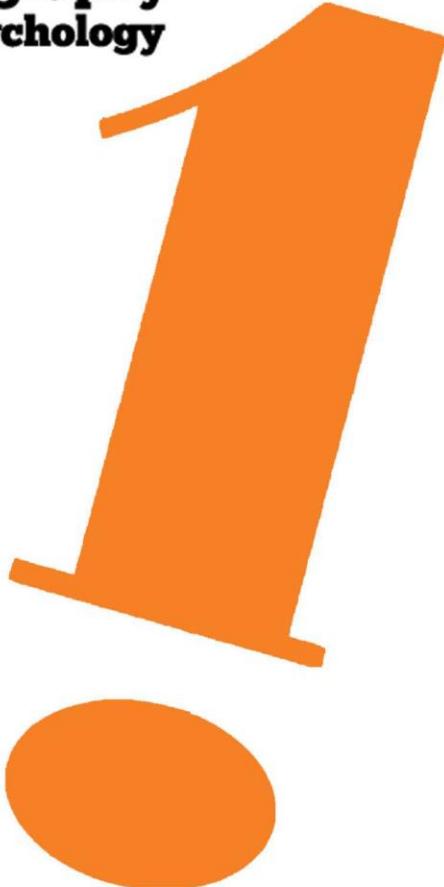


Playwriting Physics
Spanish Documentary Current
French Improv Affairs
Pottery Literature
Video Trials

School One

Geometry
Dance Biology
Fibers
Soccer
Photography
Psychology



A Period

Advanced Algebra
American Literature
Forensics
Herstory
Resource
Spanish 4/5
Survival Math
Topics In Literature
2D Art

B Period

American Affairs
Art Portfolio
Biology
Computer Science
Creative Writing
Essential Math
Jewelry
Pre-Calculus
Theater

C Period

Buddha
Chemistry
Designing America
Geometry
Lights, Camera, Action (Video)
Literature of Science
Songs For Starters
Study Hall

D Period

Art Matters
Current Affairs
Illustration
Music Performance
Physics
Resource
Spanish 1
Spanish 2
World War

E Period

Biology
Calculus
Ceramics
Geometry
Intergenerational Theater
Shakespeare's History
Spanish 3
3D Art

F Period

Basic Algebra
Civics and Communication
Digital Media
Examining Belief: Myth
Intermediate Algebra
Psychology
Resource
Zine

Phys. Ed. And Health

Health	Kung Fu	Pound!
Sex Ed. Health	Soccer	Tennis
		Walking

Rainy Day PE Choices for students in outdoor PE classes

Cornhole	Dance
Ping Pong	Yoga

ENGLISH

EXAMINING BELIEF I: Myth and Message

Cary Honig

The anthropologist Edmund Leach defined myth by saying: “The special quality of myth is not that it is false but that it is divinely true for those who believe but fairy tale for those who do not.” This is the starting point for our trimester because as we will see, equating myth with falsehood misses its vital importance to human culture. Just what that importance is, however, is the subject of vigorous academic debate. This course will utilize writings from the fields of anthropology, psychology, history, literature, theology and comparative religion to explore various ideas about mythology and religious experience. In the second and third trimesters, students will be introduced to the basic stories, characters and themes of western religion that will be crucial to understanding western history, literature and visual art while seeing them in their historical and cultural contexts, and this trimester they will have the chance to explore non-western religions and any mythologies that interest them.

This trimester will be devoted to understanding and applying theories about the functions of myth while focusing in class primarily on Greco-Roman mythology. Readings will include portions of Ovid’s Metamorphoses, a highly entertaining Roman frolic through Greek mythology, and analyses of myth as diverse as those of Carl Jung, Joseph Campbell, Bronislaw Malinowski, Claude Levi-Strauss and Robert Graves. Each student will write a research paper applying at least one of these forms of analysis to a mythological system of his/her choice (other than the Greeks) and will teach this material to the class toward the end of the trimester.

There will be step-by-step instruction and feedback about the process of creating a research paper including note cards, parenthetical notes and bibliographies. Students will use our digital library, JSTOR, in search of scholarly periodicals. There will also be regular reading assignments about which students will answer written questions for homework. Regular attendance, timely completion of assignments, careful note-taking and willingness to complete work outside of school will be vital to earning credit. It is essential that everyone taking this class be prepared to respect and question all religious viewpoints. This class will incorporate the grammar sheets, so any student with good reading skills may take it for either English or history credit.

AMERICAN LITERATURE: Borders

Maryann Ullmann

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

In the first trimester, we will focus on the U.S.-Mexico border, arguably one of the most contentious and complex. We’ll read of stereotypes and satire in T.C. Boyle’s novel *The Tortilla Curtain*, a harrowing and true border crossing journey in Luís Alberto Urrea’s *The Devil’s Highway* and the memoir of a former border patrol agent, *The Line Becomes a River*, by Francisco Cantú. We’ll also explore these works in context and investigate the geography and history of the border to enrich our understanding.

This course will involve a lot of reading, writing and thinking, so do not enroll unless you are ready for a heavy workload. To earn credit, students will need to demonstrate thorough reading through discussions, quizzes, and written responses. Students will need to complete satisfactory essays with appropriate revisions as well as one creative writing piece. While this is primarily an English class, Spanish-speaking students will also have the option to practice some reading and writing skills in Spanish.

SHAKESPEARE'S HISTORY I

Erin Victoria Egan

See History section for complete description.

CREATIVE WRITING

Eve Kerrigan

Please join me to read different genres of fiction and create our own writing inspired by what we read. Expect to take part in in-depth class discussions in which we will discuss and hone writing technique while exploring the social relevance and impact of the works we read. Expect to read a lot! Expect to write a lot! Expect to explore new avenues into creative process! Expect to share your work! Expect to give and receive critical feedback! Expect to be challenged and have fun!

CIVICS & COMMUNICATIONS

Maryann Ullmann

What do you care about? Do you see what you care about in the media? Who frames the discussion and how? Who is making all the decisions that affect you? Where are you in all of this?

This class will focus on current issues of interest to you and building the skills to deepen understanding, speak up, and do something about them. You'll learn about the ethics and craft of journalism and analyze the news. You'll conduct research and interviews, write both objective articles and opinion pieces, practice public speaking and debate, and use your creative multimedia communication skills to affect real change. You'll learn about government systems and how to navigate them. You'll read essays and stories from civic-minded thinkers throughout the ages as well as contemporary commentators from 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 learn about and practice different decision-making, conflict resolution and problem-solving skills. Also, through a program called Generation Citizen, the class will choose and implement a collaborative real-world action civics project to be presented at Civics Day at the State House in May.

This class can be taken for English or history credit.

LITERATURE OF SCIENCE I: Universal Issues

Cary Honig

Literature of Science is a full-year course designed for those of you who are interested in science and who can afford to or need to firm up your English skills for the competency exam. We will be learning about important topics in science using texts written for the non-scientist. This trimester, our focus will be on gaining a better understanding of a few simple questions in astronomy: How was the universe created, and what is it like? How should we explore it? Is there other life in the universe? Should we be prioritizing space travel over earthly needs? While we explore these questions through a variety of readings and essays in class, students will be reading and writing about a science fiction novel, To Your Scattered Bodies Go, at home. In each unit, students will look up vocabulary, read an article, answer questions, join a class discussion and write and revise an essay. If you don't know how to write an essay now, you will be an expert by the time you finish this class. Thus, even though the subject matter is science, we will be practicing most of the skills on the Humanities Comp. For extra credit, a student may prepare an oral report from note cards on the astronomical (not astrological) topic of his/her choice. Careful work and strong attendance as well as willingness to get help inside of and outside of class will lead to progress in English skills, scientific omniscience and credit. Punctuality of students and assignments will be necessary to earn credit

This class may be taken for English or non-lab science credit. Students taking the class for science credit still need to do the English portions of the class like grammar sheets.

TOPICS IN LITERATURE: Ethics

Phil Goldman

How do we know right from wrong? How responsible are we for our actions? Whose needs come first: our individual needs or those of our families, friends, community, nation, or planet? In this yearlong course, we will explore these and other ethical questions both in philosophical works and in fiction. There will be readings, essay writing and ***much discussion*** (in small groups and whole class). Throughout the year, students will work on finding and developing their own ethical systems: not only in writing but in real world practice.

For credit, you will need to be actively engaged in class activities (including the Grammar Games), complete all assignments and writing assignments with revisions, participate in discussions and practice what you preach.

CURRENT AFFAIRS

Phil Goldman

“May you live in interesting times.”
Ancient, Ironic and Apocryphal Chinese Curse

We are indeed living in interesting times. Some might 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. What is happening and why? What will happen next? Is it impossible to tell? Probably, but if we know what is going on now, we can make a better guess as to where it all is heading.

With that in mind, in this class, we will find what out is happening. We will read, discuss and write about it. We will develop and express informed opinions, adopt effective learning strategies and work on the English skills needed for the competency exam.

In order to earn credit, students must be on time, bring a notebook to every class, complete all assignments and writing assignments with revisions and be actively engaged in class activities (including the Grammar Games).

FUNDAMENTALS OF ENGLISH

Marimer Matos

This class will meet during school this year and will provide 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

EXAMINING BELIEF I: Myth and Message

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: Borders

Maryann Ullmann

See English section for complete description.

SHAKESPEARE'S HISTORY I

Erin Victoria Egan

The plays of William Shakespeare are as popular today as they were in the 16th 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. We will spend the year exploring a history cycle of plays that begins with Richard II. Although it was not the first play that Shakespeare wrote about English history, it is the chronological starting point of a series of plays that deal with the last Plantagenet kings of England. Through these plays we will not only learn an interpretation of the Wars of The Roses but also what the Elizabethan mind thought of leadership, kingscraft, loyalty and honor. We will tackle Richard II and Henry IV, part 1 this trimester. 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 and actively participate in reading the plays aloud in class and discuss the finer points of the drama if they wish to earn credit for this course. This will also be available for English credit, so expect grammar sheets and significant writing.

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.

IF YOU MEET THE BUDDHA, KILL THE BUDDHA: The History and Practice of Eastern Philosophy I

Phil Goldman

To study Buddhism is to study the self.^[L] To study the self is to forget the self.^[L] To forget the self is to be awakened by all things.

And this awakening continues endlessly.

– Eihei Dogen (13th Century, Founder of Soto Zen)

This trimester we will study Buddhism: the origins with Siddhārtha Gautama and the discovery of the Middle Way, the core teachings of the Four Noble Truths and the Eightfold Path, the history and spread of Buddhism and concepts such as Impermanence, Non-Attachment, Karma and Nirvana. Most importantly, we will learn to apply the philosophy and practice of Buddhism to questions and problems in our real lives. We will learn to start walking a Path with Heart.

A MAJOR part of this course will be the practice of meditation and breathing exercises. This is mandatory and will be taught and practiced EVERY CLASS OF THE TRIMESTER. Meditation will also be assigned as regular homework, along with keeping a meditation journal. Please consider this carefully before you enroll in this class.

Completion of all class work, participation in class discussions and bringing a notebook to each class are also mandatory for credit.

WORLD WAR

Erin Victoria Egan

This trimester course is the first in a yearlong series that will examine the 20th century's costly and devastating wars. How did we as a world come to extinguish the lives of over 70 million people over the course of 35 years? We will start by examining the personalities, economic factors and diplomatic situations that led to the outbreak of the Great War. We will also look at the development of new weapons and tactics, the effect of the war on the home front and the development of international diplomacy. As the trimester continues, we will look at the rise of the Nazi Party in Germany and the military leadership in Japan. We will look at how these groups worked to expand and inflict their influence and ideals on people inside and outside their countries. As our study of World War II begins, we will concentrate on the European Theatre of Operations and look at the involvement of the United States as this conflict unfolds. Again, we will look at the home front experience as well as tactics, weaponry and the personalities of this conflict. The trimester will end with a preview of the Pacific Theatre of Operations and a discussion on the development of the Nazi policies for racial purity in preparation for Trimester Two's course on the Holocaust. We will view documentaries and some films about the beginnings of WWI, the period between the wars and World War II. Students should be prepared to maintain a notebook, complete both reading and writing assignments, actively participate in group projects and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

HERSTORY I: Women of the Americas

Erin Victoria Egan

This trimester course is the first of a three trimester series on the history of women in the United States. We will begin by quickly exploring the place women have held in European history. While women have been present throughout history, their specific role in history often has been overlooked. This course will try to present a more balanced view by exploring the many roles women have played including the specific roles of women in everyday life. The course will also look at the roles of Native women and African women both in their own worlds and in the world of colonial America. In an overview of European traditions that will form the basis of our study, we will look at the role of women as the lady of the manor, women in the church, town women and cool female rulers of the 15th, 16th and 17th centuries. We will spend time looking closely at the building of colonial America and how important women were to the ultimate success of the colonies and the American Revolution. We will also spend time exploring the jobs and responsibilities of women directly, so be prepared to be an active learner. Students should be prepared to maintain a notebook, complete both reading and writing assignments, including research projects, and be willing to express their thoughts in class discussions if they wish to obtain credit for this course.

MATH/SCIENCE

CALCULUS

Raveena Medeiros

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

Raveena Medeiros

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

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

Katie Caron

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

Katie Caron

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

Katie Caron

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 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 Pam if you feel you are an exception!

PHYSICS

Megan Roppolo

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

Jonathan Vincent

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 Pam (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.

INTRODUCTION TO COMPUTING AND DATA SCIENCE

Megan Roppolo

Computing is as important to our lives in the 21st century as manufacturing and engineering were to the 19th and 20th centuries. Using computational thinking to solve problems is a skill that can be used in careers across every industry. This course introduces computer programming in an engaging and creative way through simulation programming and the development of a “data story.” Aspects of this include how to break down a problem computationally, how to simulate situations and how to obtain data sets, clean them, visualize them, analyze them and present data-driven answers to questions. This course provides the computational thinking skills of programming, algorithm development and data analysis that can be utilized in other classes as well as future careers. Students with varying backgrounds and experience in computer science education, including those who are not interested in computer science as a career, are encouraged to participate in this course.

Introduction to Computing and Data Science does not have any prerequisites. 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.

LITERATURE OF SCIENCE I: Universal Issues

Cary Honig

This class can be taken for non-lab science credit. See English section for complete description. Students taking the class for science credit still need to do the English portions of the class like grammar sheets.

SCIENCE FOUNDATIONS: Forensics with Lab I

Megan Roppolo

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 Pam if you're not sure you should take it.

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 of 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.

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!

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. This year will feature all new equipment!

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, concept art and classical illustration. Students will learn about the world of commercial art, exploring editorial, advertising, scientific, conceiving and storytelling exercises early on and then move on to longer and more detailed projects in those categories. A variety of basic skills and processes such as thumbnailing, storyboarding, character design, penciling, inking, digital-painting, typographic design and basic print and web self-publishing will be covered through in-class and at-home assignments. Students will 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 is a ceramics class for experienced clay workers and newcomers. We will apply basic hand building skills (pinching, coiling, leather hard slab construction, wet slab draping and the use of molds) 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 bisque and glaze fire their work. Students will learn about glaze application and chemistry. Students will develop a clay vocabulary and will learn how we recycle clay, how it is formed and how it is tempered for use.

Various surface treatments may be employed such as adding texture, sgraffito, mishima, carving away and relief. Student will investigate a portion of ceramic history and create a form thus inspired. Examples include Native American, Central American, Mesopotamian, Jomonware, Egyptian and Japanese traditions.

Students may consider print-on-clay techniques to enhance their surfaces. Students may explore the pottery wheel in the after school session. We will create pieces that speak for who we are as individuals. Please bring a sketch book to the first class and plan to make an entry each day.

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

Melissa Guillet

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.

ZINEMAKING

Miles Cook

A zine is a DIY magazine. In this class you will learn about zines and DIY publishing and create several different types of zines. Minicomics, fanzines, political commentary, media criticism, writing and poetry, explorations of local music and art scenes, even how-to manuals: zines have been a part of how fans, subcultures, DIY artists, activists, and underground movements publish their own work since 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 conceptualize and 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/or creative writing when making the actual content of the zines themselves. You will work solo on smaller zines and collaborate with classmates on larger projects. Anyone can create and 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

MUSIC PERFORMANCE

Lon Plynton

The goal of this class to perform in front of an audience and keep them entertained. You must be beyond beginner stage before enrolling in this course and be willing to participate in required class performances. You will be required to submit your own composition or favorite song and serve as facilitator for the performance of that piece.

We will take time to investigate the connection of music to the arts and society. We will become familiar with a wide range of musical styles. We will learn about the underlying audio, visual, technical, business, and organizational elements that contribute to a successful performance.

SONGS FOR STARTERS

Lon Plynton

For beginning singers, songwriters or instrumentalists who are interested in learning more about music, this class is a great place to start. We will investigate various topics in music. We will learn how to read, write and understand the symbols of sound. We will familiarize ourselves with the cultural and historical nature of music. You will learn to perform solo and with others. We will listen to music to evaluate, analyze and describe. You are encouraged to bring your own musical ideas to class.

ACTING AND IMPROV

John McKenna

This course teaches basic skills and principles for actors and improvisers. Students will explore and expand their abilities to use their physical instrument (face, body, and voice) expressively, to create and inhabit characters, to connect with one another on stage and to live truthfully in the moment under imaginary circumstances. In this class, we will draw from several great acting and improv teachers, including Sanford Meisner and Viola Spolin. Students will develop skills for performing improv comedy and will give improv performances. They will rehearse and perform scripted material as well. Students will develop original scripted material, in the form of sketch comedy, which they will also rehearse and perform. The following is essential for earning credit in this class: **students must have lines memorized by assigned dates, must use time outside of class for preparation and for partner/group rehearsal and must participate in performances.**

INTERGENERATIONAL SCENE STUDY AND PERFORMANCE WORKSHOP

Eve Kerrigan

Come together with older members of the community where we will study plays, develop scripted scenes together and learn and practice various performance techniques. Students will study the work of great writers, write their own scenes, and learn basic performance techniques. Scenes will be suited to individual needs and rehearsed. This class culminates in a showcase of student work. This class will be fun, creative and pressure-free. If you have always wanted to learn more about theater, acting and writing, take this class.

NON-CREDIT ELECTIVE

STUDY HALL

Jane Arnold

This is an opportunity for students to get homework done during the school day with a teacher's support. This is not a class that earns credit, so the trade-off is that a student who takes this for more than a few trimesters may graduate later. Your advisor can help you figure this out, but it can be useful for students who don't need all of their classes or who are starting out and need to ease into homework. This is not a period to use your phone or watch videos on a chromebook.

HEATH & PHYSICAL EDUCATION **Trimester 1**

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.

KUNG FU

Phil Goldman

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

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

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.

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.

SOCCER

Katinjo and Messy

Be cool like Megan Rapinoe! Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. If you are looking for a less active P.E. class, this isn't it. On the bright side, you can take out your aggressions on the ball and sometimes on your classmates' shins. With the Olympics

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. Full participation, regular attendance and willingness to defend 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 and loss of credit.

TENNIS, ANYONE?

Kathy Dias

Kathy has been coaching tennis for years, so whether you want to learn the basics or are tuning up for the U.S. Open, she will be able to help. Those who choose to observe rather than play will not earn credit. This class is strictly limited to 12. Find your inner Serena!

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 (Soccer, Tennis, Walking this trimester) will sign up for a Rainy Day option during registration. Students will not switch on given days. Failure to attend and participate will lead to loss of credit in PE for the trimester.

Cornhole and other games	Basement Hallway	Kathy
Dance	MacLab	Siobhan
Ping Pong	Nucleus	Megan
Yoga	No Exit	Maryann

HEATH & PHYSICAL EDUCATION

Trimester 2

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. 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. Use of devices including phones is not permitted during P.E. or health classes.

FROSTY FOOTBALL

Cary Honig, Kathy Dias

If you're too tough for inside sports during the winter and aren't concerned about getting wet or cold, this is the class for you. We will be heading out to the frozen tundra of Patterson Park for a weekly game of *touch* football regardless of the temperature. Laurie will also be running tackling drills on alternate weeks. If you're going to whine about the temperature, please don't sign up for this class. We will play in the snow but not in a hard rain. Warm apparel and a change of clothes on Fridays are strongly suggested.

FROSTY WALKING

Erica Mitchell, Pam Stokinger

Please join us on Friday afternoons for a class in the fine art of walking. Students should be prepared with appropriate footwear, warm clothing and a wonderful attitude. We will be walking rain or shine, warm or cold days and bad days or good days. We will also be walking faster than you want to, so don't sign up if you can't move faster than a crawl. 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 twenty minute walk at a reasonable pace (as judged by Pam rather than you). How hard can that be? You need to dress appropriately for cold weather. If you aren't prepared and participating or if you are whining, you won't 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.

KUNG FU

Phil Goldman

Learn from the ancient master how to make Bruce Lee jealous, grasshopper. Be sure to wear loose comfortable clothing that will allow freedom of movement.

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.

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.

TABLE TENNIS (Ping-Pong)

Megan Roppolo

Table Tennis is a game that requires skill, agility and concentration. It is not easily mastered, but if you succeed, you will gain the favor of the gods and, possibly, the nomination of a major political party. Who will step up now that Jason has left us? Who will ascend Olympus and breathe the rarefied air? We seek eight intrepid individuals willing to take up paddles and do battle. Games will be limited to 11 points to minimize down time. No more than 8 students will be able to sign up for this class with seniority and Steve's whims determining who gets to take it. Phone/device use while not waiting is strictly prohibited.

RAINY DAY OPTIONS FOR OUTDOOR CLASSES

To minimize confusion, students taking outdoor PE classes (Football 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.

Cornhole and other games	Sidewalk's End	Kathy
Dance	MacLab	Siobhan
Yoga	No Exit	Maryann

HEATH & PHYSICAL EDUCATION

Trimester 3

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. 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. Use of devices including phones is not permitted during P.E. or health classes.

BASKETBALL

Siobhan Cute, Maryann Ullmann

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 suckers 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.

KUNG FU

Phil Goldman

Learn from the ancient master how to make Bruce Lee jealous, grasshopper. Be sure to wear loose comfortable clothing that will allow freedom of movement.

SOCCKER

Katinjo and Messy

Be cool like Megan Rapinoe! Unless you are planning to be the goalkeeper and have people kick the ball at you, this class requires a lot of running. If you are looking for a less active P.E. class, this isn't it. On the bright side, you can take out your aggressions on the ball and sometimes on your classmates' shins. With the Olympics 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. Full participation, regular attendance and willingness to defend 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 and loss of credit.

TENNIS, ANYONE?

Kathy Dias

Kathy has been coaching tennis for years, so whether you want to learn the basics or are tuning up for the U.S. Open, she will be able to help. Those who choose to observe rather than play will not earn credit. This class is strictly limited to 12. Find your inner Serena!

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 (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.

Cornhole and other games	Sidewalk's End	Kathy (10 tops)
Dance	MacLab	Siobhan (10 tops)
Relaxation/Meditation	No Exit	Mary (10 tops)
Table Tennis	Nucleus	Megan (8 tops)
Yoga	Library	Maryann (10 tops)

Committees For Trimester One

Art Display

Kristen

College Planning (Seniors Only This Trimester)

Cary

Essential

Erin, Siobhan

Geography

Maryann

Meditation/Test Anxiety Workshop

Phil

Organization

Mary

PSAT/SAT Prep for current juniors

Pam

Woodworking

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 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.

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.**

Geography: For students interested in exploring maps, cultures, and natural environments to get to know their way around the world better.

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: Mary 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 soon in the spring and want to prepare. An after school class will start up in January.

Woodworking is very small, so if you're new to it, have other options.

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.