

Course Catalog

Music British Literature
Biology
Ethics Victorian Times
Improv
Music Creative Writing
Literary Genres
Animation Music Forensics
SCHOOLONE
Studio Art
Geometry
Physics
Psychology
Ceramics
Studio
SCHOOLONE
Art Current Affairs
SCHOOLONE
Video Performance
SCHOOLONE
Fibers Ceramics
Music Illustration
Calculus
Resource

Geometry
American Lit
Geometry
Spanish
Algebra
Spanish
Buddha
Drawing
Trigonometry
Art
Chemistry
Herstory
Spanish
Geometry
Music2
SCHOOLONE
Studio Art
Ethics
Physics
Ceramics
Music
Forensics
Fibers
Biology
Buddha
Improv
SCHOOLONE
Art
Current Affairs
SCHOOLONE
Video Performance
SCHOOLONE
Fibers Ceramics
Music Illustration
Calculus
Resource

Trimester II, 2025-26

School One**Trimester 2****2025-26****A Period**

Pre-Calculus
Chemistry
Current Affairs (invitation only)
Drawing
Improv
Literary Genres
Spanish 1
Victorian Times

B Period

Advanced Spanish
Biology
Ceramics Now
Creative Writing
Ethics
Media Quest
Music 2
Physics
Resource

C Period

Algebra 1
Algebra Skills (invitation only)
Anatomy and Physiology
Modern U.S. History
Psychology
Resource
Spanish 3
Trials
Video Performance

D Period

Algebra 2
American Affairs
Environmental Studies
Fibers
Forensics
Geometry
Independent Study
World War: The Holocaust

E Period

American Lit.
Art Portfolio
Calculus
Ceramics Wow
Geometry
Forensics
Herstory
Illustration

F Period

Animation
British Literature
Buddha
Chemistry
Geometry/Trigonometry
Music 1
Resource
Spanish 1
Spanish 2

Tuesday 3-6

Intergenerational Advanced Studio

Phys. Ed. And Health

Futbol/Football	Get Moving	Health	Kung Fu
Walking: Boulevard	Walking: Thayer	Yoga	

Rainy Day P.E. Study Halls

Futbol: La Perla	Thayer Walking: Class Menagerie	Boulevard Walking: Nucleus
------------------	---------------------------------	----------------------------

ENGLISH

BRITISH LITERATURE II: Perchance To Dream

Cary Honig

There's this guy, see. He tends to dress in black. He should be in school, but he's just sort of hanging out. He used to love his mom, but she's been pissing him off lately. His stepdad thinks he can take his dad's place, but he smiles and smiles, and he's still a villain. You know the type. There's a lot of pressure to go into the family business, but with his stepdad suddenly in charge, that's not appealing. There's this girl he likes, but lately he's not so sure what she's after, and her dad's a long-winded blocker. He used to enjoy hangin' with his friends, but now most of them seem like posers. To top it off, his real father's visits are very upsetting. Something is rotten in the state of Denmark. Folks think he's an emo slacker or cringe, but really, figuring out whether to be or not to be in his situation is just too, too tough. Does this sound familiar? The guy's name is Hamlet, and this trimester his play's the thing. We'll delve into Shakespeare's sonnets, which really humanize him, and we'll sample John Donne's often naughty brilliance, John Milton's surprising take on Satan, Aphra Behn's proto-novel about a South American slave revolt like one she actually witnessed, Andrew Marvell's perfect philosophical wooing poem and the world's first, best, funniest and possibly only worthwhile rom-com: Jane Austen's Pride and Prejudice. Be prepared to read, write and think on a regular basis. Nil sine magno vita labore dedit mortalibus.

AMERICAN LITERATURE: Banned Books

Maryann Ullmann

In this yearlong course, we will explore a range of literature that has been banned or challenged in various contexts due to the desire of some to protect others, often youth, from ideas deemed dangerous, uncomfortable, explicit or offensive. This class posits that you, as students, rather than needing to be shielded, are capable of grappling with challenging material and developing your own critical thinking skills that will deepen your understanding of yourself, others and society. According to the American Library Association, "Books unite us. Censorship divides us. Sharing stories important to us means sharing a part of ourselves. Books reach across boundaries and build connections among readers. Censorship, on the other hand, creates barriers." We will explore both historical and contemporary works and seek to understand them in their time and place, as well as their universal relevance.

A fair warning: readings included in this class would not likely be considered PG and may include some explicit or troublesome material. They are, however, chosen for their substance, not their shock value. Groundbreaking literature does not flinch at hard truths nor leave the status quo unquestioned. 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 intellectual analysis. Students will also have the opportunity to select some readings of interest to them.

This course will involve a lot of reading, writing and thinking, so do not enroll unless you are ready for a heavy workload. To earn credit, students will need to demonstrate thorough reading through discussions and written responses. Students will also need to complete grammar sheets, academic essays with appropriate revisions and a creative writing piece.

This class can be taken for English or history credit.

CREATIVE WRITING: Introduction to Fiction and Metafiction

Chantel Figueroa Torres

This creative writing course will be introducing the foundations of fiction writing and lead into the experimental world of metafiction. We will be exploring the core components of fiction writing: plot, character, setting and theme. Students will learn and apply core storytelling techniques in short pieces of fiction before using them in imaginative, self-aware narratives that reflect on the art of storytelling itself.

This course is broken down into 3 main units:

1. Introduction to Creative Writing
2. The World of Short Stories & Metafiction
3. The Art of Revision

Class participation is a major aspect of this course, and it is imperative that you contribute meaningfully to all discussions and do the outside work required. There will be outside readings required for in class discussions and review of peer work from certain projects. 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.

INDEPENDENT STUDY

Phil Goldman

Is there a subject you'd like to study on your own: something you'd like to take a deep dive into that isn't covered in an existing class? Now is your chance (and a chance to earn credit for it) with a regularly scheduled class. Whether the subject falls under Humanities (English, History, Art, Philosophy) or Math or Science or something that overlaps these categories or even falls between the cracks, you could spend the trimester researching it, practicing it, and **writing a full paper on it**. You might not have a specific idea right now (we will work on refining it), **but you will need an idea at the**

beginning of the trimester: one that is subject to the teacher's approval. Also, depending on what subject you choose to do, you may need to get a teacher besides Phil to agree to look over your work. For example, if your subject is in science, you will need a science teacher; if it is art, you will need an art teacher.

This course is available to juniors and seniors who are in good standing with all their graduation requirements and have demonstrated good work habits in the past. However, it may be possible for sophomores who are in great standing. Approval will be needed from advisors and Cary. If you are studying a Humanities subject, you will need to have passed the Humanities Comp. If you are studying a Math or Science, you will need to have passed the Math Comp.

This is important to take into account as you consider registering for this course: even though it is an independent study, you will be held responsible for your project with assignments due every week to ensure your progress. As this is a Phil class, the Four Strikes Policy will apply.

This class can be taken for English credit regardless of the topic or for credit in an area that is clearly the subject of the research, but this must be preapproved in terms of credit.

ENVIRONMENTAL STUDIES: Problems & Solutions

Maryann Ullmann

This yearlong interdisciplinary course will explore the complex relationship of human beings with the environment through the lenses of the science of ecology, cultural perspectives, sociology and social justice, politics, economics, urban planning and sustainability, natural resource management, climate science, civics, philosophy, the arts, literature, geography and more.

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

The third trimester of this class will focus on a real-world collaborative environmental action civics project chosen by the class. This class can be taken for English, history or

science credit, and some assignments may vary depending on which subject area the student is registered for. Expect to spend time outdoors frequently.

TRIALS 2: Civil Disobedience

Cary Honig

This is the second trimester of a two-year course designed for those of you who are interested in law as well as improving your English and U.S. history skills. This trimester, our focus will be on the concept of Civil Disobedience, which Henry David Thoreau outlined in a famous essay that we will read. His concept was that there are times when citizens must openly disobey their government when they believe it is acting immorally *but be willing to face its punishment*. We will consider how appropriate this behavior is in a democracy. Aside from Thoreau's essay, we will read Harper Lee's To Kill A Mockingbird, which is about a southern lawyer who broke his society's unwritten codes, and the play Inherit The Wind, which is about a real-life teacher who taught evolution despite his state's law forbidding it. Students will do homework consisting of reading the Thoreau essay and the novel and answering written questions about them, and they will write a series of essays about the works we are reading. We will read the play in class. We will also review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments will be necessary to earn credit. *If students complete their work in a timely manner*, we will hold a mock trial during the last two weeks of the trimester that relates to civil disobedience during the Vietnam War in which all class members will participate either as lawyers, defendants or witnesses.

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 some of the results of the Industrial Revolution and how these dramatic changes to life in England helped this interest and genre develop. The class will be reading A Christmas Carol to explore the Victorian penchant for ghost stories at Christmas. We will start Dracula after the Christmas break while reading short stories by M.R. James and Henry James. 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.

LITERARY GENRES: Notice and Note in Nonfiction

Sandy Little

“Not everything that is faced can be changed, but nothing can be changed until it is faced.” - James Baldwin

In our second trimester of this class, we will shift our focus to nonfiction reading and analysis - from essays to narrative nonfiction. We will use the following Essential Questions to guide our exploration of the texts: (1) How does non-fiction help us “face” things in a different way than fiction? (2) What can we learn from the “windows and mirrors” we find in text? (3) How do writers use their craft to share their ideas? While we will do some literary analysis (nonfiction is a genre of literature), we will more often write Response Papers that allow us to react and connect to the ideas presented in a piece. We will use a “windows and mirrors” approach where we notice where the writer allows us a “window” into experiences unlike our own and where the writer offers us a mirror by describing experiences similar to our own. We will continue to research and account for the social-historical context of a piece and the impact of this context on the writer and the ideas they are exploring. We also will continue to honor and learn from a diversity of voices.

To earn credit, you will need to complete reading and responding outside of class, come to class prepared to discuss respectfully and thoughtfully with your peers and write and revise essays and creative pieces.

ETHICS

Phil Goldman

How do we know right from wrong? How responsible are we for our actions? Whose needs come first: our individual needs or those of our families, friends, community, nation or planet? Since the beginnings of philosophy in ancient Greece and China, humans have wrestled with these very questions, some of which have no clear-cut answers to this very day. In this yearlong course, we will explore these and other ethical questions both in philosophical works and in fiction. There will be readings, essay writing and MUCH discussion (in small groups and the whole class). Throughout the year, students will work on finding and developing their own ethical systems: not only in writing but in real world practice.

For credit, students will need to be actively engaged in all class activities (including Grammar Sheets, as this is an English class), complete all reading and writing assignments with revisions, participate in all discussions and, on occasion, practice what they preach.

CURRENT AFFAIRS

Siobhan Cute

Will the government ever reopen? Will peace and rebuilding in Gaza occur? Will Donald Trump get to issue a U.S. coin with his image on it while President? In this class, we will study current events that may include some of those just listed. In addition, this class will help you identify your own beliefs and state them clearly in writing. We will regularly work on vocabulary, grammar sheets, reading comprehension questions, class discussions of the issues and rough and final draft essays. We will be working regularly on all of the English skills you need for the competency exam. **Students must complete all assignments and be present and on time in body, mind and work in order to earn credit.**

HISTORY

The following two classes are available for U.S. history credit. Students should take U.S. history by their junior years at the latest and earlier if possible. It is best to take these sequences in chronological order.

AMERICAN AFFAIRS II: Created Equal?

Lon Plynton

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

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

MODERN U.S. HISTORY: Kennedy and the Promise of Camelot
Erin Victoria Egan

Students with excellent knowledge of standard U.S. history may apply to Cary ahead of time to take this normally elective history class for U.S. history credit. Students who have passed the Humanities Comp. can choose to take this class for U.S. history as they have demonstrated their knowledge on the history section. It is also possible to take a trimester of this class to make up trimester three of either Designing America or American Affairs. See the full description below under Elective History Credit.

ELECTIVE HISTORY CREDIT

BRITISH LITERATURE: Perchance To Dream

Cary Honig

See description in the English section.

AMERICAN LITERATURE: Banned Books

Maryann Ullmann

See description in the English section.

INDEPENDENT STUDY

Phil Goldman

This course is available to juniors and seniors who are in good standing with all their graduation requirements and have demonstrated good work habits in the past. However, it may be possible for sophomores who are in great standing. Approval will be needed from advisors and Cary. If you are studying a Humanities subject, you will need to have passed the Humanities Comp. If you are studying a Math or Science, you will need to have passed the Math Comp.

This class can be taken for history credit if that is clearly the subject of the research, but this must be preapproved in terms of credit. See full description in the English section.

ENVIRONMENTAL STUDIES: RELATIONSHIPS

Maryann Ullmann

See full description in the English section.

MODERN U.S. HISTORY 2: The Reagan Era

Erin Victoria Egan

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

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

VICTORIAN TIMES

Erin Victoria Egan

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

HERSTORY I: Women of the Americas

Erin Victoria Egan

This women's history course will continue our exploration of the lives of women in America. In this course, we will learn about the role women have had in the history of the United States during the 19th century. We will study the lives of Native Americans, African Americans and the many immigrant groups that continued to arrive here to make a new life for themselves. We will take time to explore the domestic lives of women and work towards an understanding of the hard work, sacrifice and efforts made by women that helped to shape, expand and build the United States. We will also explore the origins of the women's suffrage movement and the many ways women used their influence and voice to change the quality of life for all people in America. Students will be required to maintain a notebook, complete both reading and writing assignments and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

RIDING ON A DONKEY, LOOKING FOR A DONKEY:

The History and Practice of Eastern Philosophy II

Phil Goldman

“At the center of your being, you have the answer;
you know who you are, and you know what you want.”

— Laozi

What is the Dao? It is “The Way” or “The Path?” The path to where, you may ask? That is a very good question. This trimester we will study the origins of Daoism as a shamanistic practice and its development as philosophy and religion. We will read the Dao de Jing and learn the ancient practice of divination with the Yi Jing. We will explore Yin and Yang both philosophically and physically with Taijiquan, and we will come to grips with Wuwei by “Doing Nothing.”

A MAJOR part of this course will be the practice of Daoist meditation and Taijiquan (this means standing up). This is mandatory and will be taught and practiced EVERY CLASS OF THE TRIMESTER. Also mandatory: participation in class discussions and keeping a meditation journal to bring to each class. Please consider this carefully before you enroll in this class.

PSYCHOLOGY

Phil Goldman

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

THE HOLOCAUST

Erin Victoria Egan

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

subject. Students should be prepared to maintain a notebook, complete both reading and writing assignments and be willing to participate fully in class discussions if they wish to obtain credit for this course.

MATH

CALCULUS

Mark Christman

In Trimester 2, we will continue to explore the derivative and the integral, introducing and practicing the more complex rules of each. The core strategy in each case will be substitution, with parametrization, implicit differentiation and integration by substitution being our main areas of focus.

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 trigonometry, with a focus on trigonometric identities and, as always, function transformation. From there, we will transition into an exploration of parametrization and alternative coordinate systems. Time permitting, we will close the trimester with an introduction to sequences in preparation for an early start on series in trimester 3.

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.

GEOMETRY AND TRIGONOMETRY

Mark Christman

Trimester 2 will focus on trigonometry. We will begin the term with an introduction of a new unit of angular measurement: the radian. Applications of this unit will be discussed, following which we will move into trigonometry on right triangles. We will then extend our understanding of trigonometry to focus on circles and apply this new toolbox to extend our understanding of the two-dimensional geometry studied in Trimester 1.

Assessment will be based on timely completion of homework, frequent short quizzes, occasional tests, participation in class and attendance. All areas will be considered when assigning credit.

ALGEBRA 2

Nancy Carreiro

Students will study three major units this second term: solving quadratics and complex numbers, working with polynomial functions and exploring radical functions. The first unit will cover solving quadratics by graphing, factoring, using the square roots and completing the square methods and the quadratic formula. Included in this unit is the introduction of complex numbers since solutions of quadratics can involve them.

The polynomial functions unit includes the factorization and graphing of these functions as well as the calculation of their roots/zeros. Both long and synthetic division of polynomials will also be covered.

Students will end the term exploring radical functions. In addition to applying the four arithmetic operations to radical functions, students will graph square root and cube root functions. Elements of inverse functions will be the final topic of the term.

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

GEOMETRY

Natalie Delmar

This trimester, students will develop their reasoning skills through inductive reasoning by identifying patterns, forming conjectures, and writing if-then statements. They will also strengthen their understanding of geometry through proofs, including writing algebraic proofs to justify mathematical relationships.

Students will then investigate the relationships between lines, angles and triangles. They will study the effects of transversals cutting two lines and write simple two-column proofs to prove theorems about parallel and perpendicular lines.

To wrap up the trimester, students will examine triangles, including isosceles, equilateral, and right triangles. They will learn to prove triangles are congruent and identify similar triangles by using ratios and proportions with AA, SSS, and SAS criteria. Students will apply these relationships to find missing measures and solve problems involving similar triangles.

Credit will be earned through satisfactory completion of classwork and homework, passing quizzes and exams (at least 60%) and maintaining good attendance (at least 75%).

ALGEBRA 1

Megan Roppolo

This course is for students who are ready to begin their exploration of algebra while reviewing basic math skills along the way. As the year progresses, students will improve their understanding of real numbers and fill in gaps that may arise. As we work, we will simultaneously be preparing for the comprehensive exam. Topics covered include one and two step equations, inequalities, linear functions, systems of equations, exponents, polynomials, quadratic equations and more! Homework will be assigned weekly, and we will have opportunities to apply algebra to real-world scenarios.

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.

ALGEBRA SKILLS

Nancy Carreiro

This course is a continuation of Algebra Skills Term 1 designed for those with little or no algebra skills. We will begin the second trimester with an overview of decimals and their conversion to percentages. Students will then move on to the major topic of percentages which will include calculating the percent of a number and finding the original number given the percent. Percent increase and decrease will be the next topic. Since several of the Math Comprehensive sections require the application of percentages, students will practice percentages using sample comp sections. Much class time will be spent calculating the percentage of quantities and determining percent increase and decrease of quantities. The third major topic will be writing and operating expressions using exponents including zero and negative exponents. Students will end the term working with scientific notation. Calculators will be used on all of these topics.

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 for use at home and are encouraged bring it to class each day.

SCIENCE

PHYSICS

Mark Christman

The laws of physics constitute a “user’s guide” to the universe. Physics helps us to understand all phenomena: it explains the motion of planets in the solar system, the motion of electrons in atoms and the motion of cars on a roller coaster. We will learn from Galileo, Newton, Einstein, von Braun and many others.

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

Course credit is earned through the satisfactory completion of in-class and homework assignments, lab reports, quizzes and examinations as well as good attendance. This course is for students who have completed at least two years of high school science and have taken (or are concurrently taking) Algebra 2.

CHEMISTRY

Megan Roppolo

Chemistry is the study of matter and is often described as the “central science” because it touches on aspects of all the physical sciences. The fundamental principles of chemistry covered in this course will tie into scientific interests students already possess and will prepare them for college level chemistry (both in the classroom and the laboratory).

We will begin Trimester 1 by practicing precise scientific measurement and laboratory techniques and then move on to atomic structure and stoichiometry. Trimester 2 will focus on topics in quantum mechanics including the quantum model of an atom (and its history), spectroscopy (and other interactions of atoms with light) and atomic orbitals. Trimester 3 will introduce chemical bonding, molecular geometry, intermolecular forces and some advanced laboratory techniques. This pacing is somewhat flexible, depending on the interests of the class. Materials: A three-ring binder is required for class notes and handouts. Students will need access to a scientific calculator at home and during class.

Prerequisites: This course requires knowledge of algebra; Algebra I is required. Students must have taken at least one high school laboratory class or have a teacher recommendation and consent of the department chair.

Credit can be earned through the satisfactory completion of all in-class and homework assignments, labs, quizzes and examinations. Assignments earning under 80% will require corrections. Assessments must earn a passing score of 60%. Attendance of a minimum 75% of class time is required.

ANATOMY AND PHYSIOLOGY: Control, Communication, and Transport

Carly McCalla

How does the body coordinate complex movements, regulate internal processes, and transport vital materials throughout its systems? This trimester of Anatomy and Physiology continues the exploration of the structure and function of the human body, emphasizing how communication and transport maintain homeostasis. Building upon foundational knowledge from the first term, students will deepen their understanding of the nervous, endocrine, cardiovascular, and respiratory systems through analysis, experimentation and application.

Students will begin by completing the Control and Coordination unit, focusing on the structure and function of neurons, the mechanisms of signal transmission, and the organization of the nervous system. Through study of the brain, reflexes, and neurological disorders, students will connect cellular processes to system-wide responses. The class will then transition to the Endocrine System, investigating hormonal regulation, negative feedback loops and signal transduction pathways, as well as the anatomy and physiology of major glands.

The trimester concludes with the Transport Systems unit, encompassing the blood, cardiovascular, and respiratory systems. Students will examine how these systems work together to deliver oxygen and nutrients, remove waste and maintain equilibrium. Topics include the components and functions of blood, circulation pathways, the cardiac cycle and respiratory dynamics such as pressure-volume relationships and gas exchange.

Throughout the trimester, students will interpret anatomical diagrams and models, conduct hands-on investigations, and engage with real-world case studies linking anatomy and health. Critical thinking, scientific reasoning and precise communication will be emphasized. Credit can be earned through active participation and the satisfactory completion of labs, assignments, quizzes and exams. Formal assessments scoring below 80% will require revision, and students must maintain organized course materials and attend at least 75% of class sessions to

INDEPENDENT STUDY

Phil Goldman

This course is available to juniors and seniors who are in good standing with all their graduation requirements and have demonstrated good work habits in the past. However,

it may be possible for sophomores who are in great standing. Approval will be needed from advisors and Cary. If you are studying a Humanities subject, you will need to have passed the Humanities Comp. If you are studying a Math or Science, you will need to have passed the Math Comp.

This class can be taken for science credit if that is clearly the subject of the research, but this must be preapproved in terms of credit. See full description in the English section.

ENVIRONMENTAL STUDIES: Relationships

Maryann Ullmann

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

BIOLOGY: Molecular and Cellular

Carly McCalla

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

Credit can be earned through active participation and the satisfactory completion of all assignments, labs, quizzes, and examinations. Formal assessments such as exams and lab reports scoring below 80% will require revisions. Students are expected to maintain an organized system for all course materials and to attend a minimum of 75% of class sessions to meet course requirements.

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.

FORENSIC SCIENCE

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 unique 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.

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

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

“Art is an opportunity to transform, to question, to provoke, and to push boundaries.”

-Tania Bruguera

Art Portfolio is a course designed for students preparing to apply to art school or for those seeking to develop a strong, individualized body of work. In Trimester One, students focus on portfolio development and Art School submissions, refining existing work, creating new pieces and receiving individualized feedback. Optional after-school portfolio reviews with representatives from leading art schools — such as RISD, MECA, and MassArt — along with scheduled sessions for photographing artwork, support this process. Students will take a trip to the Boston ICA as well as to the RISD Museum.

During Trimester Two, students shift their focus to a collaborative special project centered around design principles and developed in partnership with the Brown Fab Lab. This phase emphasizes experimentation, critique and interdisciplinary approaches.

Trimester Three culminates in an offsite group exhibition, giving students the opportunity to present their work in a professional context, engage with an audience and explore curatorial approaches to installation and display. Art Portfolio students will be required to submit a work to the Scholastic Art Awards (Fall) as well as the Congressional Art Awards (Spring).

CERAMICS NOW

Allyson Neilan

This class is designed for all clay artists, brand new and newish. This class dives into hand-building techniques like pinching, coiling, slab construction, draping 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. 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. Helping to maintain the studio is part of a Ceramics studio ethos.

CERAMICS WOW!

Adam Hall

This course is designed for new to working with clay and for the more advanced potters. 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!

DRAWING

Jim Drain

In this class, you'll build essential drawing skills using a variety of materials like pencil, pen and ink. We'll explore the building blocks of great drawing — line, perspective, value, space, shape, plane, texture, pattern, and design — through a mix of playful warm-ups, creative challenges and structured projects.

Whether you're just starting out or looking to sharpen your skills, this class will help you draw with more confidence and spontaneity. Expect to get your hands moving, your ideas flowing and your sketchbook filled. Your grade will be based on your attendance and participation, the completion of assignments and how you maintain and grow your personal sketchbook.

FIBER ARTS: Cultivating Skills

Rebecca Siemering

This class is designed to cultivate lifelong skills while strengthening technical abilities with tools related to fibers. These skills will be learned: hand-sewing, sewing on the sewing machine, various types of embroidery or sashiko, embellishment, pattern drafting, printing on fabric and more. If you have a particular fiber-based skill you want to add to your projects, you are welcome to include it (and please teach it to the class)! New students will start with making a personal stitch diary. All students will

learn about tools and techniques related to sewing and working with fibers. We will begin with sewing projects and altering items from your closet, learning various embellishment and sewing techniques; advanced and returning students will work on personal projects based on their skill level. Students will combine all of the skills we have learned together to make a final project or several along the way.

Students are expected to be on time and ready to work! Evaluation is based on effort and growth with projects and participation (active listening, engagement, effort, helping peers). In addition, students are asked to present at least one artist/art/fashion/craft piece of their choosing for class inspiration. Please come to class with a notebook or sketchbook to draw and plan your ideas.

INDEPENDENT STUDY

Phil Goldman

This course is available to juniors and seniors who are in good standing with all their graduation requirements and have demonstrated good work habits in the past. However, it may be possible for sophomores who are in great standing. Approval will be needed from advisors and Cary. If you are studying a Humanities subject, you will need to have passed the Humanities Comp. If you are studying a Math or Science, you will need to have passed the Math Comp.

This class can be taken for art credit if that is clearly the subject of the research, but this must be preapproved in terms of credit. See full description in the English section.

INTERGENERATIONAL ADVANCED STUDIO

Michael Gunn

In this skill-building art class, creativity meets technique. Students will embark on a hands-on journey to strengthen their drawing, painting, and printmaking skills while building a rich and personal portfolio. We'll explore the foundational elements of drawing using a range of media, including pencil, charcoal, pen and ink. In painting, students will experiment with gouache and acrylics, with a strong emphasis on color theory and application.

Each class will include quick creative warm-ups and imaginative exercises designed to spark ideas and encourage making without overthinking. Core visual concepts such as line, perspective, value, space, shape, texture, pattern and design will be introduced through engaging projects. While the pace is dynamic and enjoyable, the extended format of the class also allows for deeper focus, personal growth, and sustained artistic development.

This class will meet on Tuesdays from 3 until 6 p.m.

ILLUSTRATION

Miles Cook

This class teaches basic illustration concepts, with an additional focus on bringing traditional art skills into the realm of digital art. Students will explore comics, concept art and the various fields of classical illustration. Students will also learn about the world of commercial art, digging into editorial, advertising, scientific illustration, concepting and storytelling exercises early on before moving on to longer and more detailed projects. 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 also learn to incorporate Adobe Photoshop, Illustrator and InDesign software into their creative process, using those and other digital art apps to both create digital art and to enhance their traditional art. 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.

MEDIA QUEST: Bridging Analog and Digital Media **Jim Drain, Miles Cook**

“Technology is not a barrier to art—it is a brush, a chisel, a lens through which new visions emerge.” – *Nam June Paik*

MEDIA QUEST: Bridging Analog and Digital Media is a dynamic course that explores the significance of art across various dimensions and mediums. Everyone is welcome, regardless of skill level. This course offers students the opportunity to experiment with a wide range of art materials and techniques, spanning two-dimensional drawing, painting, collage and pattern design to three-dimensional found-object sculpture and mobiles — and beyond.

The innovative aspect of this class is that throughout each trimester, sections of students will be introduced to different image-centered software, allowing them to explore not only Fine Art, Design, Crafts and Art History but also Digital Media (Photoshop, Illustrator and Blender). Assignments will foster a back-and-forth dialogue between analog and digital approaches to making.

VIDEO PRODUCTION

Lon Plynton

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

PERFORMING ARTS

IMPROV THEATER

Danielle Grise

This course is all about thinking on your feet, listening closely and building something unexpected with others. Through improv games, scene work and ensemble exercises, students will explore how spontaneity, failure and risk can lead to sharp, surprising and sometimes even meaningful performances. Collaboration is at the core — students will learn to trust, support and rely on one another to shape each moment as it unfolds. No prior experience required — just a willingness to show up and respond.

MUSIC 1

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. You must be willing to participate in required class performances

MUSIC 2

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. To take Music 2, you must have taken Music 1 (Songs For Starters) or have Lon's permission.

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

ACADEMIC SUPPORT

Sandy Little

“Look closely at the present you are constructing. It should look like the future you are dreaming.” - Alice Walker

Constructing ourselves and the knowledge and skills we need for the life we are living and the life we wish to lead is a big job. But you don't have to do it alone. Academic Support is here to help in two key ways: (1) You will receive support in your academic classes so you can keep up with homework, essays and projects and feel confident as you move through your day. (2) You will have a place to practice and acquire the necessary skills of organization, time management, self-advocacy and decision-making. You will have time to understand your unique learning needs and move toward your learning goals with support. This class is by invitation only.

HEALTH & PHYSICAL EDUCATION

Trimester 2

Note: All PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period with no devices involved. 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.

Students needing Health this year should take it first or second trimester, and students who need 2 Health classes this year should take it both first and second trimesters as it may not be offered third trimester, and Sex Ed. will be an option second trimester.

FUTBOL/FOOTBALL

Messy

By popular demand, this class will go out in cold weather and alternate futbol and football as the majority of the students wish. The football will be touch, not tackle, and will be safer without lysis. 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 in La Perla

GET MOVING

Carly McCalla

This dynamic fitness course is all about keeping your body in motion. Students will explore a variety of exercise styles designed to build both muscular strength and cardiovascular endurance. Class formats will vary and may include aerobics-style routines, interval training, bodyweight circuits and light plyometrics. When weather allows, sessions may move outdoors for running, agility drills, and other movement-based challenges. Every workout will include modifications for beginner, intermediate and advanced levels, ensuring that all students can work at a safe yet challenging pace.

Because safety and group flow are essential, *Get Moving* is best suited for students who can follow directions closely, remain engaged for the full duration of the class and demonstrate respect for their own well-being as well as that of others. By the end of the course, students will have improved stamina, strength, coordination and confidence in their ability to maintain an active lifestyle.

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.

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!

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.

WALKING: Thayer

Maryann, Megan

Please join us on Friday afternoons for a simple class in the fine art of walking. Students should be prepared with appropriate footwear, warm or cool clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. 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 half walk. How hard can that be? Walking is open to students who have had it fewer than three trimesters in the past: variety is the spice of life! Rainy Day PE is Study Hall in Class Menagerie.

WALKING: Boulevard

Sandy, Siobhan

This class will take to the Boulevard to walk the full length and back at the rate of a healthy human being rather than a crawl. There is the potential for the occasional walking side trip with a teacher into beautiful Swan Point Cemetery. Students who have had a full year of Walking can take this if there is room after students who haven't had any Walking class have signed up. Rainy Day PE is Study Hall in Defying Gravity.

Committees For Trimester 2, 2025-26

Art Display	Jim
College Planning (juniors only this trimester)	Cary
Essential (all new students take this)	Erin
Portfolio/GBR Prep	Siobhan
Gender and Sexuality (G.S.A.)	Michaela
Geography	Maryann
I Ching	Phil
Landscaping	Carly
Librarians	Mark
Organization	Sandy, Megan
Poetry Out Loud	Dani
School One Students of Color Association	Lon

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 juniors for the rest of the year. Students are welcome to get college help from Cary and their advisors, but this is group work oriented and will focus on college search this trimester.

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 committee for you. It's a great way to learn more about the world.

I Ching: Based on an ancient book of wisdom and divination, the basis of Chinese philosophy and mysticism, you will learn to "throw the Ching" and answer your most pressing questions about your life.

Librarians Committee will begin work on setting up a fully-functional school library, inventorying and reorganizing the books, discussing changes to that collection, and putting together a check-out system.

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

Poetry Out Loud will prepare for a statewide poetry competition with a poem of your choice.

Portfolio/GBR Prep is for seniors who need major help completing their portfolios.

School One Students of Color Association is an affinity group that 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.