THE INDEPENDENT HIGH SCHOOL FOR INDEPENDENT MINDS

COURSE CATALOG

Trimester Two • 2026–2027

220 University Ave, Providence, RI 02906

401-331-2497 · school-one.org

Est. 1973

Trimester Two Schedule

2026–2027 Academic Year

A PERIOD

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

B PERIOD

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

C PERIOD

Academic Support
Algebra 1
Audio Recording
Creative Writing
Fashion and Décor
Pre-Calculus
Psychology
Trials

D PERIOD

American Affairs
Biology
Civics
Fibers
Financial Literacy
Geometry
Western Civilization

E PERIOD

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

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

Futbol/Football • Get Moving • Health • Kung Fu • Sexual Health/Wellness • Walking • Yoga

English

BRITISH LITERATURE V: AS IN THE MAELSTROM'S CUP *Cary Honig*

"If music be the food of love, play on!" In looking at the fears of the Victorians last trimester, we found them casting about for a meaning to their increasingly hectic and confusing lives and finding, more often than not, that love was the one answer they could propose — as long as they could separate it from vampirism, sex and other animalistic stuff. What was love like during the Victorian period? This trimester, we will address this question by reading Victorian literature about relationships.

We will read three comic plays with serious overtones: Shakespeare's significantly pre-Victorian and gender-questioning Twelfth Night, Oscar Wilde's hilarious The Importance of Being Earnest and George Bernard Shaw's Pygmalion. In our search for the meaning of love, we will also read two novels: Emily Brontë's emotive and eerie Wuthering Heights and George Eliot's Silas Marner. We will read most of Phyllis Rose's Parallel Lives, a feminist text that theorizes about marriage by focusing on the bizarre relationships of famous Victorians. It's sort of an intellectual gossip column, and it will leave you feeling you can't possibly have the worst marriage ever. We will read poetry about love and relationships by the likes of Tennyson, the Brownings and the Rossettis, and we will look at Pre-Raphaelite art and craziness as well in our search for Victorian attitudes and attempts to cope.

Be prepared to write regular essays full of evidence about topics that are intellectually challenging. See me during evaluation week to get a head start on the reading. Nil sine magno vita labore dedit mortalibus. You can begin British Literature any trimester. This class can be taken for English or history elective 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 second trimester, we will focus on the Caribbean islands, in particular the Dominican Republic and Haiti, with works from authors such as Julia Alvarez, Junot Díaz and Edwidge Danticat. We'll also explore Cuba, Puerto Rico, Antigua and other islands, along with their diasporas and relationships with the United States. 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: THE SHORT STORY *Erin Vachon*

How do writers wield language to create a compelling narrative? This course on short fiction offers students a professional toolkit for generating short stories and flash fiction. To craft effective prose, we will

read fiction populated with dynamic characters who think, speak and struggle to change the world around them, often by changing themselves. By studying classic and contemporary short fiction, students will polish their voice on the page, including revising and reading their work at events.

This course contains three units: The Art of Flash Fiction and Microfiction (character, voice and setting); The Short Story (expanding your prose); and The Publication Process (revision, submission and public readings).

Students will develop their storytelling skills by completing short homework assignments and drafting original stories. Participation is essential to our workshop, so students are expected to make meaningful contributions to class discussion. This course can be taken for 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. 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 subject, 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.

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, composing and refining original works. The second trimester will explore themes of traveling through and playing with notions of space and time. While grammar sheets, appropriate revisions and adherence to guidelines and deadlines are expected, the spirit of the class will pursue the unexpected.

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. You'll learn about and practice different decision-making, conflict resolution, communication, research and problem-solving skills. The first trimester focused 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.

TRIALS V: CIVIL RIGHTS *Cary Honig*

This is the fifth trimester of a course designed for those of you who are interested in law and U.S. history as well as improving your English skills for the competency exam. We will begin our two-trimester focus on the Civil Rights Movement and issues of discrimination, addressing the history and legal issues involved in the Civil Rights Movement while reading literature that will bring the history into focus.

Our literary selections will be The Color Purple, Alice Walker's novel about an African American woman's search for love and community in the segregated South; A Raisin in the Sun, Lorraine Hansberry's play about an African American family facing discrimination in the North; and Free at Last, a text about the Civil Rights Movement prepared by the Southern Poverty Law Center. We will also watch Eyes on the Prize, a wonderful documentary series about the Civil Rights Movement with a lot of actual archival footage and interviews with participants. The trimester will culminate in an in-class trial relating to housing discrimination in which all students will participate as lawyers or witnesses.

Students should expect to do regular homework, including reading the novel at home, to take careful notes and to write and revise at least five essays in a timely manner to earn credit. 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, and punctuality of students and assignments will be necessary to earn credit. You can join this class now if you haven't taken it before and aren't chicken. 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 explore creation myths from around the world: how they developed and what they mean to us, both individually and to all of humanity. In addition to studying these myths, we will create and share our own.

To earn credit, students must participate in all class activities and discussions, 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. (Heck, you're going to have to do it at your GBR, after all.) Why not get used to it now and learn to do it well? All it takes is some gentle guidance and practice (and practice and practice). Second trimester will focus on persuasive speeches (with essays), debates and some storytelling.

To earn credit, students will need to be actively engaged in all activities, 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 students will be assessed on the writing as well as the performance of their 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 Cute*

Will Donald Trump be impeached yet again when the Democrats take back the House? Will the wars in Ukraine and Iran escalate, end or just keep grinding along? Will Artificial Intelligence allow us to complete the school 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 II: THE NATION DIVIDED *Erin Victoria Egan*

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

Students may elect to take this class for Honors credit. Honors candidates will complete specialized exams and must earn a minimum of 85, do additional readings of a more historiographic nature and research and present an oral report on a relevant topic of their choosing. If you are interested, sign up for Designing America Honors when enrolling; you cannot switch into it after the first week of the trimester. Earning honors will improve your evaluations and transcript as well as your knowledge of U.S. history.

AMERICAN AFFAIRS II: A HOUSE DIVIDED *Lon Plynton*

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

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

ELECTIVE HISTORY CREDIT

British Literature V: As In the Maelstrom's Cup *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 a bit 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.

Trials V: Civil Rights *Cary Honig*

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

Psychology II *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: THE WAR FILM *Erin Victoria Egan*

This is the second 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 films that not only reflect a specific event in history but were also produced after that period of time, to see how the events are being interpreted or used as a way to discuss a more modern period — including what is happening now. This trimester will focus on the subject of war. We will primarily focus on the 20th century, but could also use films about events that may have influenced a war or led to war. We will look at a selection of films in class while studying the history referenced in each film, seeking to understand how the historic event is being used to comment on the subject matter and how the films may be influencing current events. We will try to discern why the filmmakers chose this subject and how it reflects their 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.

THE HISTORY OF FASHION AND DÉCOR: ROCOCO, BAROQUE AND THE INDUSTRIAL AGE

Erin Victoria Egan

During trimester two, this course will continue to look at the development of personal and public adornment. We will look at the changes of the 17th through the 19th centuries in both fashion and architecture. In fashion circles, we will see how clothes, jewelry and accessories become the mark of high society. Fashion will become an industry of not only making clothes for the masses but also creating the fantasies of the rich and famous. We will also look at the development of word of mouth, advertising and the Fashion Houses of Paris and London. This course will stretch from the 17th century through to the 20th century to see the fashion industry reflect wealth, status and the more practical concerns of life during war and depression.

We will continue to 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. We will look at the development of the city during this time and how population, commerce and the industrial revolution have changed the way people live and work. 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.

A WORLD LIT BY FIRE: THE MEDIEVAL WORLD *Erin Victoria Egan*

In the second course of the Western Civilization series, we will continue to explore the development of Europe. We will return to Western Europe and discuss how the nations of Europe grew from small tribal entities into strong nation states, and we will see how the Roman Catholic Church influenced the development of the nations and their cultural traditions. Along the way we will meet kings and queens, knights, squires and assorted peasants. We will design manors and strategies for conquest. We will also have the good fortune to survive pestilence, famine and bloody warfare, all while exploring literature and art, architecture and calligraphy.

Participation is a key element in the quest for credit. Excellent attendance, maintaining a notebook and the timely completion of written and artistic assignments will also be required for credit in this course.

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.

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, 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 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 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. Students should be able to hold lengthy conversations on different topics entirely in Spanish.

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. 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 all assessments. 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*

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

Credit can be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. Calculus is offered to students who have successfully completed Pre-Calculus.

PRE-CALCULUS *Mark Christman*

In Trimester 2, we will continue our discussion of trigonometry, with a focus on trigonometric identities and, as always, function transformation. From there, we will transition into an exploration of parametrization and alternative coordinate systems. Time permitting, we will close the trimester with an introduction to sequences in preparation for an early start on series in Trimester 3.

Credit can be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. Pre-Calculus is an upper-level math course offered to students who have successfully completed the standard math sequence.

GEOMETRY AND TRIGONOMETRY *Mark Christman*

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

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

ALGEBRA 2 *Nancy Carreiro*

Students will study three major units this second term: solving quadratics and complex numbers, working with polynomial functions and exploring radical functions. The first unit will cover solving quadratics by graphing, factoring, using the square roots and completing the square methods and the quadratic formula. Included in this unit is the introduction of complex numbers, since solutions of quadratics can involve them. The polynomial functions unit includes the factorization and graphing of these functions as well as the calculation of their roots/zeros; both long and synthetic division of polynomials will also be covered. Students will end the term exploring radical functions. In addition to applying the four arithmetic operations to radical functions, students will graph square root and cube root functions. Elements of inverse functions will be the final topic of the term.

Credit will be earned through the satisfactory completion of all in-class and homework assignments, passed quizzes and examinations (at least 65%), as well as good attendance (at least 75%). Students must own a scientific calculator for use at home and are encouraged to bring it to class each day. Algebra 2 is not

just about skills and punching numbers on a calculator. It's about recognizing and exploring patterns in a class environment that encourages exchanges of ideas from everyone.

ALGEBRA 2 *Marina Morgan*

Students will begin looking at relations and functions, including domain and range and evaluating functions. Then we will cover forms of linear equations and their graphing. Students will learn to solve multi-variable systems through a few different methods, and they will look into linear inequalities and their systems. All of these systems will also be taught through word problems and applications. Students will finish the trimester by diving into Unit 3, which includes piecewise functions, parent functions and quadratic equations.

GEOMETRY *Marina Morgan*

After learning geometry basics in Trimester 1, Trimester 2 will begin with angles, their relationships, algebra application and how to construct them. We will then move on to Unit 2 of the curriculum: logic and proof. Students will use inductive reasoning, conjectures and truth tables to prove statements. Once students have learned logic and proof, they will apply these methods to previously learned geometry basics, such as segments and angles.

ALGEBRA 1 *Megan Roppolo*

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

Credit can be earned through the satisfactory completion of all in-class and homework assignments, labs, quizzes and examinations. Assignments earning under 80% will require corrections, assessments must earn a passing score of 60%, and 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. One will be a section-by-section preparation for the math competency exam. The other will be to go 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 principles: 50% to needs/necessities, 30% to lifestyle and 20% to financial goals. We will meticulously examine the intricacies of the cost of living within budgetary frameworks, utilizing simulated employment scenarios, and we will 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 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 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 established a strong foundation in Pythonic programming through variables, conditionals, loops, functions, lists, maps and other data structures, culminating in a project such as Tic-Tac-Toe, Hangman, Snake or a simple data visualization. Trimester 2 will introduce classical machine learning. Students will learn the mathematical underpinnings of a simple classifier and a full ML pipeline, including datasets, preprocessing, testing and training and model evaluation. The trimester project will ask groups of students to adapt a pretrained model to a new task and explain what data it uses, where it performs well and where it fails. 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. Students must complete a responsible-computing reflection with their final project. 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: MOLECULAR AND CELLULAR *Carly McCalla*

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

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

PSYCHOLOGY II *Phil Goldman*

> *"Love and work are the cornerstones of our humanness."*
>
> — Sigmund Freud

What makes us human? What defines healthy? Stable? 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, 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 tests and project work. This class is available for either science or social studies (history) credit.

FORENSIC SCIENCE *Carly McCalla*

In this trimester of forensic science, we will dive deeper into the analytical techniques used to examine evidence during crime scene investigation, exploring how multiple disciplines such as chemistry and biology work hand in hand to reveal hidden details. As an introduction to scientific investigation, you'll build foundational skills in data collection, graphing, analytical writing and critical thinking — all through the unique lens of forensic science.

This class goes beyond the "how" of forensic techniques; it's about challenging the science itself. You'll ask big questions: How does chemistry help us understand the causes of fires and explosions? What role does toxicology play in analyzing substances, and just how reliable is blood analysis in a real-world investigation? Units like Arson and Explosions, Toxicology and Serology will guide you through the

methods and materials that forensic experts use, but you'll also examine the limitations of these methods, distinguishing between solid science and what has been referred to as "junk science." Throughout this course, you'll be generating and analyzing your own data in order to sharpen your ability to think critically about the role of science in the justice system. Get ready to develop a forensic scientist's critical eye and understand the science behind crime-solving on a deeper level.

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

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: PROCESS, IMAGE & SURFACE *Adam Hall*

Building on the technical foundation of Trimester 1, students investigate more complex ceramic processes and the relationship between two-dimensional imagery and three-dimensional form. Students explore neriage, monoprinting and photo lithography while developing increasingly sophisticated approaches to surface, repetition, image and narrative.

The trimester emphasizes experimentation: students are expected to make test pieces, learn from failures and modify processes before committing to finished work.

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 winter term, students will be expanding their knowledge of sewing techniques, moving on to embellishments and alterations of fabric. Hand sewing, mending, machine sewing, embroidery and sashiko, embellishment, fabric printing and dyeing methods will continue to be explored. Weekly demonstrations will allow you to discover the skills you would like to develop further. If you have a favorite fiber art or technique you would like to incorporate into your projects, you are encouraged to share it with the class!

The course utilizes the fundamentals of hand sewing, including essential tools and techniques, before progressing to simple projects focused on embellishing and mending clothing and other fabric-related projects. By the end of the session, you will 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*

Wheel throwing and functional ceramics. Students build upon the hand-building skills developed during the first trimester and focus more extensively on wheel throwing. Students learn to create consistent forms, trim and refine their work and design functional vessels. Surface decoration and glazing are introduced as integral parts of the design process.

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

AUDIO RECORDING FOR FILM, MUSIC & PODCASTING *Lon Plynton*

Let your ears bathe and your mind focus as we learn to compose audio art using recording equipment, editing software and video cameras. This is a hands-on, interactive class that is a mix of recording technology and film production. If you are a beginner, a social media influencer or an aspiring music star wanting to release a viral music video, this is the class for you. We will continue developing the audio portion of our film project begun in Trimester 1. This class combines technical theory with practical application, ensuring you learn by doing.

We will learn the physics and psychology of sound and acoustics; the signal chain (tracking a sound from a voice or instrument into a microphone, through a preamplifier, into an audio interface and a computer); film scoring; microphone principles and placement; audio editing (how to cleanly cut, crossfade, time-align and arrange recorded audio tracks); introductory mixing and signal processing; critical listening; podcasting; and creating music videos — with hands-on training using industry-standard recording software, Logic Pro.

You will be required to submit weekly examples of your work for evaluation, take quizzes on terminology and essential concepts, submit audio and video assigned in class for homework, and create a final project that will be evaluated on quantity and quality.

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 this trimester, as it may not be offered third trimester; Sex Ed. is a Health option second trimester.

FUTBOL/FOOTBALL *Messy*

This class will go out in cold weather and alternate futbol and football as the majority of the students wish. The football will be touch, not tackle. You don't have to be skilled at either or both: just hearty and properly dressed for cold weather. Full participation, regular attendance and willingness to run back on defense are requirements for credit. Rainy Day PE is Study Hall in La Perla.

GET MOVING *Carly McCalla*

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

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

THE HEALTH CLASS *Erin Victoria Egan*

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

KUNG FU *Phil Goldman*

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

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

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, including anatomy, sexual identity, birth control methods, reproduction and pregnancy, STDs/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.

WALKING: OUR CHOICE *Maryann, Siobhan*

Please join us on Friday afternoons for a simple class in the fine art of walking at a pace that healthy humans would use. Students should be prepared with appropriate footwear, warm or cool clothing and a wonderful attitude. Destinations will vary by the teachers' whims. 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.

YOGA *Mark Christman*

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

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 Two ’26–’27

Most committees are designed to aid students at key moments. While such aid is available at other times, students are placed in committees when they haven’t sought it out and need it.

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 *Chantel, Julia*

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

College Planning *Cary*

Students are welcome to get college help from Cary and their advisors, but this is group-work oriented and will feature some college visits. (Juniors only this trimester.)

Eco-Committee *Carly, Maryann*

Gives students the opportunity to collaborate on project ideas, research and planning for helping make School One and beyond more eco-friendly! This will include, but is not limited to, upkeep of our native and pollinator plant garden and other landscaping projects.

Essential *Erin*

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

Marketing/Yearbook *Avieana*

Will create marketing content (a great job skill!) and begin work on this year’s School One yearbook: figuring out its medium(s) and contents and starting to create.

Math Comp. Prep *Mark*

Will support students in navigating the exam, including learning about the newer sections and getting in some practice.

Meditation *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.

Portfolio/GBR Prep *Siobhan*

Only for seniors who need major help completing their portfolios and preparing for their GBRs. They will be expected to work hard on both projects regularly to earn committee credit.

School One Students of Color Association (SOCA) *Lon*

Provides a safe, confidential space for all community members to discuss issues and find solutions to the challenges of being a person of color in a predominantly white institution and/or community.