann

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

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

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

## **Español 2**

Siobhan Ritchie Cute

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

## **Español 3**

Siobhan Ritchie Cute

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

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

## **Español Avanzado 4-5**

Siobhan Ritchie Cute

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

collaborative and creative classroom. Serious and studious attention paid during this yearlong course may help students to achieve near-fluency in a second language: a true gift!

## **OTHER LANGUAGES**

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

## **LANGUAGE AND COLLEGE**

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

# VISUAL ARTS

**This year we will be initiating the Art Pathway, a program that aims to create an inclusive and adaptable art program, benefiting both students and the school community at large. One requirement to participate in the Art Pathway is the need to be enrolled in at least one of four different classes. These include Art Portfolio, Advanced Ceramics, the Afterschool Intergenerational Drawing Class and/or Music Performance.**

## **ADVANCED CERAMICS (An Art Pathway Class)**

Allyson Neilan

This is a ceramics class for experienced clay workers. 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 afterschool 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.

## **ADVANCED INTERGENERATIONAL DRAWING (An Art Pathway Class)**

Michael Gunn

**This is a skill-building drawing class for credit that will take place after school from 3-6 on Tuesdays.** In this class we will make strides to build a volume of work that speaks to advancing one's skill level in many ways of Drawing. 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!

## **ART PORTFOLIO (An Art Pathway Class)**

Jim Drain

In Trimester One, some students will focus on completing their college applications, but for all Art Portfolio students, we'll deepen our understanding of design principles through engaging in-class activities. Optional after-school portfolio reviews with representatives from renowned art schools such as RISD, MECA, and MassArt will enhance your experience. Additionally, we'll schedule times after school for documenting your portfolio work. In October, students are required to participate in the Art Pathway trip to the ICA Boston. Attendance at a minimum of two monthly afterschool 'Wednesday Art Pathway Talks' is also mandatory per trimester. Trimesters Two and Three will bring greater focus to the enhancement of your drawing and painting skills. We'll dive into the foundational elements of drawing, exploring a variety of media such as pencil, charcoal, pen, and gouache. Work from all semesters will be included in the Spring Art Show (scheduled to be April 24th). Participation in this class requires approval from the Art Chair.

## **ART SPECIAL PROJECTS: Animation**

Lizzie Brown

Animation is over a century old and still filled with pioneers. In this single trimester course, we will explore the well-trod techniques of timing, natural movement and storytelling in order to become pioneers ourselves. Included screenings will cover a range of work from 1920s paper puppetry to today's complex computer-generated sequences. By course conclusion, we will all have built a beginner's portfolio displaying an understanding of animation today. Join the group and become a pioneer yourself, and maybe learn something unexpected about your favorite animated TV show while you're at it

## **DIGITAL 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.



## **DRAWING**

Jim Drain

In this class you'll develop essential drawing skills using various mediums such as pencil, charcoal, pen, and ink. We will delve into the fundamentals of line, perspective, value, space, shape, plane, texture, pattern, and design. Through a combination of structured assignments, quick creative warm-up activities, and imaginative exercises, you'll learn to draw with more confidence and greater spontaneity. This class is designed to inspire your creativity while strengthening your technical abilities. Evaluation will be based on your attendance and engagement, the completion of assignments and maintaining a personal sketchbook.

## **FIBER ARTS: Expression**

Rebecca Siemering

This class will work with many fibers, including fabric, paper, basketry fibers and naturally gathered materials. We will begin with practicing basic skills through some whole class projects, and everyone will work towards more expressive personal freedom with these materials. These skills will be learned: hand-sewing, handweaving, embroidery, embellishment, papermaking and monoprinting. Sewing machines can be used if applicable for personal projects. To begin, we will work on making sculptural vessels of various kinds that tell a personal story. We will then move on to altering items from your closet and learning various embellishment and sewing techniques. In the third trimester, we will combine all of the skills we have learned together to make a final fiber arts project.

Students are expected to be on time and be ready to work! Evaluation is based on the 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 class inspiration.

## **INTRODUCTION TO CERAMICS**

Adam Hall

Welcome to Introduction to Ceramics! This course is designed for beginners and those new to working with clay. Over the trimester, you'll learn the foundational techniques of hand-building, including pinching, coiling and slab construction. We'll explore the basics of wheel throwing and get hands-on experience with glazing and kiln firing. You'll gain an understanding of the properties of clay and develop a vocabulary to describe your work and processes. Throughout the course, we'll engage in creative projects that encourage experimentation and personal expression. You'll also learn about the history of ceramics and how different cultures have shaped this versatile art form. No prior experience is required: just bring your enthusiasm and creativity. Together, we'll play with clay and learn new skills along the way!

## **MEDIA QUEST: Exploring Analog and Digital Media**

Jim Drain, Miles Cook

MEDIA QUEST: exploring Analog and Digital Media is a dynamic course that explores the significance of art in various dimensions and mediums. This course offers students the opportunity to experiment with diverse art materials and techniques, spanning two-dimensional drawing, painting and pattern design to three-dimensional found sculpture and mobiles and beyond. Throughout each trimester, sections of students will be introduced to different image-centered software, allowing for students to delve not only into Fine Art, Design, Crafts and Art History but also into Digital Media. Assignments will allow for a back-and-forth discussion between these two spaces of media.

## **MURAL MAKING**

Deb DeMarco

Explore the art of ceramics in our specialized Mural Making class, where you'll create a stunning mural using handmade tiles and apply them directly to a designated wall in School One. This course combines traditional ceramics techniques with innovative mural design, offering a unique opportunity to blend functionality with artistic expression. You'll start by designing and crafting individual tiles, learning various hand-building techniques and surface treatments to bring your vision to life. We'll cover tile glazing, kiln firing and how to prepare your tiles for installation. In the second phase, you'll work on-site to apply your tiles to a designated wall space, focusing on layout, grout application and finishing techniques to ensure your mural is both visually striking and durable. Throughout the course, you'll gain practical skills in mural creation while exploring the artistic process from conception to installation. This class is perfect for those interested in large-scale projects, community art or integrating ceramics into architectural spaces. No prior ceramics experience is required: just bring your creativity and enthusiasm for making art that transforms spaces!

## **VIDEO PRODUCTION**

Lon Plynton

See Performing Arts for the full description as this class combines video skills with performing arts skills.

# PERFORMING ARTS

## **MUSIC PERFORMANCE (An Art Pathway Class)**

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 PRODUCTION**

Lon Plynton

Welcome to "Video Production," an exciting School One class where creativity and technology meet! In this course, students will learn to write screenplays, act, shoot high-quality footage using professional techniques and video cameras and then use Adobe's Premiere software to edit a final class project. This trimester emphasis will be placed on integrating music and theatrical elements to create compelling, dynamic videos. Whether you aspire to be a filmmaker, a YouTube creator, or just love storytelling, this class will equip you with the skills to bring your vision to life. Join us and discover the art of video production!

# RESOURCE

## RESOURCE

Nancy Carreiro, Natalie Delmar, Rachael Crowley, Joe Thibodeau

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 1

**Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period. 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. Rainy PE isn't optional: you must go where assigned to earn credit.**

## THE HEALTH CLASS

Erin Victoria Egan

The subject matter in health class will be wide-ranging and responsive to the interest of the class. Requirements for earning credit include punctual attendance, respectful participation and production of a short paper and oral presentation to the class. This class is recommended for freshmen and sophomores. Students take some version of Health twice during their high school careers.

## BASKETBALL

Jim Drain

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 room.

## CITY WALK: No Red Lights

Bill Frey, Siobhan Cute

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 Mark's room.

## **OLD SCHOOL WALKING**

Maryann Ullman, 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 (Real Football)**

Messy

Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. You can avoid running around the pitch by making yourself a target, but a good keeper moves around too. If you are looking for a less than active P.E. experience, this isn't your class. On the bright side, you can take out your aggressions on the ball and sometimes on your classmates' shins, especially if you're Iysis, a.k.a. Red Card, and can't help yourself. With the World Cup in the U.S. a couple of years away, 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 Trinity Rodman! 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 fully. Sitting and watching does not earn credit. This class is open to beginners and champion spikers. Rainy Day PE is Study Hall in Rivendell room.

## Committees For Trimester One

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

**Some committees are designed to aid student at various key School One life stages.** While such aid is available at other times, students will be placed here when they haven't sought out this aid or need more. A few are designed for enrichment, and advisors will help make these decisions.

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

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

**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.

**Board Games:** If you miss competition at School One, here's your chance. Join and play!

**Geography:** If you're lost, this is the class for you. It's a great way to learn more about the world.

**Stress Reduction and Mindfulness** will offer techniques, including mindfulness meditation, that will help you understand and deal with everyday stress and with test anxiety on Fridays.

**Organization** will help you organize your binders and your homework schedule.

**Portfolio/GBR Prep** will support seniors with their portfolios to begin preparing for their GBRs.

**School One Students of Color Association** provides a safe, confidential space for all School One community members to discuss issues and find solutions to the challenges that arise from being a person of color in a predominantly white institution and/or community.

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

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