



School One Course Catalog

**Trimester 3
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

Phys. Ed. And Health

Basketball	City Walk	Futbol	Health: Sex Ed.
Tai Chi	Thayer Walking	Volleyball	

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

Rainy Day: City Walk: Cornhole in Hendrix; Study Halls: Basketball in Rivendell, Futbol in La Perla, Walking in the Nucleus, Volleyball in Defying Gravity

ENGLISH

GREEK LIT. III: Body and Soul, Beauty and Truth

Cary Honig

This is the third trimester of a full year exploration of one of the world's most advanced, artistic and influential cultures. We will utilize literature to explore the Greeks from a cultural perspective, examining ways in which literature, art, religion, government, social and sexual mores, science and philosophy were motivated by similar needs, ideas and desires. This trimester, we will focus on the philosophy of Socrates and Plato, two figures whose ideas dominated the two millennia following their deaths (in large part through ideas that are central to Christianity) and are very much with us today. Most people regard them with great respect and affection, but we will be so bold as to ask whether they are worthy. Did Athens kill Socrates in a fit of conservative censorship of ideas, as most people think, or did Socrates have it coming as an enemy to democracy, as a teacher whose students were the ruin of Athens, and as a truly annoying pest? To aid us in our quest, we'll read Plato's Symposium (about eros), Republic (about government and the meaning of life), Apology (about Socrates's trial), Crito (about law and citizenship) and Phaedo (about death) as well as Aristophanes's spoof of Socrates, The Clouds and I.F. Stone's history book The Trial Of Socrates. We will touch on other Hellenic and Hellenistic philosophers and their schools including Aristotle, the Stoics, the Cynics, the Sceptics and the Epicureans. We will also read more Euripides (Hippolytus) and Aristophanes's The Frogs (a comedy about tragedy). If we have time at the end of the trimester, we will learn about Alexander the Great and Julius Caesar by reading the ancient biographer Plutarch, who was Shakespeare's main source for the ancient world, and we'll look at how the world evolved during the Hellenistic and Roman eras.

This class will prepare students for college level work, so expect an essay almost every week and challenging but rewarding reading. Please be prepared to question everything. Punctuality in arrival of students and assignments will be essential. The class also requires 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.

SHAKESPEARE'S HISTORY III

Erin Victoria Egan

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

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 Wita, 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 third trimester will explore themes of utopias and dystopias. 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 criminal. 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 Adventures of Sherlock Holmes and The Mystery of Edwin Drood. We will also be exploring the popular following of the “penny dreadful” and the Victorian penchant for true crime stories in class. In light of recent events, we might also look into Jack the Ripper. Has he really been identified? We will watch documentaries by Lucy Worsley about crime fiction and Jack the Ripper. 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 III: The Brain

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 the human brain: How did it evolve? How does it develop, and what sorts of things affect this development? What do drugs do to the brain? What is depression? What are dreams and the unconscious? We will explore these questions through a variety of readings and essays in class and at home. In each unit, students will learn vocabulary, read an article, answer

questions, join a class discussion and write and revise an essay. We will also be watching a recent PBS video series called The Brain and some great short webcasts by a neuroscience grad student. We will review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills, scientific omniscience and credit. You will also learn how to respect your brain and your future children's brains so that they reach a point near their potential. Punctuality of students and assignments will be necessary to earn credit.

This class can be taken for English or non-lab science credit.

THE HISTORY OF STORY III

Phil Goldman

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

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!

LITERARY GENRES: Crime

Phil Goldman

In this yearlong course, we will take a deep dive into various genres of both fiction and nonfiction. In the third trimester, we delve into CRIME: reading, talking, and writing rather criminally. Essential questions for the trimester include: Why are we drawn to crime stories (real and imagined)? How do authors use genre conventions and narrative techniques to draw us into their dangerous, appalling (and sometimes appealing) worlds? How do crime stories reflect the societies that create them? Is there such a thing as "the perfect crime"?

To earn credit, students will need to be actively engaged in all class discussions and activities (including grammar sheets) and complete reading analyses and all essays *with revisions*. Don't do the crime if you can't do the time!

CURRENT AFFAIRS

Siobhan Cute

Will the Supreme Court support President Trump's expansive view of the Presidency? Will the situation in Gaza improve now that a cease fire has been achieved? Is there a problem President Trump won't blame on DEI? 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.

AMERICAN AFFAIRS III: The Twentieth Century

Lon Plynton

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

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

DESIGNING AMERICA III: THE 20TH CENTURY

Erin Victoria Egan

As we continue this yearlong US History course, we will focus on the 20th Century. We will look at the major events that have shaped the past century. We will begin by taking a hard look at the continuing industrial revolution in America. After the Civil War, industrialization in the United States touched all facets of American life. We will see how immigration and the development of the urban landscape shifted focus away from the farm. We will also look at how this shift influences the rise of political and labor movements. Other topics for examination this trimester will include the Progressive Era, the Depression, two World Wars, the Civil Rights Movement and the Cold War. With luck and diligence, we will look at the US involvement in Vietnam. Emphasis will be placed on examining the struggle of the individual coping with the rapid political, economic and cultural changes of the 20th Century. We will watch excerpts from The Century, The American Experience and The Cold 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.

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 historiographical nature and research and present an oral report on a relevant topic of their choosing.

Elective History Credit

GREEK LITERATURE 3: Body and Soul, Beauty and Truth

Cary Honig

See English section for complete description. Fewer essays are required for students taking this class for history credit.

AMERICAN LITERATURE: Native Voices

Maryann Ullmann

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

SHAKESPEARE'S HISTORY III

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16th 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. This trimester we will finish the English History plays. We will read *Rose Rage*, a compilation of the three Henry VI plays and *Richard III*. These plays cover the time after Henry V's success at Agincourt and the War of the Roses. We will study the relationships in the Lancaster and York branches of the Plantagenet kings, see how madness is passed down through the genes, and discuss whether Richard was really as evil as they say he was and how Tudor propaganda may have helped Shakespeare with his writing. Students should be prepared to maintain a notebook for the play and their notes, complete reading and written assignments, including some research, and actively participate in reading and discussing the plays if they wish to earn credit for this course.

CIVICS & COMMUNICATIONS

Maryann Ullmann

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

VICTORIAN TIMES

Erin Victoria Egan

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

PSYCHOLOGY

Phil Goldman

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

THE HISTORY OF STORY III

Phil Goldman

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 folk tales, fairy tales and more from around the world: where they came from, what their lessons may be and how they reflect the vagaries of the human psyche (scary stuff indeed). In addition to studying these tales, we will create and share our own.

To earn credit, students will need to be actively engaged in class discussions and activities (including grammar sheets, if you are taking this class for English credit), complete analysis worksheets and all essays and other writing assignments with revisions.

WESTERN CIVILIZATION: Renaissance, Reformation and Revolution

Erin Victoria Egan

In the third course of the Western Civilization series, we will continue to explore the development of modern Europe. We will continue with the Renaissance, when the ancient world is rediscovered and helps to generate not only great movements in art but also the exploration of the world and the final stages in the development of Modern Europe. We will see how the Roman Catholic Church loses its influence in the lives of ordinary people and nations. Finally, we will look at how the expression and demand for individual rights, spurred on by the rediscovery of the ideal of man in art and religion and the changing nature of politics, affects modern governments and the development of the “new world.” Participation is a key element in the quest for credit. Excellent attendance, notebook maintenance and the timely completion of reading and written assignments will also be required for credit in this course.

MATH

CALCULUS

Mark Christman

In Trimester 3, we will put a focus on integral calculus. Integration by Parts and by Substitution will be introduced, allowing us to get used to working with advanced integrals. We will then spend most of the remainder of the term learning how to use integration to approach problems we couldn't otherwise solve and to justify mathematical facts that previously had to be taken on faith. We will then finish up the year with a survey of more advanced calculus topics and a look at infinite series and sums.

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 Trimester 3 by refocusing our study of trigonometry on functional analysis. Once we have achieved full comfort with the trigonometric functions, we will use them to launch a study of some new languages for functional analysis, beginning with the Polar coordinate system. We will then use these methods to study conic sections. The core material of the year will then close with a look at Linear Algebra. Time permitting, we will also do a brief study of series and sequences.

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 delve into radical, rational, exponential and logarithmic functions. The trimester begins with the study of radical functions, covering simplification, operations with radical functions and solving radical equations. Next, students will study rational functions, including simplifying expressions, performing operations with rational expressions, working with complex fractions and applying these concepts to real-world problems. If time allows, the course will conclude with an introduction to exponential and logarithmic functions, covering growth and decay models, logarithmic properties and solving related equations.

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 recommended for this class.

ALGEBRA II: “Passport to Precalculus”

William Frey

In trimester 2 we formally introduced the notion of a mathematical function and developed a vocabulary of associated concepts. We applied these ideas to polynomials in general and 2nd degree polynomials (quadratics) in particular. In trimester 3 we will build on the function idea and add to the questions we ask (and answer) about functions by addressing:

Function composition

The idea of inverse function

Transformations of graphs (which allows me to point back to completing the square for quadratics)

Applying these ideas to two additional families of functions: rational functions and logarithmic and exponential functions. We will end the trimester with a unit on the Normal Distribution.

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. There will not be assigned homework, which means that a great deal of a student’s evaluation and credit will be based on productive use of class time, participation and collaboration.

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

GEOMETRY

Mark Christman

In Trimester 3, we will apply our new understanding of Trigonometry to tie up some loose ends in two-dimensional geometry. We will then transition to studying three-dimensional geometry. Following a study of a variety of 3d figures, we will study the intersection of two- and three-dimensional geometry: Conic sections. Finally, we will close the year by applying the tools we’ve learned to study vectors.

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: Linear Systems, Statistics and Regression

William Frey

In trimester 3 we will apply our newly acquired facility with 2-variable linear equations (straight lines) to solving systems of equations and building an understanding of some of the various contexts where systems of equations are used. This will be followed with a unit on descriptive statistics, which will allow to circle back to straight lines, ending the trimester with a unit on linear regression

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. There will not be assigned homework, which means that a great

deal of a student's evaluation and credit will be based on productive use of class time, participation and collaboration. We will continue to formalize our work in groups.

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 3 Special Projects course will shift from emphasizing mastery of pre-algebra skills to applying those skills to select units in Personal Finance. This is in keeping with the spirit of answering the typical question "When are we ever going to use this?"

Topics to be covered include but are not limited to:

- W-4 forms
- Filing Federal Tax 1040 Forms
- Understanding Paychecks & Paystubs
- Budgeting
- Credit Cards

Credit for this class will be earned by maintaining a class folder of successfully completed:

- Guided notes
- Homework assignments
- Unit quizzes & tests
- A minimum 75% class attendance

A grade of 75% is required for credit on assessments along with all corrections regardless of the grade. Assessments of a grade <75% must be retaken to achieve a passing score.

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 third trimester, we will apply what we learned about rotational motion in the second to study simple machines and harmonic oscillators. No such study would be complete without a discussion on springs, which will be worked in throughout. We will then close the year with a gloss of basic fluid dynamics and, time-permitting, use that understanding to do a brief overview of basic electronics and circuitry.

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'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 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. 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 Brain

Cary Honig

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

BIOLOGY: Genetics

Carly McCalla

How does genetic research shape modern medicine? How do human choices impact ecosystems and climate? In this trimester, we'll bridge the gap between biology and the real world, exploring the science that affects our daily lives and future.

This course dives into DNA and biotechnology, heredity, evolution, and ecology: not just as abstract concepts, but as forces shaping health, technology and the environment. Through hands-on labs, case studies and data-driven inquiry, you'll develop the skills to critically assess scientific claims, interpret real-world biological data and apply your knowledge to pressing global challenges.

Whether we're examining genetic technologies, modeling ecological change or evaluating the science behind sustainability efforts, you'll leave this course with a clearer sense of how biology informs the world around you — and how you can be part of shaping its future.

Credit is earned through the completion of all in-class and homework assignments, labs, quizzes and examinations. Any formal assessments such as exams and lab reports in which a student earns below 80% will require corrections. Students should maintain an organized binder of all assignments throughout the course. A minimum attendance of 75% of class time is required.

PSYCHOLOGY III

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

What constitutes DNA evidence, and how can its findings be accurately analyzed and communicated using statistical and scientifically reliable methods? What can a skeleton reveal about a person's life—and death? How do autopsies and forensic entomology help investigators determine when and how someone died? This trimester, you'll explore the developing scientific techniques forensic scientists use to analyze evidence.

By completing hands-on labs, examining real-world case studies, and generating and analyzing data, you'll examine the role of DNA in forensic investigations, learn how skeletal evidence helps reconstruct identities and explore the science behind death investigations. The focus of this trimester is about the role of a forensic scientist in maintaining the accuracy, reliability and proper application of analyzing evidence in investigations, as well as the effective communication of results in scientific and legal contexts. You'll critically assess the reliability of forensic methods, learn how experts communicate findings in a courtroom and understand the education and experience required to be considered a forensic specialist.

This course will challenge you to think critically, analyze data and communicate scientific findings effectively. By the end of the trimester, you'll have a deeper understanding of forensic science: not just as a tool for investigation but as a discipline that shapes the pursuit of justice.

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

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.**

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!

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!

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.

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.

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, conceptual 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.

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

Lon Plynton

The goal of this class is to perform in front of an audience and to keep them entertained. You must be beyond the 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,
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. Pick one in which you can participate actively during the full period with no devices. 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.

SEXUAL HEALTH AND WELLNESS

Jessica Duggan

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

BASKETBALL

Kathy Dias

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 Rivendell.

CITY WALK: No Red Lights

Bill Frey, Mark Christman

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 in Hendrix.

OLD SCHOOL WALKING

Megan Ropollo, Maryann Ullmann

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 the Nucleus.

SOCCKER

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

TAI CHI CHUAN

Phil Goldman

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

This course will cover basic stances to establish your root, breathing exercises to calm and center your mind and movements from the Tai Chi Chuan form to control your body and move your Chi. Please

be aware that, weather allowing, most Tai Chi classes will be held outside, so dress appropriately as the weather gets cooler.

VOLLEYBALL

Lon Plynton

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

Committees For Trimester Three

Art Display

Board Games

College Planning (juniors only this trimester)

Essential (all new students take this)

GSA

Geography

I Ching

Organization

GBR Prep/Life Skills (seniors only)

School One Students of Color Association

Yearbook

Jim

Rachael

Cary

Erin, Siobhan

Michaela, Susan

Maryann

Phil

Megan

Mark, Siobhan

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.

Board Games is a rare chance to add some competition to your School One life.

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.

GSA is for members and allies of the LGBTQIA+ community to discuss issues of concern and sometimes plans events for the broader school community.

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.

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 limited to a workable size. Students with questions should check with the teacher running a committee before choosing it