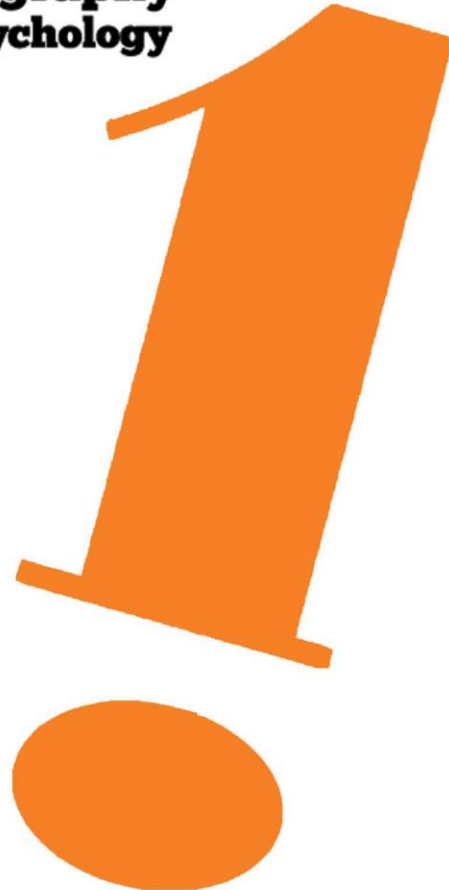


**Playwriting**  
**Physics**  
**Spanish**  
Documentary **Current**  
**French Improv** **Affairs**  
**Pottery** Literature  
Video **Trials**  
**School**  
Geometry  
**Dance** **Biology**  
**Fibers**  
Soccer  
**Photography**  
**Psychology**  
**One**



## School One

## Trimester 3

2018-2019

### A Period

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

### B Period

American Affairs  
Art Portfolio  
Chemistry  
Creative Writing  
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

### Phys. Ed. And Health

Basketball  
Tai Chi  
Rainy Day Options: Cornhole, Dance, Yoga, Ping Pong

Health  
Tennis

### D Period

Art Matters  
Biology  
Civics and Communication  
Current Affairs  
Illustration  
Spanish 3  
Writing About Film  
Writing About History

### E Period

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

### F Period

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

Soccer  
Walking

# ENGLISH

## BRITISH LITERATURE VI: “The Horror, The Horror”

Cary Honig

We have just spent two trimesters watching the Victorians trying to hold their world together by repressing everything in the face of mounting industrialism, materialism, urbanization and doubt that there is a religious (or any) meaning to life. At the turn of the last century, it all came apart, and the new, shattered world view that emerged is called Modernism. This sense of the inadequacy of previous explanations and modes of expression is reflected in the reconfigured bodies of Picasso’s paintings, in the atonal music of Stravinsky and in the two revolutions Russia cooked up in 1917 as much as in James Joyce’s chapter composed of newspaper headlines in Ulysses. With Joyce, the Modernists looked in the mirror and could barely recognize “the shattered visage of gibbosity” that stared back. We will begin our assessment of this viewpoint by reading perhaps the greatest of all Modernist works (despite its having been written 300 years early), Shakespeare’s King Lear, in class while reading Joseph Conrad’s Heart of Darkness, a tale of colonialism, racism and Modernist despair, at home. Sound like fun yet? The class will then focus on close readings of Joyce’s Dubliners, a brilliant collection of short stories that tell the story of Ireland, and more generally western civilization, around 1904. We will read Modernist poetry by Yeats, Hardy, the war poets, Stevie Smith and even T.S. Eliot (although he was born in St. Louis, much to his chagrin) and search for connections between the literature and social, intellectual and artistic trends of this period. Be prepared to write regular essays that are intellectually challenging and full of evidence and to take notes in class. Every student will teach at least one poem and one soliloquy to the class. Punctuality of students and assignments and willingness to voice opinions and ask questions will be vital to learning and earning credit. See me evaluation week to get a head start on the reading. As Lear says, “Nothing will come of nothing.” (English or History elective credit)

## AMERICAN LITERATURE

David Gracer

This trimester, we will focus on works that have shaped society. We will learn about cultural history while reading literature that highlights relevant aspects of the human condition. Our main texts this trimester will be Kurt Vonnegut’s Cat’s Cradle and George Orwell’s Animal Farm and other texts that we’ll decide together. To earn credit, students will need to demonstrate thorough reading through discussions, quizzes, reading questions and five essays with appropriate revisions.

## **CREATIVE WRITING:**

Eve Kerrigan

Please join me to read short works by authors of color and to create our own writings inspired by what we read. Expect to take part in in-depth class discussions where we will continue to discuss and hone writing technique while also exploring the social relevance and impact of the works in question.

## **WRITING ABOUT FILM**

David Gracer

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. We will learn to detect and analyze various narrative and technical mechanisms that allow film to communicate with mankind. Among the films we will watch this trimester will Yellow Submarine, featuring cartoon Beatles, Wings of Desire and Spirited Away, but students will also help to choose some of our films. The class will feature five essays analyzing aspects of our films that will be revised appropriately.

## **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, to speak up, and to do something about these issues. 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 spectru, 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 third trimester of this year-long course will include focus on a program called Generation Citizen in which the class will design and implement a real world action civics project (decided in Trimester 2) to be presented at Civics Day at the State House in May. Students will also choose topics of interest for smaller individual projects.

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

Cary Honig

This is the third trimester of a two-year course designed for those of you who are interested in law and U.S. history as well as improving your English skills. This trimester, our focus will shift to families and communities and how they operate. This trimester's work will also continue the themes of discrimination and diversity, which will be major themes of the final five trimesters of this course. Aside from short stories by Maya Angelou and James Joyce, we will read Gloria Naylor's novel The Women of Brewster Place and August Wilson's magical play The Piano Lesson, which is about a struggling family dealing with the legacy of slavery and differing values. Homework includes reading the novel and answering written questions about it and writing at least five essays about the works we are reading. We will also review grammar weekly. Careful, consistent work and strong attendance lead to progress in English skills and historical and legal knowledge. Punctuality of students and assignments is necessary to earn credit. If students work in a timely manner, we will have another trial late in the trimester about legal questions regarding who should make decisions for minors.

### **WRITING ABOUT HISTORY**

Erin Victoria Egan

It is said that history is written by the victors; this may be true on some occasions, but what the victors do not know is that history often gets re-written over time. Opinions change, and there are often unexpected outcomes that affect the interpretation of events and how the events are remembered. In this course, we shall explore events from history to see how the story was presented then and how it is interpreted now. We will also explore the legacy of these events. What are the origins of the event and initial outcome of the event? Were there unexpected outcomes? How has this event affected our world and current history?

This trimester we will be exploring the Civil Rights Movement. We will start in Post WWII America and see how that conflict helped to reinvigorate the Civil Rights Movement. We will use the PBS Documentary Eyes on the Prize as our main guide and will be reading the letters,

speeches and history of the movement. We will also take time to look at the start of the Gay Rights Movement and see how both of these important social movements still resonate today and inform modern calls for civil rights.

As this class is taught by Her Majesty, a notebook and a writing utensil are required: you will be taking notes! You will be reading, doing some research and writing about history. Active participation is also required.

This class is offered for either English or History credit.

### **TOPICS IN LITERATURE: Coming of Age**

Phil Goldman

In this yearlong course, we will explore various topics that have inspired writers of fiction, non-fiction and poetry. This trimester we will read stories that deal with the difficult transition from childhood to adulthood. We will sample various short stories on the topic as well as read J.D Salinger's classic novel of teenage angst, *The Catcher in the Rye*. We will then end the year with Daniel Woodrell's chilling tale of life in Appalachia, *Winter's Bone*.

For credit you will need to be actively engaged in class activities, complete analysis worksheets for each story and complete all writing assignments. 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**

Michael Heaney

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. It is best to take these sequences in chronological order.

### **DESIGNING AMERICA III: THE 20<sup>TH</sup> CENTURY**

Erin Victoria Egan

As we continue this yearlong US History course, we will focus on the 20<sup>th</sup> Century. We will look at the major events that have shaped the past century. We will begin by taking a hard look at the continuing industrial revolution in America. After the Civil War, industrialization in the United States touched all facets of American life. We will see how immigration and the development of the urban landscape shifted focus away from the farm. We will also look at how this shift influences the rise of political and labor movements. Other topics for examination this trimester will include the Progressive Era, the Depression, two World Wars, the Civil Rights Movement and the Cold War. With luck and diligence, we will look at the US involvement in Vietnam. Emphasis will be placed on examining the struggle of the individual coping with the rapid political, economic and cultural changes of the 20<sup>th</sup> Century. We will watch excerpts from The Century, The American Experience and The Cold 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 mid-term and final exams. 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 historiographical 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 III: The Twentieth Century**

Maryann Ullmann

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

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

Punctuality of students and assignments will be vital.

## **ELECTIVE HISTORY CREDIT**

### **BRITISH LITERATURE VI: "The Horror, The Horror"**

Cary Honig

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



## **AMERICAN LITERATURE**

David Gracer

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

## **SHAKESPEARE'S HISTORY III**

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 trimester we will move forward in time and visit the Renaissance. We will read two plays that have strong character leads and deal with issues of mercy, justice and jealousy. We will start with Othello. In this play we will meet the great general Othello and his lovely wife and see what happens when the green-eyed monster is introduced into marriage. In The Merchant of Venice, we will deal with issues of discrimination, the law and the citizens of Italy...not to mention the qualities of mercy. Both plays also have awesome strong characters, and we will be able to explore the role of Moors, Jews and women in Elizabethan and Renaissance society. 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.

## **CIVICS & COMMUNICATIONS**

Maryann Ullmann

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

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

Cary Honig

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

## **THE HISTORY OF STORY III**

Phil Goldman

Humans are story telling animals. We are constantly changing our world through stories. But how have those stories themselves changed over the centuries? And, perhaps more importantly, how have stories changed us as humans?

This trimester, we will move forward in the History of Story, studying the development of story forms, as well as the changing media through which those stories get told. We will also look at how personal and cultural narratives have played a part in humanity's emotional, social, and political evolution. But that's not all: we will develop and tell 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), participate in all discussions and performance exercises.

## **WRITING ABOUT HISTORY**

Erin Victoria Egan

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

## **RENAISSANCE, REFORMATION AND REVOLUTION**

Erin Victoria Egan

In the third course of the Western Civilization series, we will continue to explore the development of modern Europe. We will continue with the Renaissance, when the ancient world is rediscovered and helps to generate not only great movements in art but also the exploration of the world and the final stages in the development of Modern Europe. We will see how the Roman Catholic Church loses its influence in the lives of ordinary people and nations. Finally, we will look at how the expression and demand for individual rights, spurred on by the rediscovery of the ideal of man in art and religion and the changing nature of politics, affects modern governments and the development of the "new world." Participation is a key element in the quest for credit. Excellent attendance, notebook maintenance and the timely completion of reading and written assignments will also be required for credit in this course.

## **PSYCHOLOGY**

Siobhan Ritchie-Cute

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

## **MATH/SCIENCE**

### **CALCULUS**

Stephen J. Martin

In the fall, the general rules of differentiation were derived. In the winter, the chain rule was used to calculate derivatives of composite functions.

In the spring, implicit differentiation will be used in dealing with relations. Using the chain rule and implicit differentiation, the relationship between rates of change of related functions will be found. Applications of differentiation will be explored: logarithmic differentiation, derivatives of inverse functions, L'Hopital's rule, differentials and derivatives of parametric functions.

Indefinite integration will be introduced and used to derive functions from derivatives, using initial conditions. Definite integration will be introduced and used to calculate areas, volumes and various sums.

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 graphing calculator.

### **PRECALCULUS**

Stephen J. Martin

This upper level math course is offered to students who have successfully completed the standard math sequence, including Advanced Algebra. In the fall, trigonometry was studied. In the winter, factoring of algebraic expressions was performed, and inequalities were solved.

In the spring, exponents will be reviewed and natural logarithms will be applied to exponential equations. Radian measure will be introduced and general trigonometry will be studied.

Functions and relations will be defined, and the concepts of domain and range will be introduced. These concepts will be applied to linear, quadratic, polynomial, rational and trigonometric functions. Analytic geometry will be studied: curves in the Cartesian plane, both functions and relations, will be investigated. Polar coordinates will be introduced, and their relationship to rectangular coordinates will be studied. Trigonometry and vectors will be applied to objects in 3-dimensional space.

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 graphing calculator.

## **ADVANCED ALGEBRA**

Megan Roppolo, Pam Stokinger

We have conquered our fear and loathing of word problems. Equations and graphs have been deciphered. Factoring has been explored, and inequalities have been solved. We now boldly proceed into the last uncharted regions of algebra.

This trimester, exponents and their rules will be reviewed. Logarithms will be studied, and they will be used in problems involving exponential growth and decay. Trigonometric functions will be studied and applied. The concepts and terminology of functions will be introduced, and linear and non-linear functions will be modeled. Conic sections will be graphed from equations.

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

Prerequisite: Students should have successfully completed the fall and winter trimesters of Advanced Algebra or have consent of department chair. Each student must own a scientific calculator.

## **INTERMEDIATE ALGEBRA: Polynomials**

Pam Stokinger

We will use the slope-intercept form of a line to graph linear equations. We will solve linear equations by using graphs. We will discuss functions and relations, and we will evaluate functions and graph functions. We will write linear equations in slope-intercept form and an equation of a line from a graph. We will write linear equations in slope-intercept form given a slope and a point and then progress to writing linear equations in slope-intercept form given two points. We will solve linear systems by graphing. We will solve linear systems by substitution and then apply the linear combination method to solve a system of equations. We will study the multiplication and division properties of exponents and look at zero exponents and negative

exponents. We will review radicals and the properties of them. We will solve quadratic equations by solving square roots. We will add, subtract, and multiply polynomials and solve polynomials in factored form. We will factor polynomials.

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

## **GEOMETRY**

Pam Stokinger

Students will investigate perpendiculars and bisectors. We will then use properties of perpendicular bisectors. We will look at bisectors of a triangle. The students will use medians of a triangle. They will find and use the centroid of a triangle. We will then look at the altitudes of a triangle and draw altitudes and orthocenters. We will use midsegments of a triangle and apply the Midsegment Theorem. We will look at inequalities in one triangle and compare the measurements and relationships between the longest and shortest sides of a triangle and the positions of the angles. We will investigate polygons and their properties. We will be able to identify concave and convex shapes. We will look at the properties of parallelograms and study the relationships of similar right triangles. We will look at the Pythagorean Theorem and apply it to word problems. We will explore prisms, pyramids, cones, cylinders and spheres and then look at surface area and volume of prisms, pyramids, cones cylinders and spheres.

Assessment will be based on timely completion of homework, frequent short quizzes, participation in class and attendance. All areas will be considered when assigning credit. Students should remain in Geometry for the full year. Credit will be earned by satisfactory completion of assignments, quizzes and exams, as well as good attendance. Prerequisites: Students should have successfully completed the fall trimester of Intermediate Algebra or have consent of department chair.

## **BASIC ALGEBRA**

Raveena Medeiros

This class will look at Algebra, but at a slower pace. We will explore numerical and variable expressions. We will look at basic exponents and why we use them. We will use order of operations. We will compare and order integers. We will add, subtract, multiply and divide integers. We will review mean, median and mode. We will study properties of operations: commutative, associative and distributive. We will also look at perimeter and area. We will review rate and unit analysis. We will simplify variable expressions. We will look at variables

and equations. We will solve one and then two step equations using addition, subtraction, multiplication, and division.

We will move at a slow pace and build confidence in your Algebra skills. We will develop a good work ethic and have fun with Algebra skills. Credit will be based on attendance and effort on homework, in-class assignments, tests and quizzes. We will form a mutually kind and supportive community where every question is worthwhile and each learner builds his/her confidence and Algebra skills.

## **ESSENTIAL MATH**

Pam Stokinger

Students placed in Essential Math work on remedial numeracy skills to prepare them for success in our algebra and geometry classes. Over the course of the year, students work on the types of problems found on the Math Competency Exam. Passing this test is a requirement for graduation from School One.

The class's objective is to provide a low-pressure setting to explore mathematical concepts. Third trimester's work will incorporate the topics included in sections 3, 7 and 8 of the Math Comp. We will explore probability. We will explore perimeter and area as it relates to real life problems. We will convert from feet squared to inches squared and vice versa. We will explore time and how to figure out arrival and departure times. We will work on metric conversions. We will explore word problems that will require understanding of all these topics. We will incorporate games to aid in understanding of essential math skills.

Requirements for Credit:

Completion of all homework/classwork

Participation in class

Successful completion of Tests and Quizzes (minimum passing grade of 60)

Attendance at or above 75%

I expect each student to come prepared to class and have a binder (3 ring binder preferred).

## **SURVIVAL MATH**

Raveena Medeiros

As per Bloom's Taxonomy, the highest level of thinking comes when one is able to "create" and so the purpose of this class is for students to work together and independently to create their own practice materials for the math competency exams. Students will begin by writing exams individually and doing adequate research to find appropriate graphs and contexts for questions. Following their drafts, they will work with classmates and finally put it all together in a neat presentable manner to submit. This will help build and reinforce basic math skills that are tested on the competency exam and are essential in adult life.

In order to pass the class, in addition to the attendance requirement, student must complete one exam in its entirety and the exam must be "usable" as will be defined in rubrics for each section.

## **PHYSICS**

Stephen J. Martin

Physics helps us to understand all the phenomena we encounter, whether on earth or in space. As we boldly move forward in our exploration of the universe, we draw inspiration from the legacy of Newton, Faraday, Henry, Heisenberg and Einstein. In the fall and winter trimesters we studied mechanics, both statics and dynamics.

In the spring trimester, the angular motion of rigid bodies will be investigated using the concepts of angular velocity, angular acceleration, torque and angular momentum. Motion in continuous media, such as water waves and sound waves, will be studied.

Light will be investigated: geometrical optics will be studied and applied to systems involving lenses and mirrors. The fundamentals of electricity and magnetism will be explored, and there will be applications to DC and AC circuits. Quantum physics will be investigated: atoms and molecules will be explained. There will be brief surveys of nuclear physics and particle physics.

This course has a laboratory component. In the energy experiment, kinetic and potential energies will be calculated. In the geometrical optics experiment, real images will be formed by converging lenses: object and image distances will be measured. In electromagnetism, DC circuits will be studied: voltages and currents will be measured. Lab reports will adhere to standards of clarity, accuracy and precision.

Credit is earned through the satisfactory completion of assignments, lab reports, quizzes and examinations, as well as good attendance. Students must own a scientific calculator.

## COMPUTER SCIENCE I

Claude Arnell Milhouse

This is an amazing time to learn the fundamentals of computer science. Trimester 3 of Computer Science I introduces video game programming, where you will learn about physics simulation with JavaScript to create an Angry-Birds style video game using your newly-found skills, before we shift focus into the realm of autonomizing the world around us. We will delve into basic Robotics and using the Raspberry Pi, the world's most used micro-computer, utilized by enthusiasts and corporations around the world, to provide feedback from our next generation of rockets and to create our own robots that are capable of sensing, perceiving and interacting with the world around us: our very own net of artificial intelligence.

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.** This is an elective science credit. Students may not join for third trimester without direct teacher permission.

## 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 the third trimester, we will continue to build on the fundamentals of chemical bonding by exploring chemical reactions. In our study of reactions, we will touch upon chemical formulas and stoichiometry, which will allow us to predict the compounds that are being formed. This trimester will include a lot of work in the lab to allow hands-on experience with the reactions being studied. Course credit will be awarded upon satisfactory completion of assignments/homework, labs, knowledge assessments (quizzes, tests and projects), attendance and participation. **New students may not join this class without permission of the teacher or Department Coordinator.**



## **BIOLOGY C: Ecology**

Laurie Spry

The word 'ecology' is based on the Greek word *oikos*, meaning 'house.' *Oikos* is also the root of the word 'economy,' so ecologists view the living world as a household with an economy in which each organism plays a role. This trimester, students will be introduced to foundational concepts including energy flow through communities, biogeochemical cycles, secondary succession and population dynamics including carrying capacity and the structure of communities.

Students will visit Austin Farm to record plant numbers and species inside and outside of the deer enclosure, an ongoing ecology project. This year we will also be starting to monitor water quality and observe invertebrates in several locations including nearby Blackstone Park. Students will write short papers considering 'current use' and the impact these practices have on farm ecology.

Students should be prepared for active participation in classes. This includes bringing all notes and handouts to every class, doing homework on time and being ready and willing to participate orally in small group and whole class discussion. Students who have not taken Ecology before are welcome to join us. If you have a year of Biology but it did not include Ecology, this could be the science class for you!

## **SCIENCE FOUNDATIONS: WHAT ARE THE 'ALTERNATIVES'?**

Laurie Spry

Forensics is over, and its time to refresh your memory about matter and energy. We'll begin with a review of the fundamental parts of the atom and how to read the Periodic Table on the wall. Learning about electrons leads naturally to the next unit, which is an exploration of electricity. How is it made? Lab work includes building simple circuits, electromagnets and paperclip motors.

The second half of the trimester will be devoted to the swirling debate about alternatives to using fossil fuels. With a good grounding in how power is generated, students will be able to better weigh the issues for themselves. Current magazine articles, videos, interviews and websites will inform your opinions and help you produce a final project.

As in trimesters I and II, lab notebooks kept up to date, success on quizzes, good cooperative lab work and steady attendance will earn you a 'pass.' Students must attend a minimum of 75% of class days and must be prepared to make up missed labs at the teacher's discretion.

## INTRODUCTION TO PSYCHOLOGY

Siobhan Ritchie Cute

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

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 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 and Piaget. 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 projects.

In the final trimester of this introductory course, students will continue to familiarize themselves with important figures in the field of psychology. Students will also bring their focus to the current state of the mental health field. We will learn about common mental disorders and the variety of methods of treatment for them. We will observe and discuss how our world is affected by both trivializing and sensationalizing mental illnesses.

## SPANISH

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

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

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

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

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

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

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

## ESPAÑOL 1

Maryann Ullmann

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

to make room in your brain for different vocabulary words, grammatical structures and of course some canciones.

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

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

## **ESPAÑOL 2**

Siobhan Ritchie Cute

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

## **ESPAÑOL 3**

Siobhan Ritchie Cute

Bienvenido al mundo del español avanzado...welcome to the world of advanced Spanish! Students who have either completed 2 years of high school Spanish or (through native speaking ability or extensive study) who have arrived at a firm foundation in the language are welcome in this course. Students should enter Spanish 3 with secure knowledge of the present, present progressive, preterite and imperfect tenses; reflexive, indirect object and direct object pronouns;

and cognates as well as commonly used vocabulary and expressions. The third year of Spanish language instruction is about finally building a structure on the foundation that has been carved out and made solid during the first two years. The skeleton frame that consists of verb conjugations, tense familiarity, and vocabulary will soon be filled in with walls and a roof: your conversation will flow (maybe not smoothly, but it will move). Spanish 3 students will be exposed to long periods of immersion in the target language: sometimes entire class periods. We will watch film and video in Spanish, honing our listening skills. We will create and practice conversations that go beyond the tourist activities of finding a restaurant and ordering food. We will read and discuss topics of interest and depth including literature, poetry, newspaper articles and more.

Expect to cover the following grammatical concepts: commands and the imperative mode, the subjunctive mode, the future and conditional tenses and idiomatic expressions. Project work for the first trimester will involve an exploration of the Latin American holiday el Dia 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.

## **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.

## **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 Dia de los Muertos. Spanish 4/5 students are expected to complete writing assignments that are 2-4 pages in length. In order to earn credit for this course, please come prepared for class, keep an organized Spanish notebook, participate in all class activities, complete all assigned homework and projects, perform well on all assessments, and do your best to learn your own role in our collaborative and creative classroom. Serious and studious attention paid during this yearlong course may help students to achieve near-fluency in a second language: a true gift!

## **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.



## **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.

## **CERAMICS III: Projects**

Deb DeMarco

Handbuilding Skills are required for all work produced in the class including : pinched, coiled, slabbed and molded works. You will be required to complete at least 1 work from each of these categories.

Students may explore sculpture or traditional functional wares, or both.

Projects include:

- \* Make a form using at least 2 clay forming methods (like a cup with a coiled handle).
- \* Make a template and create a form using leather hard or semi rigid slabs of clay. Be sure to bevel your edges for added strength and ease of construction.
- \* Utilize a studio mold in 3 different ways, mold and join 3 pieces together, or invent a mold from paper wood or cloth and use it more than once.
- \* Mold an object with casting plaster and use it more than once in production, or as part of a sculpture
- \* Investigate a portion of ceramic history and create a form so inspired (native american slip ware, jomonware, chawan tea bowl, Egyptian Faience, pre Columbian Whistle, etc )
- \* Make something taller than you have made before

\* Investigate the following surface treatments: Sgraffito, Mishima, Carving Away, Relief, Texture and Print-On-Clay

\* Make a tile 7" x 7" X .5" *in relief* from soft clay with a subject inspired by the natural world, and prepare a mold. Render at least 4 tiles from the finished mold, potentially contributing to a class mural project for School One Exterior location, installed in May.

Please begin or continue a journal for this class and try to add an entry each day. Refer to your glossary of terms often and attempt to develop a clay vocabulary. Ask questions! Enjoy your work! Ceramics will also meet after school on Tuesdays for those who wish to attend.

## **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.

## **PERFORMING ARTS**

### **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.

# **RESOURCE AND STUDY HALL**

## **RESOURCE**

Lucy McKenna

Resource addresses students' individual needs by providing support for and focus on academic enrichment, study skills, organization, time management, decision-making and emotional/behavioral regulation. Students enrolled in this course are expected to use a planner, participate in the SOAR binder organization system and bring all content area materials (assignments, handouts and notes) to resource class. This course is offered by invitation only.

### **Course Objectives:**

- Preview and review concepts taught in content area classes
- Prepare for quizzes, tests, exams and projects
- Use educational software to support learning needs
- Address specific goals outlined in students' individualized education plans (IEP)
- Evaluate academic and functional performance and implement changes as needed
- Develop organizational and time management skills
- Organize content area handouts, notebooks etc. using SOAR binder system
- Maintain a daily planner to ensure completion of assignments
- Develop appropriate emotional and behavioral regulation strategies
- Support use of appropriate and effective strategies for anxiety reduction
- Model proactive decision-making skills
- Address post-secondary transition needs
- Complete interest and skill inventories
- Apply for SAT or ACT exams and accommodations as needed

## **STUDY HALL**

Amanda Crausman, Lon Plynton

Study Hall is a non-credit but supervised period in which students complete work for their classes. It is recommended for students who have trouble completing work at home for a variety of reasons. Like classes, it is not time to be on your phone or watching videos on a computer. While it will help some students do better in their classes, taking more than a few trimesters can delay graduation, so check with your advisor about how it will affect you.

# HEATH & PHYSICAL EDUCATION

**Note: All PE classes require active participation. There are many choices, so pick one in which you can participate actively during the full period. Just showing won't earn credit: students must be cooperative and active and may never choose to skip class when in school. Use of devices including phones is not permitted during P.E. or health classes.**

## 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.

## 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.

## SOCCER

Cuteinyo 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.

## **TENNIS, ANYONE?**

Steva Martinalova, Maryann 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. Those who choose to observe rather than play will not earn credit. This class is strictly limited to 12.

## **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.

## **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? **There will be a strict limit of fifteen students with seniority the key to who gets the spots, so freshmen and sophomores should have other choices as well. Students who have already had three trimesters of walking will need to find a different option so that everyone gets a chance to perfect his/her walking skills.**

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

To minimize confusion, students taking outdoor PE classes (Tennis, Soccer, Basketball or 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.

<b>Cornhole and other games</b>	Sidewalk's End	Kathy
<b>Dance</b>	MacLab	Siobhan
<b>Table Tennis</b>	Nucleus	Steve (8 tops)
<b>Yoga</b>	No Exit	Maryann

## **Committees For Trimester Three**

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

**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 help make these decisions. **It's only necessary to let Cary know if you're changing your committee this trimester.**

**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 juniors. It is especially for students who aren't clear about their options and won't get much help after school or at home or those who are serious about completing their senior essays and Common Applications this spring. All students (and parents) are welcome to get college help from Cary and their advisors during lunch and before/after school, but this is for those unlikely to take advantage. **This tends to be more work as a group than one-on-one.**

**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 Lucy will help you organize your binders and your homework schedule but is only open to those who need it.

**GBR/College Prep:** Siobhan will support students preparing for their GBR exhibitions and then taking practical steps to prepare for college or jobs in the fall.

**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. The after school SAT class also continues on Mondays.

**Woodworking** could take one more cooperative student who has some workworking experience.