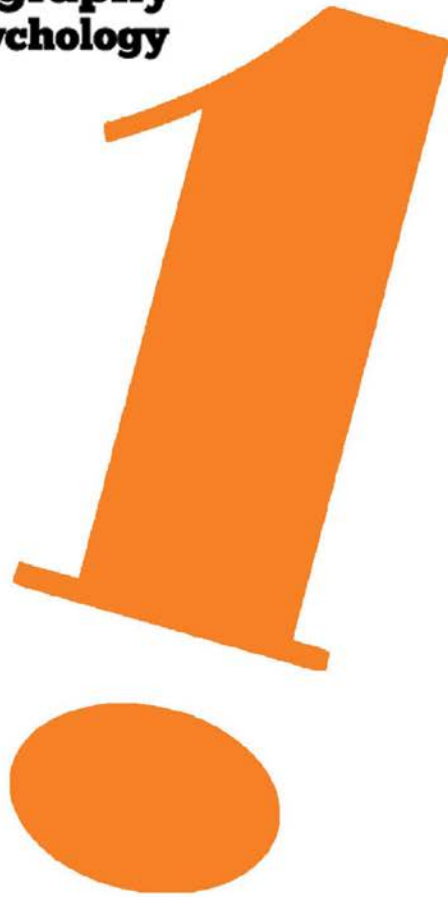


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current**  
**French Improv** **Affairs**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry  
**Dance** **Biology**  
**Fibers**  
Soccer  
**Photography**  
**Psychology**  
**One**



# School One

# Trimester 1

2018-2019

## A Period

Advanced Algebra  
American Literature  
Calculus  
Music Workshop  
Resource  
Spanish 1  
Spanish 2  
2D Art  
Western Civ.

## B Period

American Affairs  
Art Portfolio  
Chemistry  
Creative Writing: Drama  
Essential Math  
Jewelry  
Survival Math  
Topics In Literature  
Theater

## C Period

Biology  
Designing America  
Geometry  
History of Story  
Lights, Camera, Action (Video)  
Music Performance  
Pre-Calculus  
Resource  
Study Hall  
Trials

Basketball  
Sex Ed. Health  
Tennis

## D Period

Art Matters  
Biology  
Civics and Communication  
Current Affairs  
Illustration  
Spanish 3  
The Tudors  
Writing About Film  
Writing Workshop

## E Period

Advanced Algebra  
Basic Algebra  
Ceramics  
Computer Science 1  
Drawing Our Stories  
Improv  
Physics  
Resource  
Shakespeare's History  
Spanish 4-5  
3D Art

## F Period

British Literature  
Digital Media  
Forensics  
Intermediate Algebra  
Pre-Calculus  
Psychology  
Spanish 1  
Study Hall  
Zine

## Phys. Ed. And Health

Health  
Soccer  
Walking

Pound!  
Tai Chi

# ENGLISH

## BRITISH LITERATURE IV: The Victorian Dark Side

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 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. 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 LeFanu's sexy vampire story Carmilla, Walpole's hilariously bad The Castle of Otranto (pre-Victorian, but it started the gothic craze), 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, the Brownings and the Brontes. The kindly Charles Darwin will make a crucial appearance as well. 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. This class is not for the faint of heart!

You can begin British Literature any trimester.  
(English or History elective credit)

## AMERICAN LITERATURE: The American West

Michael Fox

In this yearlong course, we will take a literary journey into the rugged expanse of the American West. The first trimester begins in the early 19<sup>th</sup> century with selections from James Fenimore Cooper's *Leatherstocking Tales*. We will follow his hero, Natty Bumppo, a white man raised among Indians, as he teaches us to survive on the frontier without losing our scalps. We will pay particular attention to his interesting portraits of the American Indian as a "noble savage" whose way of life was threatened by the callous advance of white civilization. Lest we leave it to those of European descent to tell the whole story, native voices will also give their testimony: We will consult primary and secondary source documents that tell the history from an Indian perspective. As we travel westward, we will explore the idea of Manifest Destiny and try to understand how and why the United States claimed the huge chunk of land between the shining seas. Once at the Mississippi River, we will read Mark Twain's *The Adventures of Huckleberry Finn*. This classic novel paints a portrait of Missouri, the gateway to the West, as it began to teem with civilization in the 1840s. We will finish the trimester, still in the Midwest, with Willa Cather's *O Pioneers*, a gruesome but beautiful novel about a woman's attempt to survive and prosper on the prairie. 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, quizzes, reading logs and in-class writings. Students will need to complete satisfactory essays with appropriate revisions.

## **SHAKESPEARE'S HISTORY IV**

Erin Victoria Egan

See History section for complete description.

## **CREATIVE WRITING**

Eve Kerrigan

*"Some say life is the thing, but I prefer reading."* Ruth Rendell

During trimester one, we will read short stories and works of flash (short short) fiction, learning a little, as we do, about the evolution of the genre. Students can expect to explore character, dialogue, voice, style and description while trying out various narrative strategies and aesthetics. During the month of October, we will read and write GHOST STORIES!

Students will, of course, be expected to read all weekly assigned material and complete homework assignments on time to earn credit. You will be asked to work on stories of your own, evaluate and re-write your work and discuss your work in the classroom. These written efforts and discussions are crucial for getting the most out of the class, which is why regular attendance is also necessary to earn credit.

I am looking forward to seeing what your great and bizarre minds can come up with when properly inspired. Students who have passed the Humanities Competency Exam may take Creative Writing for English credit. Students who have not passed the exam before the trimester begins may take this class for elective credit.

## **WRITING ABOUT FILM**

Michael Fox

This course invites students to think more critically about the cinema experience. Students will study movies as works of art and conduct original research about topics they choose. We will work on developing film literacy as we analyze movies according to formal elements including editing, sound, image composition and acting style. Students will also learn about film history by studying movies from decades long past. Primarily, the course will be organized chronologically around film genres. Trimester one will begin with silent movies, including primitive films by the Lumiere Brothers, some truly weird stuff by German Expressionists and some classic comedies featuring Charlie Chaplin and Buster Keaton. The second half of the trimester will be devoted to the horror films. We will watch classics like James Whale's *Frankenstein* and its companion *The Bride of Frankenstein*, Val Lewton's *Cat People*, Alfred Hitchcock's *Psycho* and Steven Spielberg's *Jaws*. Student research will be at the center of the course. To earn credit, students will be expected to produce an 8-10 page research paper. Additionally, students will need to complete written responses to the films and readings. Active class participation and on-time work are essential for earning credit.

## **TRIALS I: The Bill of Rights**

Cary Honig

This is the first trimester of a two-year course designed for those of you who are interested in law and U.S. history as well as improving your English and history skills for the competency exam. This trimester, our focus will be on understanding the Bill of Rights, which should be your favorite part of the Constitution. Which rights does it provide? Are they limited at all? Against whom do you have these rights? (Do you have a legal right to use them against your parents, your friends or School One? You may not like the answer.) Our primary focus will be on the religion and speech clauses of the First Amendment, and in this connection, we will be looking at the Puritan period in U.S. history to understand why these clauses were so important. We will read Nathaniel Hawthorne's novel The Scarlet Letter and Arthur Miller's play The Crucible, which is about the Salem Witch Trials and, by implication, about McCarthyism in the 1950s. Students will read the book at home, answer questions in writing, read the play in class, join class discussions and write and revise essays until they are successful. We will also review grammar at least once a week. Careful, consistent work and strong attendance will lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments will be necessary to earn credit. We will be working up to mock trials during the second and third trimesters. (English or history elective 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 both individually and as a class and building the skills to deepen understanding, speak up and do something about them. You'll learn about the ethics and techniques 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 multimedia communication skills to affect real change. You'll learn about government systems and how to navigate them. You'll read essays and stories from civic-minded thinkers throughout the ages from Aristotle to James Baldwin, as well as contemporary commentators from all across of the political spectrum, and samples from a range of journalistic traditions. You'll meet with activists and experts from the local community and discuss and debate ideas with your peers, always working to understand multiple perspectives and parse out the meaning of facts in a post-truth world. You'll also learn about and practice different decision-making techniques and problem-solving skills.

The first trimester of this year-long course will include focus on mid-term elections and individual journalism projects based on your interests. Also, through a program called Generation Citizen, the class will choose and implement a class real world action civics project to be presented at Civics Day at the State House in May.

## **WRITING WORKSHOP**

Amanda Kallis

This course will develop the skills to make you a more critical reader and a more persuasive writer. There are so many different ways to write well, and we'll read closely as many different kinds of voices as we can during the trimester. Expect to see the likes of articles, prose poems, essays of many kinds, short stories, and writing that's

hard to categorize. Expect writing in several styles, from varied perspectives, and on an array of subjects. Together we will develop the tools to analyze what makes these compositions effective and discuss how to apply their methods to your own writing. Some of that will be technical (the nitty-gritty of grammar, structure, vocabulary, rhetorical devices), and some will be about developing your ear and finding your voice.

Speaking of writing: this is a generative workshop. You will be writing often and sharing your work with your classmates. Everyone will edit and comment constructively on each other's work. *You will revise your work until you have 5 pieces (in different styles/genres) ready for a final portfolio.*

Speaking of workshop: Much of this class relies on your participation. Participation means coming prepared and on time, bringing relevant texts, completing assignments by their due dates and engaging in discussion. Ask questions. Listen thoughtfully. Be generous. Approach both published work and your classmates' work with an open mind.

The *how* of writing is the big deal here: the *what* you write is flexible. Teach your classmates and me about something new. Make us care about a subject that moves you. Argue, research, respond, create. Together we'll write into the void, the unknown: it's where the best stuff comes from.

## **TOPICS IN LITERATURE: Wilderness**

Michael Fox

In this yearlong course, we will explore various topics that have inspired writers of fiction, non-fiction and poetry. The first trimester focuses on the idea of wilderness and the place of human beings in the natural world. We will start by reading works by foundational nature writers like John Muir, Jack London and Henry David Thoreau, who celebrated the rugged beauty of the American landscape. Their work inspired people to seek adventure and spiritual transformation in nature. We'll read Jon Krakauer's Into the Wild, the true story of an idealistic young man who takes up these writers' ideas and tests himself in the Alaskan wilderness. We will read and discuss selections of poetry that deal with the idea of wilderness, including the work of the Cape Cod poet Mary Oliver. We'll end the trimester with Charles Portis's True Grit. This exciting novel is set in the Old West and tells the story of Mattie Ross, a tough-as-nails teenage girl who rides into the wilderness seeking revenge for her slain father. To earn credit in the course, students need to complete all reading comprehension and analysis sheets, pass vocabulary and reading quizzes, participate in discussion and complete all essays with revisions.

## **CURRENT AFFAIRS**

Phil Goldman

*"May you live in interesting times."*

Ancient, Ironic and Apocryphal Chinese Curse

We are indeed living in interesting times. Some would say too interesting! There are huge transformations going on in the world. Every day sees changes in domestic politics, foreign affairs, economics and certainly technology. So what is happening and why? What are the ramifications and consequences? What will happen next? Is it impossible to tell? Mostly, it is, but if we know what is going on now, we can make a much better guess as to where it all is heading.

With that in mind, in this class, we will read the news, discuss the news and write about the news. We will develop informed opinions and debate our views. We will know what indeed is happening and develop our critical thinking skills along the way along with all of the English skills needed for the competency exam.

In order to earn credit, students must be on time, complete all class work and homework (**on time**), participate in all discussions and group work, and compete in The Grammar Games!

## **FUNDAMENTALS OF ENGLISH**

Amy Tomasi

This class meets after school and provides English instruction to students who are not native speakers of English. It will provide preparation for the TOEFL exam and help with vocabulary and work in other classes. Students recommended for the class must take it as well as an English class each trimester to maximize their growth in English skills. This class is by invitation only and for elective credit.

## **HISTORY**

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

### **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. Some of the subjects that we will study this trimester include 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. We will 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. Earning honors will improve your evaluations and transcript as well as your knowledge of U.S. history.

## **AMERICAN AFFAIRS I: Created Equal?**

Maryann Ullmann

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, which is the framework of our government. This trimester will take 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 because we'll be working on those skills. Students will read an article, answer questions, join a class discussion, take careful notes and write and revise an essay. We will watch excerpts from the video series 500 Nations (about Native American history), Africans in America and Liberty and read selections from assorted texts. We'll identify historic patterns and examine the seeds of our modern society from its pre-colonial and colonial foundations.

## **Elective History Credit**

### **BRITISH LITERATURE IV: The Victorian Dark Side**

Cary Honig

See description in the English section. Workload for history credit is slightly lighter if you let me know ahead of time.

### **AMERICAN LITERATURE: The American West**

Michael Fox

See English section for complete description.

### **SHAKESPEARE'S HISTORY IV**

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16<sup>th</sup> Century. Shakespeare himself continues to be the subject of heated debate and modern cinematic splendor. Audiences continue to be



mesmerized by his wit and compelling stories. This course will explore the Golden Age of Elizabethan England as well as Shakespeare's life to learn how these plays came together and what they mean for us today. This year we will concentrate on the plays about Ancient Rome and the Renaissance. We will start with two plays about two formative periods of Roman History: the beginning and the end of the Republic. We will read Coriolanus and Julius Caesar this trimester. Both plays center on powerful generals with many personal problems and a zest for accolades. We will explore the influence these men have on their times and how they affect Roman power and politics. We will also see how these plays reflect changes in the government of England and Shakespeare's views on war, politics and the power of the military. We will read these plays aloud and discuss the action and the meaning as it reflects not only the Elizabethan outlook but also our own. Students should be prepared to maintain a notebook for the play and their notes, complete reading and written assignments, including some research, and actively participate in reading and discussing the plays if they wish to earn credit for this course. This will also be available for English credit, so expect grammar sheets and significant writing.

## **THE TUDORS**

Erin Victoria Egan

In movies and tv shows, the Tudors are a popular subject: too bad these productions are often wrong as far as the history, clothing and sets. This course (and the following two courses on the Regency and Victorian Eras in England) offers you the opportunity to correct that failing. This is an advanced course that will combine the study of English history with a huge dollop of costume, interior design and architecture. We will study Tudors from all walks of life: Where did they live? How did they live? What did they eat and wear? How did they celebrate holidays? We will also spend time discussing and understanding the in-fighting that happened politically and in terms of religion: all of the information that will prepare you to understand the era fully and recognize the mistakes. These classes will help you deeply understand not only the history but will serve to help understand other materials based on the era as well. Everyone will be responsible for maintaining a notebook, participate in class discussions and complete research and artistic projects for credit in this course. You will be expected to be an active member of the class!

## **TRIALS I: The Bill of Rights**

Cary Honig

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

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

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

## PSYCHOLOGY

Siobhan Ritchie-Cute

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

Where do stories come from? How did they first originate? How did they develop? Did they begin with stories of the hunt, or was it all gossip? How are stories used to bind different cultures and religions? How do stories teach us who we are? Why do we remember stories more easily than cold hard facts? Why do we enjoy stories? Stories have been, and continue to be, a huge part of our lives no matter what technological changes come our way from griots and storytellers around the campfire to stories written on parchment, papyrus and paper through movies, radio and television, computer screens, iPads and phones. Even games use stories, and right now programmers are hard at work making virtual reality a new and satisfying storytelling medium. In this class, we will study, **and tell**, stories of creation, myths and epics from eons past, how they developed and what they mean to us both individually and to all humanity. That's not all: we will develop and share our own stories both created and true (and maybe a combination thereof).

In order to earn credit, students must complete all class work and homework (**on time**) and participate in all discussions and performance exercises. **Important:** At the end of the trimester, there will be a showcase in which students will perform a story of their choice for family, friends and classmates. *This is mandatory for credit.*

## 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 the people fared during times of famine, drought and flood, war and revenge from the Gods. 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.

# MATH

## CALCULUS

Stephen J. Martin

First, functions will be reviewed. Then, the concept of limit will be investigated. The concept of rate of change of a function will be introduced, leading to the definition of the derivative of a function. Rules of differentiation will be proven: the power rule and the addition rule will be derived. Derivatives of products and quotients will be found. The second derivative will be defined and applied. The chain rule will be used to calculate derivatives of composite functions. Implicit differentiation will be used in dealing with relations. The relationship between rates of change of related functions will be investigated. The first derivative test will be used to determine maxima and minima of functions. Concavity will be related to the second derivative: the second derivative test will be used to determine maxima and minima. Optimization problems will be studied. Differentials will be explored.

Credit will be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. **Students must own a scientific calculator and bring it to class each day.**

**Calculus is offered to students who have successfully completed Pre-Calculus.**

## PRE-CALCULUS

Stephen J. Martin

In the fall trimester, in our desire to know all the angles, we will study trigonometry. There will be a review of geometry in the plane: the relationships of angles, lengths and areas will be investigated. The sine, cosine and tangent functions will be defined. The important theorems and laws will be explored, such as the Pythagorean Theorem, the Law of Sines and the Law of Cosines. The trigonometric functions and the relevant laws of trigonometry will be used to solve problems involving triangles (both ideal and idealized) that are found in various mathematical and scientific disciplines. 3-dimensional objects will be studied if time permits.

There will be a review of exponents, factoring, rational expressions and inequalities. General functions will be studied: graphs and inverse functions will be analyzed. Polynomial functions and rational functions will be investigated: complex numbers and zeros of polynomial functions will be explored. Exponential and logarithmic functions will be studied.

Credit will be earned through the satisfactory completion of all in-class and homework assignments, quizzes and examinations as well as good attendance. **Students must own a scientific calculator and bring it to class each day.**

**This upper level math course is offered to students who have successfully completed the standard math sequence, including Advanced Algebra.**

## ADVANCED ALGEBRA

Pam Stokinger, Megan Roppolo

Do you hate word problems? Do equations and graphs look like hieroglyphs? Embrace your fears, and explore the world of algebra!

This trimester in Advanced Algebra, the algebra of linear systems will be explored. Linear systems will be modeled on graphs and in equations. Word problems involving linear equations will be investigated. Systems of equations (some with fractions or decimals as coefficients) will be solved by graphing, addition and substitution. Word problems will be solved by using systems of equations. Students will also be exposed to three-variable systems.

Credit will be earned by successful completion of in-class and homework assignments, quizzes and examinations as well as good attendance.

Prerequisites: Students should have completed both Geometry and Intermediate Algebra (Algebra I) or have consent of department chair. **Students must own a scientific calculator and bring it to class each day.**

## GEOMETRY

Pam Stokinger

Explorers needed to know where they had been and needed to determine accurately where they were going. Geometry, or the measurement of the earth, grew out of their interests and also those of landowners who wished to determine the boundaries of their properties. Artists, architects, builders, inventors, engineers, surveyors and planners all use geometry in their work. Geometry is the result of mankind's attempts to understand space, shape and dimensions. We will spend the year studying geometry's practical and theoretical facets.

During trimester one, we will become familiar with the vocabulary of geometry, formulating our own definitions and discovering generalizations through investigation. Many of the geometric investigations will be carried out in small cooperative groups in which students jointly plan and find solutions with other students. Students will derive formulas for regular quadrilaterals and triangles, convert linear and square measurements and learn the vocabulary of polygons, points, lines and planes. We will discern patterns and use inferential thinking. Students will become proficient with a compass and straight edge and will be able to create classical constructions including bisecting angles, drawing congruent angles, creating perpendicular and parallel lines as well as creating works of art. We will go over SAT and PSAT review questions for seniors and juniors as well as other interested students.

Assessment will be based on timely completion of homework, frequent short quizzes, occasional tests, participation in class and attendance. A project, such as the creation of a polygon book, may be assigned. All areas will be considered when assigning credit.

## **INTERMEDIATE ALGEBRA**

Pam Stokinger

Do you tremble at the thought of word problems? Do you bury your head in your hands when confronted with fractions? Never fear! We will work together to solidify and increase your understanding of algebra.

In the fall trimester, there will be a review of the laws of algebra. The students will be reacquainted with the properties of addition, subtraction, multiplication and division (including the distributive law). Expressions will be simplified using the order of operations.

As preparation for solving equations, addition and subtraction of like terms will be reviewed. The solution of linear equations in one variable will be studied, including the special cases resulting in no solution or an infinity of solutions. The equations will be solved for whole-number coefficients, decimal coefficients and fractional coefficients. Word problems will be posed in which one must solve a linear equation in one variable: the unknowns will be given in terms of one variable.

Credit will be earned by successful completion of assignments, quizzes and tests as well as by good attendance.

## **BEGINNING ALGEBRA: Equations**

Raveena Medeiros

This course is for those of you who need to start algebra slowly and review basic math along the way. It should feel 'fun' and not overwhelming! We will play around with order of operations and equations: both one and two steps. As we do this, we will discover some of those properties that make math work and will also make sure we have a good understanding of real numbers such as negative numbers, fractions, decimals and percents. In order to have fun with math, we need a few essentials. We will start to fill in any gaps that you have so that you have a strong base for continuing in your study of Algebra. As we work, we will be using real life problems and may be coming up with some of our own!

To be successful in this class, you'll need to be doing homework regularly. I'll expect you to take responsibility and come for help with homework after school or during lunch if it still seems confusing when class is over. The math teachers are committed to supporting students who are willing to work with us to solidify their understanding. If you focus in class and take good notes, ask questions and bravely volunteer answers, you should be well prepared to earn credit in this class.

Course credit will be earned for satisfactory completion of in-class and homework assignments, attendance, quizzes and tests.

## **SURVIVAL MATH**

Raveena Medeiros

This class is most appropriate for seniors challenged by the math covered on the Math Competency Exam despite having credit for algebra courses.

One goal for this class will be successful completion of this exam, which is a graduation requirement. We will review the math needed for each section and work on practice exercises. After each taking of the Math Comp, we will perform analysis of each student's exam to assess which mistakes were made. Goals and a study plan will be agreed upon for the next attempt.

A second goal is for you is to acquire a broader range of skills than is tested on the Competency Exam, including learning more about banking and how to establish and manage credit wisely, filling out tax forms and understanding social security and withholding tax and simple economic principles.

Credit will be based on attendance, completion of both in-class and homework assignments and regular serious effort on the Friday exams. Students should bring the calculator they plan to use on the Comp. with them to every class.

## **ESSENTIAL MATH**

Pam Stokinger

Students recommended for this class will learn all there is to know for our Math Competency Exam and will be thoroughly prepared to begin Algebra next year.

Topics will include working with fractions, decimals, percents and integers and converting between them, understanding proportional reasoning as you might find in recipes or map reading and making and interpreting charts and graphs dealing with everyday news and statistics. We'll spend time deciphering the 'language' of word problems, which is the key to setting up an equation correctly. There will be projects in an area that interests you each trimester.

This class will be small, with an opportunity to move up to Intermediate Algebra within a few weeks if you demonstrate stronger skills and an excellent work ethic.

Credit will be based on attendance and effort both on homework and in-class assignments. We expect to form a mutually kind and supportive community where every question is worthwhile and each learner builds her/his confidence and math skills.

## **SCIENCE**

### **CONCEPTS OF CHEMISTRY**

Megan Roppolo

Whether we have thought about it or not, chemistry is integral to our lives. It is often described as a central science because it touches all other sciences. Knowledge of chemistry helps us understand the many questions we face in our world: Are genetically modified foods safe? What's happening to our climate? What should our primary energy sources be? How can we provide safe drinking water to everyone?

This course is intended to help you realize the important role that chemistry will play in your personal and, possibly, professional lives. You will learn to use the principles of chemistry to think more intelligently about

current issues you may encounter involving science and technology and develop a lifelong awareness of the potential and the limitations of science and technology. Some topics to be studied include chemistry laboratory skills, the classification and structure of matter, chemical reactions, physical chemistry, acid-base chemistry and organic chemistry. Critical thinking (the ability to carry out systematic thought processes in making decisions and solving problems), inquiry (solving problems through scientific investigation) and science ethics are stressed in this class.

In this first trimester, we will start with the basics: physical and chemical properties of matter, elements and their properties and everything you wanted to know about the atom and then some. Course credit will be awarded upon satisfactory completion of assignments/homework, labs, knowledge assessments (quizzes, tests and projects), attendance and participation. **You must have credit for at least two years of high school science and be recommended for it to enroll in this class.** Please see Laurie if you feel you are an exception!

## PHYSICS

Stephen J. Martin

The laws of physics constitute a “User’s Guide” to the universe. Physics helps us to understand all phenomena, whether on earth or in space. 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 fall trimester, mechanics, the science of mass, force and motion will be explored. Motion will be studied in one dimension: velocity and acceleration will be analyzed. Two-dimensional motion will be studied: vectors will be introduced. Newton’s Laws are the foundation of mechanics and all classical physics. The statics of rigid bodies will be studied: the force and torque vectors must each sum to zero. The linear motion of rigid bodies will be studied from the point of view of “dynamics,” using the concepts of velocity, acceleration and force. Motion will also be studied from the point of view of “energy,” using the concepts of work, kinetic energy and potential energy. Collisions will be analyzed using the conservation of linear momentum. In uniform circular motion, the body is subjected to centripetal force. The angular motion of rigid bodies will be investigated using the concepts of angular velocity, angular acceleration, torque and angular momentum. Finally, fluid mechanics will be studied for liquids and gases.

This course has a laboratory component. The experiments will utilize instruments that will measure time and other quantities with precision. 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.

**Prerequisites: Completion of 2 years of high school science and Advanced Algebra (or Adv. Alg. Concurrently) and ownership of a scientific calculator.**

## BIOLOGY A: Small Worlds

Laurie Spry

Living things are made of tiny units called cells. How can a one-celled creature possibly protect itself and find food? Can cells talk to each other, and what is quorum sensing? How do we think the *first* cell evolved? Central to all of this is DNA, the blueprint for all life. Learning about these topics helps us make good decisions about our lifestyles: Does the soap I use affect which antibiotic my doctor will prescribe if I get sick? ‘Editing’ the genes of unborn babies is becoming a real possibility, and we could genetically modify mosquitoes to wipe them off our planet. Do you understand enough to have an opinion about these practices?

This first trimester we'll examine the 'small worlds' inside of cells, including labs using yeast and bacteria. You'll be using microscopes, learning sterile technique, designing an experiment to explore how antibiotics work, maintaining a notebook and keeping up with homework. To explore the ethics of gene patents, you will have the option to read and discuss The Immortal Life of Henrietta Lacks to earn 'Plus' (Honors) credit.

Students earning credit will maintain neat, well organized notebooks, come to class on time prepared to learn, study for and pass quizzes and do homework regularly. To enroll in Biology, you should have credit for one year of science or be recommended for it by Laurie (Department Coordinator).

## **PSYCHOLOGY I**

Siobhan Ritchie Cute

“Love and work are the cornerstones of our humanness.” Sigmund Freud

What makes us human? What defines healthy...stable...normal? Why do we do what we do? 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 the same through basic observation and thought. Why did he do that? Why didn't she do that? Why do I feel this way? How can I change? The answers are elusive. Experts even disagree about how to approach answering the questions.

In this introductory course, we will examine the foundations of the very broad and diverse discipline of psychology. We will examine the groundwork for a field devoted to the study of the mind laid by philosophers and biologists. Students will gain familiarity with important pioneers in the field, including Freud, Skinner, Piaget and others. We will determine the relevance that their works have today. We will talk about 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 the third year of science or social studies graduation requirement or for elective credit.

## **SCIENCE FOUNDATIONS: Forensics with Lab I**

Laurie Spry

Everyone loves mysteries! If you watch CSI, you're already familiar with how science can be used to recreate scenes, track down suspects and piece together evidence to catch criminals. Many of the same techniques are relevant in solving crimes against wildlife.

This trimester you'll be introduced to most of the equipment common to all biology labs. You'll learn to make wet and dry microscope mounts, become more comfortable with the metric system and learn the names of all the tools and glassware we use. Our first unit will cover the stories revealed by bones and skulls. There's usually something interesting in the news as well, so keep your eye out for current mysteries!

You'll need to keep a complete binder of notes and handouts, maintain a lab journal, complete homework regularly, pass a lab safety test and find your way down there on time to earn credit in this class. Students work in teams, but each student is responsible for his/her own binder and lab journal. Forensics is especially suited to freshmen but could also fulfill a lab credit for students not headed off to MIT. Check with Laurie if you're not sure you should take it.



## COMPUTER SCIENCE I

Claude Arnell Milhouse, Reece Franklin

This is an amazing time to learn the fundamentals of computer science. Computer Science I covers several realms of technology including Programming I, Video Game Programming, Raspberry Pi, Rocketry and Robotics. In Programming I, we explore the realms of logic, problem solving, variables, functions, decision trees, algorithms and computational thinking. In Video Game Programming, we will utilize a JavaScript physics simulation engine and apply our coding skills to design a custom-made angry-birdie style video game. The Raspberry Pi is the world's most used micro-computer, which has put the maker-movement into the spotlight. You will learn how to work with circuits and sensors to create motion detectors that auto-magically unlock doors and turn on lights. The tiny Raspberry Pi can even be used to create futuristic clothing that reacts to the wearer's environment. Rocketry and Aeronautics will explore the laws of Newtonian Physics as they apply to rocketry design and flight. You will build real rockets and launch them thousands of feet into the atmosphere.

**Computer Science I does not have any prerequisites.** This is an elective science credit. Credit will be earned through the satisfactory completion of in-class and homework assignments, quizzes and examinations as well as good attendance. **Students do not need any hardware or supplies for this course.**

## SPANISH

**Why is it important to learn a second language?** In a globalized world, we do business with people who speak different languages. For that reason employers are always looking for people who can speak more than one language. A second language will open the doors to work in different countries as well, and it's very useful when you are travelling for pleasure. It will also benefit you socially as you will be able to interact with people who don't speak English, and this can culturally enrich you. Furthermore, many scientific studies have demonstrated that speaking more than one language generates more brain activity, and this can delay different diseases such as dementia and symptoms or Alzheimer's. Once you have the skill, it will never go away, and you will enjoy all the benefits for the rest of your life!

**Why Spanish?** This is the question of most students when they find themselves with the opportunity or the obligation to take a Spanish class.

For most Americans, Hispanics are strangers who bring spicy food and colorful costumes to their "already defined" American culture, girls with shapely bodies and "macho" workers who like to listen to loud dance music and smile at women. According to the US Census Bureau, the estimated Hispanic population of the United States as of July 1st, 2003 is of 39.9 million. This makes people of Hispanic origin the nation's largest race or ethnic minority. Hispanics constitute 13.7 percent of the nation's total population. This estimate does not include the 3.9 million residents of Puerto Rico, who, of course, speak Spanish. According to the same Census, the projected Hispanic population of the United States as of July 1, 2050 is 102.6 million. Hispanics will constitute 24 percent of the nation's total population on that date. This means that when you start your professional life, if you do not know some Spanish, you might be in trouble.

What is the Spanish language? Do you have any idea of the socio-linguistic relations that come together in the Spanish language? Did you know that the words "astra" in Latin, "estrella" in Spanish and "star" in English, even when they mean the same thing, can each convey a different feeling? Would you like to know the relationship of the Spanish language with your own language? Would you like to try to be in the shoes of someone who is learning a different language? Would you like to know the language of Cervantes?

We are going to work and work seriously: *seriamente*. To learn a language requires a method, and we are going to be very strict with ours. Through our process of language study, we are going to get to know some of the most important artists, writers, musicians, politicians and philosophers of Hispanic culture. We are going to learn about real life in the Hispanic countries. We are going to talk, listen, write, read and try to put ourselves closer to the Hispanic way of living and thinking.

All you need to bring is yourself: your openness and your willingness to learn. You don't need to bring your fear of making mistakes. All of us make mistakes when we are learning, and the more we err, the more we learn. We are all going to be travelers in the adventure of a new language...¡Bienvenido!

**Important Note: Please do not sign up for Spanish if you are not willing to do your homework carefully and on time on a consistent basis.** You cannot earn credit in Spanish or learn Spanish without doing this, and as Spanish is not required to graduate, you should only take it if you are willing to make this commitment. While many colleges require you to take three years of foreign language, a no credit in Spanish will not help you get into these colleges.

## **Español 1**

Margarita Martinez Gutierrez

¡Bienvenidos a la clase de español! Welcome to the world of Spanish! Students who are completely new to Spanish are welcome in this course, as well as those who have only had a brief introduction to the Spanish language. The first year of second language instruction is about learning to be comfortable letting go of the reality in which objects have one name. Tree becomes árbol, house is also casa, and to live is vivir. In this yearlong introductory course, plan to make room in your brain for different vocabulary words, grammatical structures and of course some canciones.

We will try to understand why and how computer translators will often lead you astray as language is about communication, and communication is about people. Spanish 1 students will learn how to introduce themselves and share basic personal information; we will practice the conversations that allow you to 'make a friend' in Spanish. Expect to cover the following grammatical concepts: likes/dislikes, asking questions, forming negatives, present tense of ser/estar, regular -ar,-er, and -ir verbs, and some irregular verbs.

In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Don't be surprised if and when your teacher speaks to you only in Spanish: with open ears and minds, we will both understand each other and grow our abilities to communicate.

## **Español 2**

Siobhan Ritchie Cute

¡Hola! ¿Cómo estás? This course will continue to reinforce the conversational skills of the students as well as develop more advanced reading and grammar skills. We will review previous grammatical concepts. At the end of this trimester, you will be able to describe topics such as family relationships, feelings, polite commands and comparisons. Cultural elements of the Hispanic world will be incorporated to gain a better understanding of the target language. In order to earn credit in this class, you need to demonstrate an adequate proficiency in Spanish. Therefore, you must study to pass your tests. Class participation is a vital part of your language learning experience. Making an effort will not only be reflected on your evaluation but also will make the class more fun. Remember: homework will support and reinforce what we do in class. Late homework on a regular basis

will have a negative impact on your evaluation. Attendance is crucial because a great portion of the learning will occur during class activities.

### **Español 3**

Siobhan Ritchie Cute

Bienvenido al mundo del español avanzado...welcome to the world of advanced Spanish! Students who have either completed 2 years of high school Spanish or (through native speaking ability or extensive study) who have arrived at a firm foundation in the language are welcome in this course. Students should enter Spanish 3 with secure knowledge of the present, present progressive, preterite and imperfect tenses; reflexive, indirect object and direct object pronouns; and cognates as well as commonly used vocabulary and expressions. The third year of Spanish language instruction is about finally building a structure on the foundation that has been carved out and made solid during the first two years. The skeleton frame that consists of verb conjugations, tense familiarity, and vocabulary will soon be filled in with walls and a roof: your conversation will flow (maybe not smoothly, but it will move). Spanish 3 students will be exposed to long periods of immersion in the target language: sometimes entire class periods. We will watch film and video in Spanish, honing our listening skills. We will create and practice conversations that go beyond the tourist activities of finding a restaurant and ordering food. We will read and discuss topics of interest and depth including literature, poetry, newspaper articles and more.

Expect to cover the following grammatical concepts: commands and the imperative mode, the subjunctive mode, the future and conditional tenses and idiomatic expressions. Project work for the first trimester will involve an exploration of the Latin American holiday el Día de los Muertos. Spanish 3 students are expected to complete written assignments that are 1-2 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments and do your best to learn your own role in our collaborative and creative classroom. Bring your honest selves to the classroom and the conversations; conversing in a new language can be challenging but fun.

### **Español Avanzado 4-5**

Siobhan Ritchie Cute

A seguir: let's keep going! Students who have either completed 3 years of high school Spanish or (through native speaking ability or through extensive study) arrived at an advanced level of language proficiency are welcome in this course. Students should enter the course with secure knowledge of all verb tenses in the indicative mode, as well as present subjunctive, and a broad vocabulary. Advanced Spanish is conducted entirely in Spanish. We will read and discuss literature, poetry and newspaper articles. We will practice various forms of writing: opinion writing, reviews, dialogues, and creative pieces. For students interested in pursuing college level language study, we will review different forms of assessment, including multiple choice and free response formats. Students should be able to hold lengthy conversations on different topics entirely in Spanish. Expect to cover the following grammatical concepts: past subjunctive, compound tenses in the indicative and subjunctive modes, idiomatic expressions, nuances in meaning involving ser/estar, por/para, preterite/imperfect, and indicative/subjunctive. Project work for the first trimester will involve an exploration of the Latin American holiday el Día de los Muertos. Spanish 4/5 students are expected to complete writing assignments that are 2-4 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments, and do your best to learn your own role in our collaborative and creative classroom. Serious and studious attention paid during this yearlong course may help students to achieve near-fluency in a second language: a true gift!

## **OTHER LANGUAGES**

While it is not possible for School One to offer other languages during school, School One students may take other languages for credit outside of school. The class/tutor must be appropriately qualified, willing to write a School One evaluation and **approved beforehand** by the Assistant Head. Outside classes or tutoring *for language credit* require at least twenty-five hours of meeting time with additional homework per trimester. Please contact the Assistant Head with any questions about this beforehand.

## **LANGUAGE AND COLLEGE**

Most four-year colleges require either two or three (and certainly prefer three or more) years of language for admission, although many are willing to waive this for students with disabilities that affect the student's ability to learn a language. Note that the requirements colleges post are minimums: a student who does *more than the requirement* (in any subject) is more likely to get accepted at most colleges. Students are encouraged to meet these requirements before senior year.

# **VISUAL ARTS**

## **ART MATTERS**

Shannon VanGyzen

Art Matters is a class where you will get to experiment with different art materials and learn different techniques. Projects will be mostly with two-dimensional art, and we will also include three-dimensional work. While studying fine art, design, crafts and art history, students will develop an appreciation for art both within the classroom and within everyday experiences. The class will include critiques and will have a portfolio review for the mid-term and finals weeks.

## **ART PORTFOLIO**

Kristen Jones

This class will develop a collection of work exhibiting a concentration on subject and style. We will regularly be reviewing different artists in art history as well as contemporary artists to gain ideas and inspiration. After brainstorming and research, students will plan and create pieces that have a specific area of investigation within a conceptual idea. Students will explore their idea by experimenting with drawing, painting, sculpture, photography and/or digital art medias. Homework will include weekly blog postings that will include researching artists, designers, media and the subject content for each student's concentration. Weekly blog posts are required to earn credit, and each student will need to produce at least five completed pieces that clearly show a sustained investigation into their topics. Students will also be required to be active participants in critiques and clean up.

## **BEHIND THE SCENES**

Nick Mazonowicz

Have you ever wondered what makes some movies so cool? This trimester we will be concentrating on how movies are made, examining some famous scenes and learning what went into making each one. We will cover how to use camera angles, editing, and green screen technology to create various visual effects for films. Students will be working in both group situations as well as independently, making multiple projects throughout the course.

## **DIGITAL MEDIA**

Kristen Jones

This class will include learning techniques in digital photography, web design and optimization, online presentation, app design and exploring ideas for both digital and print media. We will learn skills in effective visual communication by considering the principles of design and using digital media and some hand made work. We will also address issues for responsible digital citizenship. Students in this class will be involved in working as the yearbook staff to produce both a digital and print yearbook. Students will be required to give in-class presentations and to keep up with all assignments. The class will also include a variety of weekly homework assignments that will be required to earn credit. Students are encouraged to use their own digital cameras, but if they do not have one available, they can borrow and sign out cameras to use for assignments as long as they return them.

## **ILLUSTRATION**

Miles Cook

This class teaches basic illustration concepts, focusing on skills and concepts of comics, cartooning and visual storytelling, as well as classical illustration. Students will learn about the world of commercial art, exploring editorial illustration and visual story exercises early on, and then move on to longer comics assignments. A variety of basic skills and processes such as thumbnailing, storyboarding, character design, story structure, penciling, inking, digital-painting and basic zine-style and web self-publishing will be covered through in-class and at-home assignments. Students will be required to keep a sketchbook for developing ideas and completing homework assignments and will study examples from all over the world. This class aims to start students on the path towards being able to tell their own stories, and those of others, in a visual medium.

## **JEWELRY**

Joni Johnson

Humankind has crafted necklaces, bracelets, rings and other forms of body adornment since ancient times. This class will introduce students to the design, thinking and technical skills used to create one-of-a-kind pieces of jewelry. Students will learn traditional metalworking skills and how to use tools properly and safely. Beginning with fundamental skills, they will work up to more advanced techniques like soldering and texturing. There will be an emphasis on developing good craftsmanship. Simple exercises will help inspire original creative concepts. Students can then refine and develop these ideas into finished jewelry pieces. Final projects will be presented in front of the class with a discussion of the concept and its challenges. Fellow students are invited to offer suggestions and observations in a considerate manner as a way to develop a design dialogue and critical thinking. Students will be expected to do research and create samples in class based on each demonstration covered at the

beginning of class. They will then create concept sketches and models as support to development of finished pieces. Students must complete all homework that supports in class assignments. To earn credit, students must complete a minimum of three finished unique jewelry pieces based on assignments. They may not be copies of others' work. In addition to jewelry making skills, this class will help students find their unique creative "voices" and teach conceptual skills that may extend beyond the classroom.

## **SAY IT WITH CLAY! Hand Building Ceramics**

Deb DeMarco

This ceramics class is for experienced clay workers and newcomers. We will apply basic hand building skills (pinching, coiling, slab building) to projects culled from personal interests and ideas. We will consider form versus function. Students may select traditional pottery or sculpture for their individual works. Students will use the kiln to fire and glaze with attention to application and chemistry. Various surface treatments may be employed, such as adding texture, sgraffito, mishima and relief. Students may want to focus on print-on-clay techniques, Majolica or Egyptian Paste. We will create pieces that speak to who we are. Please bring a sketchbook to first class.

## **3D STUDIO**

Kristen Jones

This class will focus on creating informed solutions to 3D design problems using additive, subtractive and fabrication processes to deepen an understanding of 3D design principles. We will use a variety of media in class, and students will be asked to look around their world to consider materials that could be used in their sculptural work. Weekly blog assignments are required for credit. Students need to be willing to experiment with ideas and materials, and they also need to be willing to get their hands dirty from time to time. The final project will involve a research project that students must present to the class.

## **2D ART**

Cindy Petruccillo

2D Art class will explore art in drawing, painting, collage, digital photography, printmaking and any other two dimensional media. We will work with the principles and elements of art in each project. To prepare for projects, we will examine different periods of art and famous artists. Students will be expected to do sketching and planning for each project. Projects will include realistic representation, expressionism, abstraction and design categories.

## **ZINE**

Miles Cook

In this class you will learn about the history of zines and DIY publishing and create several different types of zines. Minicomics, fanzines, political activism or manifestos, writing and poetry, the happenings of local music and art scenes: zines are how fans, subcultures, DIY artists, and underground movements have published their work going back to the invention of the printing press and are still part of a thriving small press and DIY publishing scene both online and in print.

You will learn how to design a book, prep it for reproduction with or without a computer, get copies printed on the cheap using photocopiers or online printing services and assemble them yourself with a little bit of bookmaking craft. You can also expect to do some drawing, basic graphic design and creative writing when making the actual content of the zines themselves. Anyone can publish a zine, and this class will give you the tools you need to get started in the world of DIY self-publishing.

## **COMBINED VISUAL AND PERFORMING ARTS**

### **DRAWING OUR STORIES**

Eve Kerrigan, Monica Shinn

Drawing Our Stories is an intergenerational, interdisciplinary arts program bringing together older adults and high school students to explore storytelling and narrative in both the written and visual arts. In a unique take on memoir, we will learn to relate our histories through the written word and through various visual media. We will examine the work of other artists who have worked in multi-media format and disrupt our traditional understanding of and approach to telling our stories. Students will engage in creative exercises and will work alone and in groups to gain new perspectives on sharing experiences. The class will also include the insight of guest artists and writers and visits to different creative spaces in the community.

## **PERFORMING ARTS**

### **MUSIC WORKSHOP**

Lon Plynton

We will practice talent enhancement while learning about scales, chords, rhythms, meters and music terminology, all the while playing some great tunes. We will listen to an array of musical styles and learn how to create and appreciate music from around the world. All interested in music in any facet are welcome here. We will immerse ourselves in the science and sociology of organized sound. You are encouraged to bring your musical talent and share with the class whether instrumentally or vocally or, like many students, by learning to play a new instrument.

## **ACTING FOR THE THEATER**

John McKenna

The focus of this course is the training of the actor: using the physical instrument (body, voice, face) and deep concentration and commitment to inhabit imaginary circumstances, including character, and to then live truthfully in the moment. Through improvisation students learn to be fully present on stage, to connect with scene partners, to respond honestly and emotionally in-the-moment through the lens of a character. In this class, we will draw from several great acting and improv teachers, including Sanford Meisner and Viola Spolin. Students will rehearse and perform scripted material from outside sources and will develop original scripted material, which they will also rehearse and perform. Essential for earning credit in this class: students must have lines memorized by assigned dates and must use time outside of class for preparation and for partner/group rehearsal.

## **LONG-FORM IMPROV COMEDY**

John McKenna

Although there are infinite variations in length, form and style in a typical long-form improv comedy set, an improv group or team takes the stage, requests a single suggestion from the audience (a word or phrase perhaps) and then performs unscripted, made-up-on-the-spot material -- often a series of scenes interconnected by theme, character, story or location -- for 25-40 minutes without pause. As with any art form, there is a vast set of learnable skills that can ultimately enable the artist to perform with effortlessness and grace. Some of the core principles in improv involve present-moment attention, active listening, true and honest emotional reaction, playfulness, development of physical and vocal range and “group mind.” Logistics of long-form improv -- from initiations to tag-outs and wipe edits, from openers and “gets” to finding the “game of the scene” and ending on a “button” -- will fill out the curriculum, giving students an essential toolkit for performance.

## **MUSIC PERFORMANCE**

Lon Plynton

We will turn the class into a band rehearsal as we learn to play together while exploring a wide range of musical styles. You can bring in your own composition or your favorite song and perform it with the group. This will provide an opportunity for students to explore musical concepts through ensemble involvement and creation of a group performance. You must be beyond beginner stage before enrolling in this course and be willing to bring your instrument to class and participate in class performances.

# **HEALTH AND 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 trimesters, and students who need 2 Healths this year should take it both first and second trimesters as it is unlikely to be offered third 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.

## **SEXUAL HEALTH AND WELLNESS**

Brittany Huffman

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

## **BASKETBALL**

Kathy Dias

If you think you can take it to the rack and slam it down or you just like the breeze as someone drives by you to the basket, this is the class for you. The S.O.B.A. is looking for non-talented to all-star players who want to swish, dish or just chuck up some air balls. **No ball hogs or sulkers should apply; this class requires passing to all teammates and being chill when the shots aren't dropping.** We will be walking *quickly* to the Nathan Bishop courts and back, so get ready to exercise in more ways than one. Full participation is required for credit. Bench warmers and phone users will not earn credit.

## **POUND!**

Olga Gervasi

Instead of listening to music, you become the music in this exhilarating full-body workout that combines cardio, conditioning and strength training with yoga and pilates-inspired movements. Using Ripstix®, lightly weighted drumsticks engineered specifically for exercising, POUND transforms drumming into an incredibly effective way of working out.

Designed for all fitness levels, POUND® provides the perfect atmosphere for letting loose, getting energized, toning up and rockin' out! The workout is easily modifiable, and the alternative vibe and welcoming philosophy

appeals to men and women of all ages and abilities. Olga is a certified Pound instructor and will expect participation in return for credit.

## **SOCCER**

Miguelito and 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 Women's World Cup approaching next summer, School One United has plenty of time to improve its skills. We will be walking *quickly* to the JCC 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 rather than athletic shoes and diving are prohibited and will be met with red cards as well as a loss of credit.

## **TAI CHI CHUAN: Strengthen your Body, Clear your Mind, Find your Chi**

Phil Goldman

*When the wise man points at the moon, the idiot looks at the finger.* - Confucius

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 a vast, deep and ancient martial art. What most people do not know is that every movement in the Tai Chi form contains not only martial applications - strikes, kicks, takedowns and joint locks - 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 drills from the Tai Chi form to control your body and move your Chi. We will also cover two-person exercises ("Push Hands") to find and maintain your emotional and physical center in all kinds of situations and to exchange energy with another person. These exercises will be taught and practiced at all times in a completely safe and respectful manner. Make sure to wear loose comfortable clothing that will allow freedom of movement.

## **TENNIS, ANYONE?**

Steve Martinalova, Kristen Jones Williams

Not only will this class feature some fine matches, but you will be treated to detailed physics insights into the merits of topspin and its relationship to gravity. Steve will teach you how to deploy Heisenberg's Uncertainty Principle in keeping your opponent off balance, and if you follow Der Martin's every word, you should be able to ensure that your opponent remains in love throughout the match.

## **WALKING**

Erica Mitchell, Pam Stokinger

Please join us on Friday afternoons for a simple class in the fine art of walking. Students should be prepared with appropriate footwear, warm or cool clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. This is a simple way to earn credit in gym because all that is required of you is to show up and participate in a simple hour and half walk. How hard can that be? **Walking is open to students who have had it fewer than three trimesters in the past: variety is the spice of life!**

## **RAINY DAY OPTIONS FOR OUTDOOR CLASSES**

To minimize confusion, students taking outdoor PE classes (Basketball, Soccer, Tennis, Walking this trimester) will sign up for a Rainy Day option during registration. This will be the place where their attendance will be taken: they will not switch on given days. Failure to attend the appropriate Rainy Day Option will lead to loss of credit in PE for the trimester.

**Cornhole and other games**      Sidewalk's End      Kathy

**Dance**      MacLab      Siobhan

**Drizzly Day Walk**      Sidewalk's End      Michael

(within inside alternative on really bad weather days)

**Ping Pong**      Nucleus      Steve

**Yoga**      No Exit      Maryann

# Committees For Trimester One

<b>Amnesty International</b>	Maryann
<b>Art Display</b>	Kristen
<b>College Planning</b> (Seniors Only This Trimester)	Cary
<b>Essential</b>	Erin, Siobhan
<b>Gardening</b>	Laurie
<b>Meditation/Test Anxiety Workshop</b>	Phil
<b>Organization</b>	Erica, Steve
<b>Poetry Out Loud</b>	Michael
<b>Portfolio/GBR Prep</b> (Seniors Only This Trimester)	Lucy
<b>PSAT/SAT Prep</b> for current juniors	Pam

**Most committees are now designed to aid student at various key School One life stages.** While such aid is available at other times, students will be placed in committees when they haven't sought out this aid in other ways or need more of it. A few committees are more designed for enrichment and are available to students who don't need one of the "life stage" committees, and advisors will 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 the Student Handbook.

**Amnesty International:** For students who care about international justice and who are willing to write letters to seek it.

**College Planning** is for seniors now and will be for juniors second trimester. It is for students who aren't clear about their options and aren't going to get much help after school or at home. All students (and parents) are welcome to get college help from Cary and their advisors during lunch and after school, but this is for those unlikely to take advantage of those other options. **This tends to be more work as a group than one-on-one help and will likely feature a number of college visits this trimester.**

**Meditation:** Phil will be leading meditation and teaching techniques that will help with test anxiety, which will be especially helpful on Fridays before the competency exams.

**Organization:** Steve and Erica will help you organize your binders and your homework schedule.

**Portfolio/GBR Prep:** Lucy will support students struggling with their portfolios to get them up to date and will help students begin preparing for their GBR exhibitions.

**PSAT/SAT Prep** is for students who have the PSAT coming up in October and the SAT coming up in the spring and want to prepare. An after school class will start up in January.

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 putting it on his/her list of committee choices.