



THE INDEPENDENT HIGH SCHOOL FOR INDEPENDENT MINDS

COURSE CATALOG

Trimester One • 2026–2027

220 University Ave, Providence, RI 02906

401-331-3497 • school-one.org

Est. 1973

Trimester One Schedule

2026–2027 Academic Year

A PERIOD

Academic Support
Chemistry
Designing America
Independent Study
Music 2
Physics
Spanish 1
Spanish 2

D PERIOD

American Affairs
Biology
Civics
Fibers
Financial Literacy
Geometry
Western Civilization

B PERIOD

Advanced Ceramics
Advanced Spanish
American Lit.
Drawing
Computer Science
Forensics
History v. Hollywood
Media Quest
Public Speaking

E PERIOD

Algebra 2
Art Portfolio
Biology
Beginning Ceramics
Calculus
Geometry
Illustration
Speculative Fiction

C PERIOD

Academic Support
Algebra 1
Camera & Video
Creative Writing
Fashion and Décor
Pre-Calculus
Psychology
Trials

F PERIOD

Academic Support
Animation
British Literature
Chemistry
Current Affairs
Algebra 2
History of Story
Music 1

After School Tuesdays, 3–6: *Intergenerational Advanced Art Studio*

After School Tuesdays & Thursdays, 3–4:30: *Computer Science: Intro to A.I.*

PHYSICAL EDUCATION & HEALTH

Gardening • Health • Soccer • Tai Chi • Volleyball • Walking: Boulevard • Walking: Thayer

English

BRITISH LITERATURE IV: KNOWLEDGE LIKE A SINKING STAR *Cary Honig*

Our world has changed enormously during the last two hundred years. We're almost used to this crazy pace of change, but what was it like for people who weren't? This year we will assess the terror and weirdness with which these changes were met. Was a society that became obsessed with seances, mesmerism, phrenology and various sorts of "sub-human" behavior merely crazy, or was it reacting reasonably to the pressures of the time? This trimester, we will address this question by reading (mostly) Victorian horror literature. A period's horror fiction reliably indicates what's really bothering it after a little close analysis.

We will begin by reading Macbeth in class while reading Dickens's *A Tale of Two Cities* at home. We will use these texts to address horror techniques and to discover horror's reasonably consistent political context. We will then look at more typical Victorian horror fare including Sheridan LeFanu's sexy vampire story *Carmilla*, Horace Walpole's hilariously bad *The Castle of Otranto* (pre-Victorian, but it started the gothic craze), Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde* and Oscar Wilde's *The Picture of Dorian Gray*. We will read dark poetry by the likes of Tennyson, Elizabeth Barrett Browning, Robert Browning and Emily Brontë. The kindly Charles Darwin and his scientific theories will make a crucial appearance as the source of much of the terror.

Be prepared to write regular essays that are full of evidence. Each student will teach a soliloquy and a poem to the class and will be expected to participate in discussions and close reading in class. Punctuality of students and assignments and willingness to voice opinions and ask questions will be vital to learning and earning credit. You can begin British Literature any trimester. This class is not for the faint of heart! This class can be taken for English or history credit.

AMERICAN LITERATURE: FRONTERAS/BORDERS *Maryann Ullmann*

In this yearlong course, we will look at the Americas as a whole, particularly Latin America, and explore historic and contemporary narratives that interrogate and investigate all kinds of borders: political, ideological, cultural, linguistic, socioeconomic and psychological. We will explore what happens when perspectives clash and shift and identities are challenged by crossing lines.

In the first trimester, we will focus on the U.S.-Mexico border, arguably one of the most contentious and complex, as well as Central America, and the flow of migration and root causes. We'll read both fiction and nonfiction that share stories and perspectives from people who live or have lived and traveled through these regions, including authors such as Luis Alberto Urrea, Gloria Anzaldúa, Javier Zamora, Ofelia Zepeda and others. We'll explore these works in context and investigate the geography and history of the borders to enrich our understanding.

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. While this is primarily an English class, Spanish-speaking students may also have the option to practice some reading and writing skills in Spanish. This class may be taken for English or history credit.

CREATIVE WRITING: PLAYWRITING AND SCREENWRITING FOR STAGE AND SCREEN

Chad Galts

This course introduces students to the craft of writing for performance, focusing on how playwrights and screenwriters use language to create dialogue, settings, characters and insight to build stories and experiences. Working across both stage and screen forms, students will learn how dramatic writing captures the way people actually speak, argue, evade and connect—and how those choices help us see each other and the realities of modern life more clearly. Students will draft original scenes and short pieces, workshop their writing with peers and study models from contemporary playwrights and screenwriters.

This course is broken down into three main units: Foundations of Dramatic Writing (character, dialogue and setting); Conflict and Structure (building a scene); and The Path to Performance (revision and table readings).

Class participation is a major aspect of this course, and it is imperative that we all contribute meaningfully to all discussions and do the outside work required. There will be outside readings and viewings required for in-class discussions and review of peer work from certain projects. This class can be taken for English credit by students who have passed the Humanities Competency Exam before the trimester begins and who don't already have Creative Writing English credit. 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. Depending on what subject you choose, you may need to get a teacher besides Phil to agree to look over your work — a science subject needs a science teacher, an art subject needs an art teacher, and so on.

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.

CIVICS & COMMUNICATIONS *Maryann Ullmann*

What do you care about? Do you see what you care about in the media? Who frames the discussion and how? Who is making all the decisions that affect you? Where are you in all of this? This class will focus on current issues of interest to you and building the skills to deepen understanding, speak up and do something about them. You'll learn about the ethics and craft of journalism and analyze the news. You'll

conduct research and interviews, write both objective articles and opinion pieces, practice public speaking and debate and use your creative multimedia communication skills to affect real change. You'll also prepare pieces for student contests in The New York Times and other outlets.

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

SPECULATIVE FICTION *Maryann Ullmann*

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

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

In this class, we will collectively explore a diverse range of readings by classic and contemporary authors, and students will also be able to pursue their curiosities further through individually chosen readings. This class will be a hybrid of academic writing and creative writing: we'll discuss and analyze works for content, context and craft, write academic essays, and engage in regular creative writing prompts inspired by the texts. Given the Halloween season, the first trimester will include readings of horror and the paranormal and will also focus on regional place-based narratives. Students will create stories for submission to the annual Write RI contest. While grammar sheets, appropriate revisions and adherence to guidelines and deadlines are expected, the spirit of the class will pursue the unexpected.

TRIALS IV: BECOMING YOUR OWN PERSON *Cary Honig*

This is the fourth trimester of a two-year course designed for those who are interested in law as well as improving English skills. This year's texts are all from the 20th century. This class will prepare a student for the essay writing, grammar and reading sections of the competency exam in particular. This trimester is a bridge between the previous trimester's look at the family and the rest of this year's focus on civil rights and the history of the last seventy years. We will be addressing several interrelated themes of particular importance to teens: privacy, relationships with parents and relationships with cultures.

We will read *The Joy Luck Club*, Amy Tan's novel about Chinese-American mothers and daughters; *Fences*, August Wilson's play about an ex-Negro League baseball player and his teenage son; *The Boarding House*, James Joyce's fiendishly clever story about a mother's involvement with her daughter's "romantic" life; and a selection from *I Know Why the Caged Bird Sings*, in which Maya Angelou explains how she came to

understand and admire her grandmother. We will learn a bit about Chinese history and the history of baseball to complement our readings, and we will continue to look at legal issues that sometimes divide parents and children.

The book has sixteen chapters, of which most are short, so you will be expected to read and answer questions for two chapters many weeks. You will be writing or carefully revising an essay most weeks as well, and we will 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. We will be working up to mock trials during the second and third trimesters. This class can be taken for English or history credit.

THE HISTORY OF STORY *Phil Goldman*

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

This trimester, we will study the origin of language itself as well as storytelling: from oral transmission to the written word. We will explore and compare hero myths from long ago and far away — how they developed and what they mean to us, both individually and to all of humanity — and develop and share our own hero stories, both created and true (and perhaps a combination thereof).

To earn credit, students must participate in all class activities and discussions, including some performance, and complete all work including reading analyses, essays with revisions, and grammar sheets (if taking this class for English credit). This class can be taken for English or history credit.

PUBLIC SPEAKING *Phil Goldman*

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

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

To earn credit, students will need to be actively engaged in all activities, including warm-ups, voice exercises, relaxation techniques, peer feedback and discussions. Additionally, as this is an English class, this means formal writing and revising of all speeches — and yes, there will be grammar sheets. Stand up, clear your throats and get ready to take control of the room and your fears!

CURRENT AFFAIRS *Siobhan Cote*

Who will win the midterm elections, and will it matter? Will the war in Iran end or drag on, and what will be the results? Will the Supreme Court take away more personal rights and give corporations more rights this

year? 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 — 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 year at the latest, and earlier if possible. It is best to take these sequences in chronological order.

DESIGNING AMERICA I: A MORE PERFECT UNION *Erin Victoria Egan*

In the first trimester of this yearlong history course, students will explore the formative period of U.S. history. Students will examine the events that led to the establishment of our nation and unique American culture, including the clash between native peoples and European explorers and colonists, the use of slavery in the development of the colonies, the cost of rebellion and the birth of our constitutional government. Time will be set aside to discuss current events and how they reflect the origins of our government and the Constitution. We will also explore the question of how we know what we know by looking at primary documents and accounts, and watch excerpts from 500 Nations, Africans in America and Liberty.

In order to earn credit for this course, students should be prepared to complete reading and written assignments, participate in class discussions and debates and complete the mid-term and final exams. Students may elect to take this class for Honors credit; Honors candidates will do additional readings of a more historiographic nature and research and present an oral report on a relevant topic of their choosing. If you are interested, sign up for Designing America Honors when enrolling — you cannot switch into it after the first week of the trimester.

AMERICAN AFFAIRS I: CREATED EQUAL? *Lon Plynton*

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

This trimester, we'll consider whose land ours was (and should be), the nature of the equality promised in the Declaration of Independence and the Revolutionary War, and the compromises and rights that make up the Constitution, taking the story of our nation up to about 1798. This class will not only help you become an active historian, but it is a great class for those of you concerned about the essay, punctuation, reading comprehension and the U.S. History sections of the competency exam. We will watch excerpts from the video series 500 Nations, Africans in America and Liberty and read selections from assorted texts, identifying historic patterns and examining the seeds of our modern society from its pre-colonial and colonial foundations.

ELECTIVE HISTORY CREDIT

British Literature IV: Knowledge Like A Sinking Star *Cary Honig*

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

American Literature: Fronteras/Borders Maryann Ullmann

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

Independent Study Phil Goldman

See full description in the English section. 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.

Civics & Communications Maryann Ullmann

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

Psychology Phil Goldman

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

The History of Story Phil Goldman

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

HISTORY VS. HOLLYWOOD: SCIENCE FICTION AND THE COLD WAR Erin Victoria Egan

This is the first in a series of classes that explore the influence of movies made about specific cultural and historical periods in history. This trimester the class will study specific films in a genre that reflects not only a specific event in history but that were also produced at or after that period of time. We will also look at films that reflect the historical period as a way to discuss a more modern period of time in order to reflect on what is happening now. This trimester will focus on the period after World War II and the start of the Atomic Age, looking at both films and literature to see how the events of this time were reflected in the current culture and entertainment of the 1950s. We will seek to understand how the historic event is being used to comment on current or other events, and try to discern why the filmmakers chose this subject and how it reflects the filmmakers' messages about history. In addition to readings and essays, students will also complete a presentation of a film to the class.

I must now strongly warn you about the nature of this course. As course requirements for credit, each student will be expected to maintain a notebook, be prepared to do background reading and research, be actively involved in all discussions and complete written assignments, which will include a final research paper and presentation to the class. This class is for students who have already completed U.S. History and/or other upper-level history courses. This course is about being actively engaged in the pursuit of historical truth and accuracy through research and the analysis of a variety of primary and secondary resources.

HISTORY OF FASHION AND DÉCOR: IN THE BEGINNING... Erin Victoria Egan

Well, in the beginning there were these two people who ate an apple and found themselves naked and without shelter. They were cold — it's a mean world out there, so they covered up their nakedness, and they built shelter, and the rest, as they say, is history. This course will look at the development of personal and public adornment. Why do people wear what they wear and build what they build? We will begin this yearlong course of study in the Medieval world and look at the development of Medieval buildings based on Ancient and Middle Eastern ideas, while also looking at the development of clothes for both fun and function. Along the way we will discuss the idea of fashion and how we move away from the practical things needed to survive to the expression of wealth and status through clothes, accessories and buildings both public and private.

This course will start in the Dark Ages to formulate the basis for our future study and travel the byways of the Medieval world. This course is for anyone who enjoys discussing the finer things in history. Students

should be prepared to maintain a notebook, complete both reading and writing assignments, including various projects, and be willing to express their thoughts in class discussions if they wish to obtain credit for this course. Students will also be expected to present their designs and projects to the whole class and choose a final project to complete.

THE CRADLE OF WESTERN CIVILIZATION *Erin Victoria Egan*

This course is the first in a yearlong exploration of Western Civilization. We will begin by exploring the development of the ancient societies of Egypt, Palestine, Greece and Rome. Our time span will encompass the achievements of ancient Egypt, the development of democracy in Greece and the foundation of Roman law and Christianity as links to further study. Emphasis will be placed on the contributions these societies made to the overall development of western culture, politics, religion and philosophy. We will pay particular attention to daily life and how people fared during times of famine, drought and flood, war and revenge from the gods, and we will examine the influences of geography and trade in the Mediterranean on spreading ideas and culture throughout the ancient world.

We will also spend time at the end of the trimester looking at the life of Jesus and the growth and spread of Christianity as a means of moving into the Middle Ages. A variety of source materials including maps, battle plans, first-person accounts and video presentations on urban planning, art and architecture will be used this trimester. This course requires that each student maintain a notebook, complete written and reading assignments, create art and be actively engaged in debates and discussions if credit is to be achieved. This is a great introduction to high school history.

World Language

Why is it important to learn a second language? In a globalized world, we do business with people who speak different languages, and employers are always looking for people who can speak more than one. A second language opens doors to work in different countries, is useful when traveling, and lets you interact with people who don't speak English — which can culturally enrich you. Scientific studies have also shown that speaking more than one language generates more brain activity and can delay diseases such as dementia and symptoms of Alzheimer's. Once you have the skill, it never goes away, and you'll enjoy the benefits for the rest of your life.

Why Spanish? According to the U.S. Census Bureau, people of Hispanic origin make up the nation's largest ethnic minority and a fast-growing share of the population — which means that when you start your professional life, some Spanish will serve you well. Through our process of language study, we'll get to know some of the most important artists, writers, musicians, politicians and philosophers of Hispanic culture and learn about real life in Hispanic countries. We'll 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. 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 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.

Spanish 1 students will learn how to introduce themselves and share basic personal information, practicing the conversations that allow you to 'make a friend' in Spanish. Expect to cover 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, come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects and perform well on assessments. Don't be surprised if 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, reviewing previous grammatical concepts. By the end of this trimester, you will be able to describe topics such as family relationships, feelings, polite commands and comparisons, with cultural elements of the Hispanic world 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, so 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 in your evaluation but will also make the class more fun. Remember: homework will support and reinforce what we do in class, and attendance is crucial because a great portion of the learning will occur during class activities.

ESPAÑOL AVANZADO *Siobhan Ritchie Cute*

A seguir: let's keep going! Students who have either completed three years of high school Spanish or (through native speaking ability or extensive study) arrived at an advanced level of language proficiency are welcome in this course, which is conducted entirely in Spanish. Students should enter with secure knowledge of all verb tenses in the indicative mode, present subjunctive and a broad vocabulary. We will read and discuss literature, poetry and newspaper articles, and 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. Expect to cover past subjunctive, compound tenses in the indicative and subjunctive modes, idiomatic expressions, and 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*, and Spanish 4/5 students are expected to complete writing assignments that are 2–4 pages in length. Serious and studious attention paid during this yearlong course may help students 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.

Math

CALCULUS *Mark Christman*

We will start the trimester with a review of functions and their behaviors. From there, we will introduce the limits of a function, how to find them and the laws they obey, discover how to find the limit at infinity and when the function has asymptotes. The concept of rate of change of a function will be introduced, leading to the definition of the derivative of a function; we will also use the notion of a limit to motivate and define the integral. After coming to grips with the relationship between the derivative and the integral, by way of the Fundamental Theorem of Calculus, we will begin proving and applying rules for both.

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

PRE-CALCULUS *Mark Christman*

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

For this course, you will need to come to class with a notebook and pencil. 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.

ALGEBRA 2 *Nancy Carreiro, Marina Morgan*

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

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

GEOMETRY *Marina Morgan*

For all of human history, explorers have needed to know where they had been and to determine accurately where they were going, and builders and creators have needed to know how to plan and create precise shapes and figures for their works. Geometry grew out of these needs, and we will spend the year studying both the practical and theoretical sides of it.

Students will begin the trimester by exploring patterns and developing inductive reasoning skills. From there, we'll move into foundational geometric concepts, including points, lines, planes, segments and their measures, as well as angles and how to measure them, investigating segment and angle bisectors along with angle pair relationships such as complementary, supplementary, vertical and linear pairs. Using this knowledge, students will learn how to prove basic statements about segments and angles. We'll also apply concepts of perimeter, circumference and area and delve into conditional and biconditional statements. The trimester will conclude with a study of lines and angles, focusing on perpendicular lines, parallel lines and transversals.

Credit will be earned through the satisfactory completion of all in-class and homework assignments, passed quizzes and examinations (at least a 60), as well as 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, while simultaneously 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, with 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.

SURVIVAL MATH AND FINANCIAL LITERACY *Nathalie Mena, Siobhan Ritchie Cute*

This trimester, the financial literacy course will be split between two main goals: a section-by-section preparation for the math competency exam, and going beyond the basics of the comp in personal finance — in particular building a solid foundation in budgeting, enabling students to comprehend the cost of living and develop a comprehensive understanding of financial principles. We will analyze and apply the 50/30/20 budget principle (50% to needs, 30% to lifestyle, 20% to financial goals), meticulously examine the cost of living within budgetary frameworks using simulated employment scenarios, and learn how to use Excel formulas to calculate and track expenses.

This course will feature curated readings on current events to explore the factors influencing the cost of living, as well as insights from financial experts regarding our relationship with money. Enroll in this class to gain a comprehensive understanding of how to optimize your financial resources.

Science

PHYSICS *Mark Christman*

The laws of physics constitute a “user’s guide” to the universe. Physics helps us 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, 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, in both the classroom and the laboratory.

We will begin Trimester 1 by practicing precise scientific measurement and laboratory techniques before moving 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 atomic orbitals. Trimester 3 will introduce chemical bonding, molecular geometry, intermolecular forces and some advanced laboratory techniques; this pacing is somewhat flexible depending on class interest. A three-ring binder is required for class notes and handouts, and 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%, and attendance of a minimum 75% of class time is required.

COMPUTER SCIENCE: INTRO TO PROGRAMMING *Megan Roppolo*

This rigorous, AP-level course introduces students to the foundations of programming in JavaScript and Java. No previous programming experience is required, and students with varying backgrounds and experience in computer science education are encouraged to participate. The curriculum combines units from AP Computer Science Principles and AP Computer Science A, aiming both to prepare students with little or no programming knowledge for the university classroom and to demonstrate the wide applications of programming to students’ existing interests.

Trimesters 1 and 2 will introduce fundamental programming concepts in JavaScript using curriculum from AP Computer Science Principles and code.org's app-building platform, covering variables, conditionals, functions, lists, loops, traversals and parameters. Trimesters 2 and 3 will move to the AP Computer Science A curriculum and programming in Java, building understanding of object-oriented programming through increasingly complex concepts and projects. Frequent opportunities for students to challenge themselves are built directly into the curriculum — every unit contains one or more projects that can be scaled up or down depending on student interest and ability. The real challenge is keeping the ideas simple enough to be completed in the required timeframe!

COMPUTER SCIENCE: INTRO TO ARTIFICIAL INTELLIGENCE *Jeffrey Mu, Delyce Twizeyimana*

This class will be offered for credit and meets after school on Tuesdays and Thursdays from 3:10 until 4:40.

What is artificial intelligence? How did we get here and what's next? This project-based course introduces students to Python programming, software development and the foundations of artificial intelligence and machine learning. Previous programming experience is helpful but not required, and projects will be adjusted to students' interests and experience levels. Students will build practical computer science skills, explore CS in college and as a career pathway, and learn to build and evaluate AI models responsibly through lectures, programming exercises, code problem sets, code discussions and a final project of the student's choosing.

Trimester 1 will establish a strong foundation in Pythonic programming through variables, conditionals, loops, functions, lists, maps and other data structures, practicing with CodingBat and easier LeetCode problems, culminating in a project such as Tic-Tac-Toe, Hangman, Snake or a simple data visualization. Trimester 2 will introduce classical machine learning — the mathematical underpinnings of a simple classifier and a full ML pipeline, including datasets, preprocessing, testing/training and model evaluation — with a group project adapting a pretrained model to a new task. Trimester 3 will briefly discuss model architectures and basic deep learning concepts before students develop an independent or small-group applied project focused on pretraining, fine-tuning or evaluation, culminating in a demo day open to the School One community.

Materials: students will maintain a GitHub repository for coursework and are encouraged to bring a notebook and their own laptop, though School One Chromebooks may also be used; browser-based programming tools mean local software installation isn't required. Prerequisites: students should be currently enrolled in or have completed Algebra II or have equivalent mathematical preparation. Credit will be earned through completion of in-class coding activities, GitHub-tracked code implementation, trimester projects and the final project, with evaluation considering technical growth, productive use of class time and the student's ability to explain the operations and limitations of their work. Attendance of at least 75% of class meetings is required.

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 subject, 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.

BIOLOGY: WHAT DOES IT MEAN TO BE ALIVE? *Carly McCalla*

This trimester invites students to investigate one of biology's most fundamental questions: what does it mean to be alive? Through laboratory investigations, scientific modeling, case studies, discussions and data analysis, students will explore how the chemistry of life, cellular organization, energy transformations and homeostasis work together to sustain living organisms.

Students will investigate the molecular building blocks of life, including water, biological macromolecules and enzymes, then examine cells as the basic unit of life, comparing different cell types and considering how entities such as viruses challenge traditional definitions of life. The trimester continues with how organisms obtain, transform and use energy through photosynthesis and cellular respiration before concluding with the mechanisms that enable organisms to maintain stable internal conditions through homeostasis and cell transport, culminating in a performance task synthesizing an evidence-based explanation of what distinguishes living systems from nonliving matter.

Credit is earned through active participation and satisfactory completion of classwork, laboratory investigations, quizzes, examinations and the culminating performance task. Students demonstrating less than 80% proficiency on formal assessments will revise and reassess their work, and students are expected to maintain an organized system for course materials and attend a minimum of 75% of class sessions.

PSYCHOLOGY I *Phil Goldman*

What makes us human? What defines healthy? Stable? Normal? For more than 100 years, psychologists have been attempting to answer these questions through controlled experiments and analysis of data and people. 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 Wundt, Freud, Skinner and others, and explore the relevance their work has today and the role 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 quizzes and project work. While this class is not a lab science, it may be used to fulfill a third year of science or social studies elective credit.

FORENSIC SCIENCE *Carly McCalla*

How can science reveal the story behind a crime scene? What makes a single fingerprint, footprint or bullet casing powerful enough to link a suspect to a crime? This introductory course explores the scientific principles and investigative techniques that form the foundation of forensic science. Students will develop essential scientific skills, including data collection and analysis, critical thinking, graphing and analytical writing, all within the context of real-world forensic applications, with emphasis on understanding not only how forensic techniques are performed but why they are critical to the integrity of evidence and the pursuit of justice.

The course begins with an overview of the history and evolution of forensic science and the legal framework of forensic work, including the courtroom's role in determining how evidence is collected and presented and the responsibilities of expert witnesses. The next unit focuses on crime scene investigation and evidence processing, covering search methods, documentation, collection and preservation

techniques. The trimester concludes with a fingerprinting and impressions unit, where students analyze the unique characteristics of fingerprints, learn chemical methods used to reveal and preserve them, and investigate other impression evidence such as ballistics, tool marks, tire tracks and footprints.

Students will apply their learning through hands-on labs, simulations and case-based activities that mirror real investigative work. Credit can be earned through active participation and satisfactory completion of assignments, labs, quizzes and examinations; formal assessments scoring below 80% will require revisions. Students are expected to maintain an organized system for course materials and attend a minimum of 75% of class sessions.

Visual Arts & Design

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 *Madeline Menkes*

"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, and students will take a trip to the Boston ICA as well as the RISD Museum.

During Trimester Two, students shift their focus to a collaborative special project centered on design principles and developed in partnership with the Brown Fab Lab, emphasizing 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).

ADVANCED CERAMICS *Adam Hall*

Welcome to Advanced Ceramics. This course is designed for students who have a solid foundation in working with clay and are ready to expand their skills and creative practice. Throughout the trimester, you'll refine your hand-building techniques while exploring more advanced surface decoration methods, including sgraffito and lithographic transfers, and incorporate mixed media opportunities through collaborations with other departments. You'll deepen your understanding of ceramic materials and processes while developing a stronger artistic voice and the vocabulary to discuss your work.

Throughout the course, we'll take on creative projects that emphasize problem-solving, craftsmanship and personal expression. You'll continue documenting your work for portfolios and social media while building a body of work that reflects your individual interests. Come ready to experiment, take creative risks and push your ceramic practice to the next level.

CAMERA AND VIDEO ESSENTIALS *Lon Plynton*

Let your eyes feast and your mind focus as we learn to create visual art using video and still cameras. This hands-on, interactive class is a mix of photography and video production. Whether you are a beginner or a social media influencer with millions of views, this course gives you the confidence to shoot great still

images and cinematic video clips using your cell phone, DSLR or video camera (School One has cameras available for student use). This class combines technical theory with practical application, ensuring you learn by doing.

Goals include mastering the relationship between aperture, shutter speed and ISO; learning the art of lighting and depth of field; getting comfortable with dials, custom buttons, focus modes and standard lens focal lengths; applying the rule of thirds, leading lines and framing techniques; understanding the differences between photo and video settings, including frame rates, shutter angles and video resolutions; and learning handheld techniques to eliminate shaky footage.

Projects include practicing manual exposure tuning with moving subjects and portraits in varying indoor light, heading outdoors to practice framing and white balance under real-world conditions, and recording and editing a 30-second visual sequence combining still photos with continuous video footage. You will be required to submit weekly examples of your work, take quizzes on terminology and concepts, submit assigned images and video for homework, and create a final project rated on quantity and quality.

DRAWING *Madeline Menkes*

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 SKILLS STUDIO *Rebecca Siemering*

This class is designed to build lifelong fiber arts skills while strengthening your technical abilities through hands-on exploration. Throughout the fall term, students will be introduced to a variety of techniques, including hand sewing, mending, machine sewing, embroidery and sashiko, embellishment, fabric printing and dyeing methods. Weekly demonstrations will allow you to explore each technique and discover the skills you'd like to develop further; if you have a favorite fiber art or technique you'd like to incorporate, you're encouraged to share it with the class.

The course begins with the fundamentals of hand sewing, including essential tools and techniques, before progressing to simple projects focused on embellishing and mending clothing. Students may choose to alter their own clothing with the techniques learned or to create a lap quilt while incorporating the techniques learned throughout the course. By the end of the session, you'll have completed one or more personalized projects while building the confidence and skills to continue on your own.

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, and learn about the world of commercial art — editorial, advertising, scientific illustration, concepting and storytelling exercises — 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 into their creative process, using those and other digital art apps to both create digital art and 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 toward being able to tell their own stories, and those of others, in a visual medium.

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 subject, 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*

This class will meet on Tuesdays from 3:15 until 6 p.m.

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 will explore and combine dry and wet materials to advance both traditional and emergent image-making processes.

At the core of this course is developing technical skill through observational techniques, which will then expand our ability to construct images entirely from imagination and through visual research. The goal of this course is to develop confidence, trust in one's creative process and a spirit of experimentation, encouraging students to continue making art long after the course has ended. Each class will include quick creative warm-ups and imaginative exercises designed to spark ideas and encourage making without overthinking, and core visual concepts — line, perspective, value, space, shape, texture, pattern, color, materiality 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.

INTRODUCTION TO CERAMICS *Adam Hall*

Welcome to Intro to Ceramics. This course is designed for those new to working with clay. Over the trimester, you'll learn the foundational techniques of hand-building, including pinching, coiling and slab construction, and explore the basics of glazing and kiln firing. Once we are able to build sufficiently, we will introduce the nerikomi technique into our repertoire.

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, and you'll also learn how to easily document your work for social media. No prior experience is required: just bring your enthusiasm and creativity. Together, we'll play with clay and learn new skills along the way.

MEDIA QUEST: BRIDGING ANALOG AND DIGITAL MEDIA *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.

Performing Arts

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, learn how to read, write and understand the symbols of sound, and familiarize ourselves with the cultural and historical nature of music. You will learn to perform solo and with others, and we will listen to music to evaluate, analyze and describe. You are encouraged to bring your own musical ideas to class and 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 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, become familiar with a wide range of musical styles, and 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.

Health & Physical Education

Note: all PE classes require active participation. There are many choices here, so you should pick one in which you can participate actively during the full period 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 two Health classes this year should take it both first and second trimesters, as it may not be offered third trimester; Sex Ed. will be an option second trimester.

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.

GARDENING *Carly McCalla*

Gardening is a hands-on gym class where students will help care for and improve School One's outdoor spaces. Activities may include planting, weeding, watering, pruning, spreading mulch and other seasonal garden and grounds work while putting plans developed by the Landscaping Committee into action. You do not have to be in Landscaping Committee to sign up for this gym class. Rainy Day PE is Study Hall in Legacy.

SOCCER *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). 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 Hendrix.

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-a-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 *Mark, 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 Life of Pi.

Academic Support

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: you will receive support in your academic classes so you can keep up with homework, essays, projects and feel confident as you move through your day, and you will have a place to practice and acquire necessary executive function skills such as organization, time management, task initiation and self-monitoring. You will have time to understand your unique learning needs and move toward your learning goals with support.

Committees

For Trimester One '26-'27

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

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

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.

Admissions/Marketing Avieana, Chantel, Julia

Represent our school by hosting prospective students, leading campus tours, creating marketing content and welcoming new families to our community!

College Planning Cary

For seniors now and will be for juniors later. Students are welcome to get college help from Cary and their advisors, but this is group work oriented and will feature some college visits. (Seniors only this trimester.)

Essential Erin, Siobhan

All new students take this committee for their first trimester to receive further orientation to the school through review of the Student Handbook.

Landscaping Carly, Maryann

Gives students the opportunity to collaborate on project ideas, research and planning, while hands-on gardening and maintenance will take place through the separate Gardening gym class.

Math Comp. Prep Mark

Will support students in navigating the revised exam. On weeks without a math comp sitting, there will be targeted looks at the new sections, and on weeks with a math comp sitting students will have a chance to complete additional practice sheets.

Mediation Phil

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

Organization Megan, Sandy

Will help you organize your binders and your homework schedule.

School One Students of Color Association Lon

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.