

# Course Catalog



**Trimester III, 2025-26**

**School One****Trimester 3****2025-6****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: Cold War

**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**

Sexual Health  
Volleyball  
Thayer

Soccer  
Walking: Boulevard

Tai Chi  
Walking:

**Rainy Day P.E. Study Halls**

Soccer  
Boulevard Walking

La Perla  
Life of Pi.

Volleyball  
Thayer Walking

Nucleus  
Class Menagerie

# ENGLISH

## BRITISH LITERATURE 3: Wander Like A Breeze

Cary Honig

Fasten your seatbelts; it's going to be an emotional trimester. Do you have any idea when average folks began to prioritize their own desires? Most of us assume that desires were always foremost in peoples' minds, but in many ways, the assertion of the individual really began at the end of the eighteenth century. We see this in our Bill of Rights and more individual spaces in architecture, but it's also obvious in the new forms of art, including literature, that appear at this time under the umbrella of Romanticism, and we had a taste of this last trimester in the character Elizabeth Bennet. Far from merely signifying flirting and sending flowers and other Valentine's Day dross, Romanticism nature over the city, emotions over reason and the individual over society, rejecting the rational Enlightenment philosophies of the eighteenth century while building upon them. It idolizes Shakespeare, who was far ahead of his time in his focus on the individual human personality, and finds expression most eloquently in poems and the novel. It also leads directly to the development of psychotherapy later in the century. While much of this sounds good, it also has some profoundly reactionary tendencies in its attack on Enlightenment thinking.

We will begin by skimming through the Enlightenment literature of (mainly) the eighteenth century to see what the Romantics were battling. We will read some satire from Jonathan Swift, some philosophy from Thomas Hobbes and some poetry by John Dryden, John Wilmot (if we're not squeamish) and Alexander Pope as well as by some pre-Romantic writers, most of whom ended up in insane asylums. By popular demand, we're going to read As You Like It, Shakespeare's most Romantic play, although we'll read some of it at home. Then we'll focus on the great Romantic poets: Burns, Blake, Wordsworth, Coleridge, Byron, Percy Shelley and Keats. While we're at it, we'll be reading Charlotte Bronte's explosive best-seller of 1848 Jane Eyre and Mary Wollstonecraft Shelley's gothic classic Frankenstein, which is a lot more philosophical than you might expect. We will listen to Mozart and Beethoven, between whom the Neo-Classical/Romantic divide is easily apparent, and look at some 18<sup>th</sup> and 19<sup>th</sup> century visual art. We will continue to try to think along with Hamlet about what makes life worth living because Hamlet was adopted as a proto-Romantic even if he wasn't originally one and as a model for the entire movement. Expect to write a well considered essay based on your reading almost every week. Every English student will teach at least one great Romantic poem to the class. Nil sine magno vita labore dedit mortalibus. Punctuality of students and assignments, note-taking and willingness to voice opinions and ask questions will be vital to learning and earning credit.

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 entirely 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 between 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.

## **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.**

## VICTORIAN TIMES

Erin Victoria Egan

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.

### **ENVIRONMENTAL STUDIES: Taking Action**

Maryann Ullmann

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

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

This class can be taken for English, history or science credit, and some assignments may vary depending on which subject area the student is registered for. Expect to spend time outdoors frequently (and enjoy the spring)!

### **TRIALS III: Family and Community**

Cary Honig

This is the third trimester of a two-year course designed for those of you who are interested in law and U.S. history as well as improving your English skills. This trimester, our focus will shift to families and communities and how they operate. This trimester’s work will also continue the themes of discrimination and diversity, which will be major themes of the final five trimesters of this course. Aside from short stories by Maya Angelou and James Joyce, we will read Angie Thomas's recent novel The Hate U Give and August Wilson's magical play The Piano Lesson, which is about a struggling family dealing with the legacy of slavery and differing values during the

Depression. Homework includes reading the novel and answering written questions about it and writing at least five essays about the works we are reading. We will also review grammar weekly. Careful, consistent work and strong attendance lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments is necessary to earn credit. If students work in a timely manner, we will have another trial late in the trimester about legal questions regarding who should make decisions for minors.

## **LITERARY GENRES: Expressions of Self**

Sandy Little

*“What is straight? A line can be straight, or a street, but the human heart? Oh, no, it's curved like a road through mountains.” - Tennessee Williams*

In our third trimester of this class, we will read a play called The Glass Menagerie by Tennessee Williams where the protagonist, Tom Wingfield, is desperate to live his own life but is trapped with his mother and sister in St. Louis after his father's departure. We will use the theme Expressions of Self and work with the following Essential Questions: (1) Is self-expression important? (2) What can we learn from other people's expressions of self? (3) How can I best express myself in a literary form? We will continue our reading and analysis, writing and discussion. This trimester will also give students the opportunity to write multiple creative pieces. To earn credit, you will need to complete reading and responding outside of class, come to class prepared, engage in meaningful discussion 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 courts restrict ICE's actions in U.S. cities? Will older members of Congress be forced out in primaries this year? What will the President name after himself next? 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.

### AMERICAN AFFAIRS III: The Twentieth Century

Lon Plynton

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

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

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

Erin Victoria Egan

This is the third course in this series on Modern US History. This last trimester we will look at the Presidencies of Bush, Clinton, Bush and Obama and if there is time, a little bit of Trump. We will look at the United States going forward in a different world after the collapse of the Soviet Union and Eastern Europe. We shall see how the United States forges a new role in the modern world without the fear of the "Evil Empire," only to find that there were new "evil empires" emerging. We shall continue to look at both foreign and domestic policy, the Gulf War and changes it brings to the Middle East and our changing role in the modern world. You can expect to maintain a notebook, react and discuss real news footage and reporting on important events and share your thoughts in carefully crafted essays. Reading materials will include Howard Zinn's The People's History of the United States, speeches by important people and the occasional news article. Finally, you will be expected to continue to participate in class discussions

## **ELECTIVE HISTORY CREDIT**

### **BRITISH LITERATURE 3: Wander Like A Breeze**

Cary Honig

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

### **AMERICAN LITERATURE: Banned Books**

Maryann Ullmann

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

### **INDEPENDENT STUDY**

Phil Goldman

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

### **ENVIRONMENTAL STUDIES: Taking Action**

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.

## **TRIALS III: Family and Community**

Cary Honig

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

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

Phil Goldman

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

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

## **PSYCHOLOGY**

Phil Goldman

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

## **THE COLD WAR**

Erin Victoria Egan

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

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

## **MATH**

### **CALCULUS**

Mark Christman

Trimester 3 will be devoted largely to internalizing the methods we've learned throughout the year, and filling in a few gaps. Applications of Calculus methods will take up the bulk of the term, with examples involving both differentiation and integration from across the natural and social sciences. Later in the term, we will introduce the Taylor and Maclaurin Series and learn to both construct and apply them. We will close the term with a look forward to more courses in Calculus, particularly Multivariable Calculus and Differential Equations.

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

Trimester 3 will be focused on introducing students to Linear Algebra. We will start by introducing vectors both in isolation and as inputs and outputs of functions. We will then assemble a conceptual understanding of matrices as representations of linear functions from vectors to vectors. This understanding will be used to construct the basic matrix operations. If time allows, following the wrap-up of Linear Algebra, we will end the year with a brief introduction to Probability Theory and Statistics.

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.

## **GEOMETRY AND TRIGONOMETRY**

Having completed a deep-dive on Trigonometry in Trimester 2, the third trimester will see us apply those methods to carefully study three-dimensional geometry. Volumes and surface areas will of course be our primary objects of study, and we will also take the opportunity to discuss Conic Sections. We will then close the term with some surprising applications of Geometry to other branches of mathematics, such as probability theory.

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

Algebra 2, Term 3 is a continuation of the previous two terms and provides continued development of advanced algebraic concepts. During this term, students engage in three primary areas of study: quadratic equations and complex numbers, polynomial functions and radical, exponential and logarithmic functions.

The first unit deepens students' understanding of quadratic equations through selected topics in polynomial functions. Students learn to divide polynomials using long division and synthetic division and apply function operations, including the composition of functions.

The second unit focuses on radical functions. Students apply the four fundamental arithmetic operations to radical expressions and analyze and graph square root and cube root functions.

The final unit examines exponential and logarithmic functions. Students graph exponential functions and solve exponential equations using common bases. Instruction includes the study of logarithms, including conversions between exponential and logarithmic forms, base-10 logarithms, evaluation of logarithmic expressions and the change-of-base formula. If time permits, students will also solve exponential and logarithmic equations.

Course credit is earned through the satisfactory completion of all required classwork, homework assignments, quizzes and examinations, with a minimum overall average of 65%. Students must also maintain a minimum attendance rate of 75%. Access to a scientific calculator is required for homework and is strongly encouraged for daily classroom

## **GEOMETRY**

Natalie Delmar

This trimester, students will deepen their understanding of similarity by working with ratios and proportions and applying them to similar figures. Students will identify scale factors, solve problems involving similar figures and learn how to prove triangles are similar.

Students will then study polygons by classifying different types of polygons and applying the interior angle sum theorem. They will work with regular polygons and use the sum of exterior angle measures to solve geometric problems.

To conclude the trimester, students will explore the properties and measurement of circles. Topics will include identifying and using the parts of a circle such as the center, radius, diameter, chords, tangents and arcs, as well as calculating circumference and area. Students will also work with central angles and arc measures and analyze relationships involving congruent chords and arcs, inscribed angles and polygons and properties of tangent lines.

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 I**

Megan Ropolo

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

Algebra Skills, Term 3 is a continuation of the previous two terms and is designed for students with little or no prior experience in algebra. Building on foundational skills in fractions, decimals, and percentages, this course introduces more abstract algebraic concepts. Two major topics are presented as a foundation for a future Algebra I course: algebraic expressions and linear equations.

The first unit focuses on algebraic expressions. Students apply the order of operations to combine like terms, factor basic linear expressions and translate verbal expressions into algebraic form. Students also apply the four arithmetic operations to monomials. The unit concludes with an introduction to exponents, including the rules governing their use.

The second unit focuses on solving linear equations. Students begin with one-step equations and progress to two-step and multi-step equations. Calculators are used throughout all topics to support problem-solving and skill development.

Credit is earned through the satisfactory completion of all in-class and homework assignments, quizzes and examinations with a minimum average of 65%. Students must also maintain a minimum attendance rate of 75%. Access to a scientific calculator is required for homework and is strongly encouraged for daily classroom use.

## **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.

Trimester 3 will see us extend our usage of energy in problem-solving. We will formally introduce the concept of Mechanical Advantage, reach a mathematical understanding of its foundation using energy and use it to analyze simple machines of various types. We will extend this understanding to define a new system of rotational dynamics. We will then close our curricular explorations with a look at Simple Harmonic Oscillators. Time permitting, we will then move on to gloss some more advanced topics in Physics on the basis of class consensus. Possible topics include Special Relativity, Electromagnetism and Circuits and Fluid Dynamics.

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.

## **ANATOMY AND PHYSIOLOGY: Trimester 3: Transport, Protection, Absorption, and Excretion**

Carly McCalla

How does the body exchange gases with the environment, defend itself against pathogens and process and eliminate waste? This trimester of Anatomy and Physiology continues the study of human body systems with an emphasis on transport, protection, absorption and excretion. Building on prior units, students will explore how multiple organ systems work together to maintain internal balance and support overall health.

Students will begin by completing the Transport unit with a focus on the Respiratory System. Topics include the overall function of respiration and its relationship with the cardiovascular system, the structures of the conducting and respiratory zones, pressure–volume relationships and airflow, the pathway of an oxygen molecule through the body, and measures of lung capacity. Emphasis will be placed on understanding how gas exchange supports cellular respiration and homeostasis.

The course will then transition into the Protection unit, centering on the Lymphatic System. Students will examine the structure and function of lymphatic vessels, the

source and transport of lymph and the organization of lymphoid tissues. Major lymphoid organs will be identified and compared, with particular attention to the structure, cellular composition and function of lymph nodes, as well as how other lymphoid organs differ structurally and functionally.

The trimester concludes with the Absorption and Excretion unit, covering the Digestive and Urinary Systems. In the digestive system, students will study the overall functions of digestion, the structure and function of organs of the alimentary canal and accessory organs, digestive processes and enzymes, regulation of digestion and common gastrointestinal health issues and diseases. The urinary system will focus on maintaining fluid and chemical balance through examination of kidney and nephron structure and function, the urinary tract, urinalysis, and kidney-related disorders.

Throughout the trimester, students will interpret anatomical diagrams and models, engage in hands-on activities, and analyze real-world case studies related to human health and disease. Critical thinking, scientific reasoning, and clear communication will be emphasized. Credit can be earned through active participation and the satisfactory completion of labs, assignments, quizzes and examinations. Formal assessments scoring below 80% will require revision, and students are expected to maintain organized course materials and attend a minimum of 75% of class sessions to meet course requirements.

## **BIOLOGY: Cellular Biology**

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 Día 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 is to perform in front of an audience and 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. To take Music 2, you must have taken Music 1 or have Lon's permission.

## **VIDEO PRODUCTION**

Lon Plynton

Welcome to Video Production! This hands-on class is where creativity, music, and technology come together. You'll learn how to shoot high-quality video with professional cameras, record music and sound like a pro, and edit your projects using industry-standard software like Adobe Premiere Pro and Logic Pro.

From creating videos with powerful soundtracks to adding dramatic and theatrical elements, you'll explore how audio and video work together to tell exciting stories. Whether you want to be a filmmaker, musician, podcaster, YouTuber, or just love being creative, this class gives you the tools to turn your ideas into real projects. If you like storytelling, music, or making videos—and want to learn how it all really works—this is the class for you!

## **HEALTH & PHYSICAL EDUCATION**

### **Trimester 3**

**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**

Sarah Biette

This course, which is at least largely 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. This counts as one of the two Health classes you need to graduate.

### **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 next World Cup 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 Trinity Rodman! Rainy Day PE is Study Hall in La Perla.

## **TAI CHI CHUAN**

Phil

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 during Trimester I, so dress appropriately as the weather gets cooler.

## **VOLLEYBALL**

Lon

Volleyball will take place in the Slater building back yard, so it only requires crossing the street at the crosswalk *and participating fully*. This class is open to beginners and champion spikers but not people planning to be on their phones during class. Rainy Day PE is Study Hall in Defying Gravity.

## **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.

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 3, 2025-26**

<b>Art Display</b>	Jim
<b>College Planning</b> (juniors only this trimester)	Cary
<b>Essential</b> (all new students take this)	Erin
<b>GBR/Life Prep</b>	Siobhan
<b>Gender and Sexuality (G.S.A.)</b>	Michaela
<b>Landscaping</b>	Carly, Maryann
<b>Librarians</b>	Mark
<b>Meditation</b>	Phil
<b>Organization</b>	Sandy, Megan
<b>School One Students of Color Association</b>	Chantel, 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.

**Meditation:** Quiet the noise and connect with a calmer, more resilient version of yourself, with simple breathing techniques, sitting and walking meditation.

**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.

**Portfolio/GBR Prep** is for seniors who need major help preparing for their G.B.R.s and life beyond.

**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 but **only if you're already on this committee as it's full.**

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.