



# School One Course Catalog

## Trimester 2 2024-2025

**School One****Trimester 2****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: Moving On  
 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: Moving On

**F Period**

Algebra 1  
 Current Affairs (invitation only)  
 Forensics  
 Greek Literature  
 Monsters/Maskmaking  
 Mural Making  
 Resource  
 Speculative Fiction  
 Songs For Starters

**Phys. Ed. And Health**

Basketball  
 Kung Fu

City Walk  
 Frosty Walking

Futbol/Football  
 Yoga

Health

# ENGLISH

## **GREEK LITERATURE II: The Measure of All Things**

Cary Honig

This is the second trimester of a full year exploration of the development of one of the world's most advanced, artistic and influential cultures. We will utilize literature to examine ways in which literature, art, religion, government, social and sexual mores, science and philosophy were motivated by similar needs, ideas and desires. We will also assess the significant groundwork the Greeks provided for modern culture. This trimester, we will focus on one of the most productive centuries in world history. In the 5th century, B.C., Athens alone managed to create tragedy, comedy and the closest thing ever to full democracy (for male citizens), build the Parthenon, create the "classical" style of Greek art and produce atomic theory, narrative history and such earth-shattering thinkers and writers as Sophocles, Euripides, Socrates, Aristophanes and Plato and such fascinating politicians as Themistocles, Pericles, Cleon and Alcibiades. Athens also managed to help defeat the greatest empire on earth and then horrifically bungle an apparent victory in a thirty-year war with Sparta in a way that led our Founding Fathers to install checks and balances in our Constitution. Our central focus at home will be the first true history book, Herodotus's Persian Wars, in which we'll find out how (in)accurate the movie 300 was. We will also read excerpts from the second great history book, Thucydides's Peloponnesian War, and we will discuss how these two historians' views of history were meant to influence the Greek present. In class, we will be performing some of the greatest plays of all time: Sophocles's Oedipus, Oedipus At Colonus and Antigone, Euripides's The Trojan Women and Medea and Aristophanes's Lysistrata. We will connect these great plays with the history of their times to understand what was really at stake for the playwrights. Early in the trimester, we will look at the beginnings of Greek art and philosophy.

This class will prepare students for college level work, so expect an essay almost every week and challenging but rewarding reading. Punctuality in arrival of students and assignments will be necessary along with willingness to voice opinions, participate in play reading and ask questions. This class is an intellectual marathon, so if your brain is in shape, join us. Nil sine magno vita labore dedit mortalibus. Students taking the class for history credit have a slightly lower workload.

## **SHAKESPEARE'S HISTORY II**

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.

The second trimester will explore themes of travelling through and playing with notions of space and time. 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 that focuses on the fascination with all things horror. We will continue to look at the English history of this period with a specific look at the development of the Industrial Revolution and how the dramatic changes it brought to life in England helped this interest and genre develop. The class will be reading The Woman in White by Dickens's best friend Wilkie Collins. We will also be exploring the popular following of the "penny dreadful" and the Victorian penchant for ghost stories at Christmas in class. We might also visit across the pond and check in with a certain Edgar Allen Poe! In addition to reading and writing assignments, students will have to maintain a notebook, read aloud in class 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 II: Evolution**

Cary Honig

Literature of Science is a full-year course designed for those of you who are interested in science and who could afford to firm up your English skills for the competency exam. This trimester our focus will be on gaining a better understanding of a few simple questions: What is evolution? What evidence is there to support it? How are humans supposed to have evolved from animals? You may even get to see Cary demonstrate knuckle-walking. While we explore these questions through a variety of readings and essays in class, students will be reading and writing about evolution and a related science fiction short story, The Eye Altering, at home. We'll also watch and discuss the the PBS documentary series Evolution, which connects many recent scientific discoveries to Darwin's theory. In each unit, students will learn vocabulary, read an article, answer questions, join a class discussion and write and revise an essay. Careful, consistent work and strong attendance will lead to progress in English skills, scientific omniscience, a more evolved self and credit. Punctuality of students and assignments will be necessary to earn credit. You may join this class now if you didn't take it last trimester. This class can be taken for English or non-lab science credit.

## **PUBLIC SPEAKING**

Phil Goldman

According to a survey by Chapman University, which examined American fears and anxieties across a variety of topics – personal safety, the government, disasters and more – the number one fear is public speaking: greater than heights, greater than bugs and snakes, greater than flying and even greater than the fear of clowns! If you fear public speaking, you are clearly not alone. However, here's the problem: no matter what occupation you go into, at some point you will probably have to speak in front of somebody. (Heck, you going to have to do it at your GBR, after all). Why not get used to it now and learn to do it well? All it takes is some gentle guidance and practice (and practice and practice). Second trimester will focus on persuasive speeches (with essays), debates and some storytelling.

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

## **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 explore creation myths from around the world: how they developed and what they mean to us, both individually and to all of humanity. In addition to studying these myths, we will create and share our own.

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

This class can be taken for English or history credit.

### **LITERARY GENRES: Wilderness**

Phil Goldman

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

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

### **CURRENT AFFAIRS**

Siobhan Cute

Will both candidates accept the outcome of this year's election? Who will the new President choose for the cabinet for next year? Will the situation in the Middle East improve at all once the next President is elected? 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 II: The Nation Divided**

Erin Victoria Egan

As we continue in this yearlong U.S. History course, we will look at the formative development of our nation. We will begin by continuing our look at the Constitution and the beginnings of the Federal Government as it tackles foreign policy, minor outbreaks of war, the Native American question and the exploration and expansion of our country. We will look at the rise of the industrial North and the continuation of that “peculiar institution” slavery in the South. Throughout this trimester, emphasis will be placed on the individuals who made innovations, gained and suffered from the consequences of expansion and growth and those who fought to change the lives of all Americans for the better. We will watch a great David Macaulay presentation and excerpts from 500 Nations, Africans in America and The Civil War. In order to earn credit for this course, students should be prepared to complete reading and writing assignments, participate in class discussions and debates and complete the mid-term and final exams/projects.

Students may elect to take this class for Honors credit. Honors candidates will complete specialized exams and must earn a minimum of 85, 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 II: A House Divided**

Lon Plynton

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

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



# ELECTIVE HISTORY CREDIT

## **GREEK LITERATURE 2: THE MEASURE OF ALL THINGS**

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 II**

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 continue this yearlong course by exploring the next part of the history cycle of plays that begins with Richard II. These plays deal with the history of 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, loyalty, honor and heroes. We will tackle Henry IV, part 2 and Henry V 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 plays and their notes, complete reading and writing assignments and actively participate in reading and discussing the plays if they wish to earn credit for this course.

## **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.

## **A WORLD LIT BY FIRE: The Medieval World**

Erin Victoria Egan

In the second course of the Western Civilization series, we will continue to explore the development of Europe. We will return to Western Europe and discuss how the nations of Europe grew from small tribal entities into strong nation states. We will see how the Roman Catholic Church influenced the development of the nations and their cultural traditions. Along the way we will meet kings and queens, knights, squires and assorted peasants. We will design manors and strategies for conquest. We will also have the good fortune to survive pestilence, famine and bloody warfare, all while exploring literature and art, architecture and calligraphy. Participation is a key element in the quest for credit. Excellent attendance, maintaining a notebook and the timely completion of written and artistic assignments will also be required for credit in this course.

# **MATH**

## **CALCULUS**

Mark Christman

Trimester 2 will be focused on the derivative. We will continue our discussion of its applications and proceed to more complex derivative rules, including the Quotient Rule and the Chain Rule. Special attention will be paid to the Chain Rule. Time permitting, we will begin a discussion on antiderivatives at the end of the term.

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

In Trimester 2, we will continue our discussion of polynomials and their relationship to function transformations. 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. We will extend our discussion into the complex plane, then move to more complicated functions such as the exponential and logarithmic. We will close the term with a careful (re-)introduction to trigonometry.

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

This trimester, students will explore quadratics, polynomial, and radical functions. The trimester begins with various methods for solving quadratic equations, including factoring, completing the square, and the quadratic formula, while also exploring complex solutions. Students will then delve into polynomial functions, learning to analyze, graph and solve higher-degree polynomials with a focus on real-world applications. The trimester concludes with the study of radical functions, covering simplification, operations and radical equations. Through these lessons, exercises and activities, students will build a solid understanding of these fundamental algebraic concepts.

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

## ALGEBRA II: Moving On

William Frey

Having completed a comprehensive review of Algebra 1 topics and introduced polynomial expressions in Trimester 1, Trimester 2 will build on this study of polynomials while introducing the central topic of precalculus mathematics: mathematical functions. The function concept forms the backbone of classical mathematical study: functions of a real variable. We will build a vocabulary for describing and understanding functions and apply it to specific families of functions including polynomial, rational and power functions with emphasis on quadratic functions. We will explore applications and continue to make use of the graphing calculator in solving problems.

Credit will be earned based on 75% or greater attendance, satisfactory completion of all assigned work and mathematical growth as measured and observed through open notes assessments, projects and daily academic disposition. A typical week will include instruction, demonstration and an assigned problem set that students are encouraged to complete during class time by working collaboratively and receiving one-on-one help from me.

Required Materials: 3-ring binder

## **GEOMETRY**

Mark Christman

Trimester 2 will focus on two-dimensional figures. We will begin the term with a careful treatment of area and move into advanced features of certain simple shapes. The bulk of the term will then be dedicated to circles and the extension of area and perimeter to deal with them. Towards the end of the term, we will introduce a new unit of angular measurement, the radian, and use that to provide an initial introduction to trigonometry.

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: Expression to Equations and Straight Lines**

William Frey

Building on our work with numbers and operations, algebraic expressions and equation solving begun in Trimester 1, in Trimester 2 we will work at solving more challenging equations and move from one dimension (the number line) to two dimensions (the coordinate plane). Concurrently, we will move from single variable equations and inequalities to equations and inequalities of two variables building expertise working with straight lines and systems of linear equations. Newly acquired mathematical tools will be used to solve word problems in a range of contexts. We will continue to make use of the graphing calculator in solving problems.

Credit will be earned based on 75% or greater attendance, satisfactory completion of all assigned work and mathematical growth as measured and observed through open notes assessments, projects and daily academic disposition. A typical week will include instruction, demonstration and an assigned problem set that students are encouraged to complete during class time working collaboratively and receiving one-on-one help from me.

Required Materials: 3-ring binder left in the room for organizing problems sets, class notes and project work.

## **MATH SPECIAL PROJECTS**

Nancy Carreiro

The term two Special Projects course will be a continuation of the term one Special Projects course. Term two will place emphasis on each student's individual progress to date on the 10 math comp exams. Each student will analyze and create an individualized plan for completion with the instructor. Skills necessary will be practiced in class with copies of their work maintained in a class folder. Two skills will be the focus for most students: unit conversions and computations involving perimeter and area. All assignments are generally completed in class.

- Credit will be earned by maintaining a class folder of successfully completed assignments and math comp examples.

- 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 and a previous lab science are required.

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: Evolution**

Cary Honig

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

## **BIOLOGY: Small Worlds**

Carly McCalla

Have you ever wondered how a single cell manages to survive, move or even "eat"? What really makes a virus "alive" and why do we rely on vaccines? In this trimester, you'll dive into the world of cells from the simplest single-celled organisms to the complex, multicellular life forms that surround us. Through inquiry-based projects and hands-on labs, you'll uncover the incredible diversity of cells and the remarkable ways they adapt to survive in their environments. This class isn't just about learning how cells function—it's about asking big questions: How do plant cells create their own food? What could stem cells mean for the future of medicine? Could they hold the key to curing diseases that have challenged humanity for centuries? You'll use critical thinking to analyze cellular processes and cutting-edge research, making connections between cellular biology and pressing medical and environmental issues. By the end of the course, you'll have gained insights into the world of cellular biology, from the tiniest microbes to the latest breakthroughs in stem cell research, and will have discovered how these microscopic building blocks shape the living world around us.

Credit can be earned through the satisfactory completion of all in-class and homework assignments, labs, quizzes and examinations. Formal assessments such as exams and lab reports in which a student has earned under 80% will require corrections. Students should keep an organized binder of all assignments throughout the course. Attendance of a minimum of 75% of class time is required.

## **PSYCHOLOGY II**

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.

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.

## **FORENSICS**

Carly McCalla

In this trimester of forensic science, we will dive deeper into the analytical techniques used to examine evidence during crime scene investigation, exploring how multiple disciplines such as chemistry and biology work hand in hand to reveal hidden details. As an introduction to scientific investigation,

you'll build foundational skills in data collection, graphing, analytical writing and critical thinking—all through the lens of forensic science.

This class goes beyond the “how” of forensic techniques; it's about challenging the science itself. You'll ask big questions: How does chemistry help us understand the causes of fires and explosions? What role does toxicology play in analyzing substances, and just how reliable is blood analysis in a real-world investigation? Units like *Arson and Explosions*, *Toxicology* and *Serology* will guide you through the methods and materials that forensic experts use, but you'll also examine the limitations of these methods—distinguishing between solid science and what has been referred to as “junk science.” Throughout this course, you'll be generating and analyzing your own data in order to sharpen your ability to think critically about the role of science in the justice system. Get ready to develop a forensic scientist's critical eye and understand the science behind crime-solving on a deeper level.

Credit can be earned through the satisfactory completion of all in-class and homework assignments, labs, quizzes and examinations. Formal assessments such as exams and lab reports in which a student has earned under 80% will require corrections. Students should keep an organized binder of all assignments throughout the course. Attendance of a minimum of 75% of class time is required.

# SPANISH

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

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

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

What is the Spanish language? Do you have any idea of the socio-linguistic relations that come together in the Spanish language? Did you know that the words “astra” in Latin, “estrella” in Spanish



and “star” in English, even when they mean the same thing, can each convey a different feeling? Would you like to know the relationship of the Spanish language with your own language? Would you like to try to be in the shoes of someone who is learning a different language? Would you like to know the language of Cervantes?

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

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

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

## ESPAÑOL 1

Maryann Ullmann

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

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

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

## ESPAÑOL 2

Siobhan Ritchie Cute

¡Hola! ¿Cómo estás? This course will continue to reinforce the conversational skills of the students as

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

### **ESPAÑOL 3**

Siobhan Ritchie Cute

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

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

### **ESPAÑOL AVANZADO 4-5**

Siobhan Ritchie Cute

A seguir: let's keep going! Students who have either completed 3 years of high school Spanish or (through native speaking ability or through extensive study) arrived at an advanced level of language proficiency are welcome in this course. Students should enter the course with secure knowledge of all verb tenses in the indicative mode, as well as present subjunctive, and a broad vocabulary. Advanced Spanish is conducted entirely in Spanish. We will read and discuss literature, poetry and newspaper articles. We will practice various forms of writing: opinion writing, reviews, dialogues, and creative pieces. For students interested in pursuing college level language study, we will review

different forms of assessment, including multiple choice and free response formats. Students should be able to hold lengthy conversations on different topics entirely in Spanish. Expect to cover the following grammatical concepts: past subjunctive, compound tenses in the indicative and subjunctive modes, idiomatic expressions, nuances in meaning involving *ser/estar*, *por/para*, preterite/imperfect, and indicative/subjunctive. Project work for the first trimester will involve an exploration of the Latin American holiday *el 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**

Allyson Neilan

Welcome to Advanced Ceramics, which is designed for experienced clay artists. This class dives into advanced hand-building techniques like pinching, coiling, slab construction, drapin, and mold usage, tailored to your creative interests. We will explore form and function, allowing you to choose between pottery and sculpture. Gain hands-on experience with kiln operations, including bisque and glaze firing, and learn the intricacies of glaze application and chemistry. The course also offers opportunities

to refine your pottery wheel skills. Expand your clay vocabulary and master recycling, formation and tempering processes. Experiment with surface treatments such as texture, sgraffito, mishima, carving and relief techniques. A sketchbook will be provided as daily entries will be an integral part of our creative process. **If you're a beginner, please sign up for Introduction to Ceramics.**

## **ADVANCED INTERGENERATIONAL DRAWING**

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 Two, students will put the design principles as outlined in the first trimester to practice through engaging in-class activities and field trips. Attendance at a minimum of two monthly afterschool 'Wednesday Art Pathway Talks' will become mandatory this trimester. We will 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.

## **MASKS, MONSTERS, MASCOT, OH MY!**

Lizzie Brown

Have you ever wondered how your favorite movie monster was made or how experienced cosplayers put together their nonhuman looks? Join Lizzie and learn how!

In this class, students will...

- Go through the steps of designing a character for costume fabrication
- Learn a variety of strategies used to create everything from cartoon heads to hyper-realistic animatronics
- Study human-performed costumes across a variety of media
- Make informed choices about how to build their own character
- Use small-scale models to test possible building methods
- Discover the manufacturing process of various materials and learn their impacts on the environment
- Bring their character to life and take them home!

Lizzie has a massive collection of costume-building supplies amassed over four years of movie study at RISD. However, for materials students need that they don't have, an order of supplies may be made early in the semester.

Key topics covered are design, material study including environmental analysis, fabrication, personal research and budgeting. Due to the intensity of in-class work and one-on-one instruction, this class will not be able to support more than 8 students at a time.

## **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 With Sewing**

Rebecca Siemering

Sewing is an ancient and universally practical art and an artful way to live. If you were to visit an archeological dig anywhere in the world, the implements to pull a soft, string-like material through another material would be similar. We all need clothing and objects of comfort for daily living. We will begin with practicing basic sewing skills and patternmaking through some whole class projects. Everyone will work towards more expressive personal freedom with these skills and materials. Skills that will be learned: hand-sewing, patternmaking, embroidery, embellishment, dyeing with natural materials/paint and alternative printmaking processes. Sewing machines can be used if applicable for personal projects. To begin, we will work on making patterns for a stuffed animal or vessel. We will then move on to altering items from your closet and learning various embellishment and sewing techniques. Mid-term we will play around with alternative processes to alter fabrics. To wrap it up, we will have tutorials and learn various embellishment techniques before finishing a personal 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 during the trimester. Evaluation is also based on attendance/engagement, completion of assignments and keeping a personal sketchbook and picture inspiration file.

Students will also be required to be active participants in class discussions, regularly take photos, and upload them to the drive to show progress. Students may also be asked to help other students and lead if they understand a concept or skill and can help. Making art is often a collaborative effort. Collaboration is encouraged, and students may work in small groups to join together on a few assignments and discussions. Over the three trimesters, students touch upon many aspects of Art making, as the class is both a place for critical thinking and problem-solving but also one for joyous

creativity. Students are expected to treat each other respectfully with words and actions and to help each other accordingly.

## **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

## **PERFORMANCE**

Lon Plynton

The goal of this class to perform in front of an audience and keep them entertained. You must be beyond beginner stage before enrolling in this course and be willing to participate in required class performances. You will be required to submit your own composition or favorite song and serve as facilitator for the performance of that piece.

We will take time to investigate the connection of music to the arts and society. We will become familiar with a wide range of musical styles. We will learn about the underlying audio, visual, technical, business, and organizational elements that contribute to a successful performance.

## **SONGS FOR STARTERS**

Lon Plynton

For beginning singers, songwriters or instrumentalists who are interested in learning more about music, this class is a great place to start. We will investigate various topics in music. We will learn how to read, write and understand the symbols of sound. We will familiarize ourselves with the cultural and historical nature of music. You will learn to perform solo and with others. We will listen to music to evaluate, analyze and describe. You are encouraged to bring your own musical ideas to class.

## **VIDEO PRODUCTION**

Lon Plynton

Welcome to Video Production, an exciting high school class where creativity and technology meet! In this course, students will learn to shoot high-quality footage using professional video cameras and become proficient in editing techniques with Adobe's Premiere. Emphasis will be placed on integrating music and theatrical elements to create compelling, dynamic videos. Whether you aspire to be a filmmaker or 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

Rachael Crowley, Joe Thibodeau, Nancy Carreiro,  
Susan Trencansky, Christopher Hayes

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

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



## **CITY WALK: No Red Lights**

Bill Frey, 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, 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 the City of Providence, our home, our city, then this is for you. There will be a new route every week. There will always be something interesting to see on our tours. "We built this city on rock and roll" - Starship. Let's get this! Rainy Day is Cornhole.

## **FUTBOL/FOOTBALL**

Messy

By popular demand, this class will go out in cold weather and alternate futbol and football. The football will be touch, not tackle, but Iysis will be there, so it might be unpredictable. If you only will do one of the two sports, this class isn't for you, but you don't have to be skilled at either or both: just hearty and properly dressed for cold weather. Full participation, regular attendance and willingness to run back on defense are requirements for credit. Acting like a soccer hooligan, wearing boots or cleats rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit. We will play in cold weather but not on ice or when there's heavy precipitation. Rainy Day is Study Hall.

## **FROSTY BASKETBALL**

Kathy Dias

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

## **FROSTY WALKING**

Jim Drain, Megan Roppolo

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

## **KUNG FU**

Phil Goldman

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

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

## **THE HEALTH CLASS**

Erin Victoria Egan

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

## **YOGA**

Mark Christman

A mashup of pilates, stretching, and yoga, this PE is focused on stretching that connective tissue, improving the slumping posture that comes from hunching, reading or drawing and getting in a good mood for the weekend! Easy-to-move-in clothing encouraged.

# **Committees For Trimester Two**

### **Art Display**

**College Planning** (juniors only this trimester)

**Essential** (all new students take this)

**Gender and Sexuality (G.S.A.)**

**Geography**

**I Ching**

**Poetry Out Loud**

**Organization**

**Portfolio/GBR Prep** (seniors only this trimester)

**School One Students of Color Association**

**Yearbook**

Jim

Cary

Erin, Siobhan

Michaela

Maryann

Phil

Siobhan

Megan

Mark

Lon, Brandon

Bill

**Most committees are designed to aid student at various key School One life stages.** While such aid is available at other times, students will be placed in committees when they haven't sought out

this aid or need more. A few are designed for enrichment, and advisors will help make these decisions.

**All new students in whatever grade are in the Essential Committee** for their first trimester to receive further orientation to the school through review of the Student Handbook. Then they can choose others.

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

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

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

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

**I Ching:** We will learn, using the ancient methods of coins and sticks, how to get and interpret personal readings to help us understand who we are, where we stand and where we may be heading.

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

**Poetry Out Loud:** Students will participate in a dynamic poetry recitation competition to improve their public speaking skills, build confidence, and learn about literary history and contemporary life.

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

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

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

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