

2018-2019
Course Curriculum Guide



Table of Contents

Forman School Philosophy	2
Student Life Curriculum	3
Course Distribution/Requirements for Graduation	4
English Department	7
Thinking & Writing Department	13
Cognition and Learning Department	16
Perspectives in Learning Department	18
The Ingenuity Program	19
Mathematics Department	21
Science Department	24
History and Social Sciences Department	31
World Languages Department	36
Arts Department	40
The Winterim Program	51

The Forman School Philosophy

At Forman School we believe that education should be a transformative experience. Academic interests should be kindled and developed, while areas of weakness should be strengthened so that they never present a roadblock to success. Our program is based on a diverse curriculum that develops in students the core skills and knowledge for success in college and beyond. Small classes, research-driven teaching strategies, explicit skill instruction, and clear learning objectives, coupled with a belief that all students learn differently, form the foundation of our academic program.

At Forman School, we know that every student has the capacity for greatness. Our school is filled with budding artists, entrepreneurs, engineers, scientists, writers, and scholars. Many students, prior to Forman School, had not reached their full potential due to learning environments that were not conducive to them as diverse learners. Learning should be a positive and rewarding experience for all students. As humans, we are naturally curious and inquisitive. We are all creative and innovative. The Forman School believes in fostering these traits, providing students with the skills and understanding to achieve success in any discipline.

Our program in the Ninth and Tenth grades develops a core set of competencies while allowing students to experience a broad range of subjects and areas of study. Students specifically work on improving their academic skills in courses offered through the Cognition and Learning Department and courses in Thinking and Writing. All teachers, however, integrate the work from these areas in their classes, stressing mastery of skill development. Courses in the Ninth and Tenth grades are designed to be active and experiential. Extended class time allows a broad range of instructional activities within a class and time for students to personalize their learning.

The program in the Eleventh and Twelfth grades continues to reinforce core competencies developed in earlier years but places greater emphasis on developing students' unique talents and preparing them for the transition to college. The schedule allows students to concentrate in certain academic areas of interest and ensures that they continue to develop as well-rounded students. Our Perspectives in Learning courses prepare students for the transition to college and help them truly understand themselves as learners. Although students are still required to take a core set of courses, they have options in almost all disciplines so that coursework matches interests, leading to higher levels of motivation and success.

All students at Forman spend two weeks in the winter engaged in an experiential learning program called Winterim. Winterim is an opportunity for students to study one subject in depth for a concentrated period of time. Courses that are offered during Winterim are not typically offered at the high school level. Students may learn about the history of Scotland through travel with fieldwork. Or they may undertake an intensive study of the arts in Art Galore. Winterim is a time to try new things, explore possible interests, and be engaged in a very unique educational experience.

The Student Life Curriculum

At Forman School we believe the learning that takes place outside of the classroom can be just as important as what happens inside the classroom. The goals of the student life curriculum include developing young student leaders with a strong moral compass, fostering healthy decision-making and resiliency in the face of adversity, emphasizing the importance of active involvement in community and service to others, and supporting students who are happy and healthy in their outlook and actions. At Forman we develop these characteristics through explicit instructional activities, “teachable moments,” and the routines built into our day. Some of these activities include:

- Community Curriculum
- All-School Assemblies
- Dorm Meetings
- Job Program
- Community Service Program
- Athletics and the Positive Coaching Alliance
- Student Government
- Prefect Structure
- Class Meetings
- Advisory Program

Requirements for Graduation

Students in all grades take a minimum of 7.5 credits each year. Students must take an English course each year in attendance, even if repeating a grade and English has previously been taken. Students must attend classes fulltime at Forman during their senior year in order to graduate and earn a Forman School diploma.

Senior Exam Exemption

Seniors may be exempt from taking a final year exam (assessment) in an individual course if they meet the following conditions: have earned a 90 or above in every marking period throughout the year, have earned an effort grade of 3 or above, and have permission from the instructor of the class and the Director of Studies.

Senior Year Failures

Seniors who fail a required course for the year will not receive a Forman School diploma until that course has been made up in an approved summer school, including Winterim courses.

Course Distribution and Requirements

Forman expects all students to maintain a rigorous and balanced schedule. To earn a Forman School diploma, students must successfully meet certain credit requirements. Each year, as part of their course of study, students participate in a Winterim. During this two-week period, students take one course and focus on this subject in depth. Academic credit is provided for these courses and students choose from a wide array of offerings including travel and culture, mini-courses, health and wellness, and the arts. Students may not enroll in the same Winterim course twice during their time at Forman School.

Graduation Requirements:

4 credits of English
 3 credits of Mathematics
 3 credits of History, including U.S. History
 3 credits of Science, including two lab sciences
 1 credit of Thinking and Writing
 1 credit of Academic Reading, Metacognitive Strategies or Executive Function Coaching
 1 credit of Perspectives in Learning
 2 credits of Art
 2 credits of a World Language are strongly recommended
 1.5 credits of Health and Wellness
 .5 credit Winterim, per year
 10 hours of Community Service, per year

Typical Course Load For Each Year

Ninth Grade Course Expectations:

1 credit of English
 1 credit of Academic Reading, Metacognitive Strategies or Executive Function Coaching
 1 credit of Mathematics
 1 credit of Geography
 1 credit of Conceptual Physics
 1 credit of Thinking and Writing
 1 credit of a World Language or elective
 1 credit of Art
 .5 credit in Health and Wellness
 .5 credit Winterim
 10 hours of Community Service

Tenth Grade Course Expectations:

1 credit of English
 1 credit of Academic Reading, Metacognitive Strategies or Executive Function Coaching
 1 credit of Mathematics
 1 credit of U.S. History
 1 credit of Biology
 1 credit of Thinking and Writing (by recommendation)
 1 credit of a World Language or elective
 1 credit of Art
 .5 credit in Health, Wellness and Leadership
 .5 credit Winterim
 10 hours of Community Service

Eleventh Grade Course Expectations:

1 credit of English
 .5 credit of Perspectives in Learning I
 1 credit of Mathematics
 1 credit of a History elective
 1 credit of a Science elective
 1 credit of Thinking and Writing (by recommendation)
 1 credit of World Language or elective
 1 credit of Art
 .5 credit in Health, Wellness and Leadership
 .5 credit Winterim
 10 hours of Community Service

Twelfth Grade Course Expectations:

1 credit of English
 .5 credit of Perspectives in Learning II
 1 credit of Mathematics
 1 credit of a History elective
 1 credit of a Science elective
 1 credit of Thinking and Writing (by recommendation)
 1 credit of a World Language or elective
 2 credits of Electives
 .5 credit Winterim
 10 hours of Community Service

PG Year Course Requirements:

1 credit of English
 1 credit of Thinking and Writing
 .5 credit of Perspectives in Learning

Cambridge International Education Courses

Cambridge International Education advanced-study classes are offered in several of our departments: English, Science, Mathematics, and History. These classes are offered to Juniors, Seniors, and Post Graduates at the Honors level. Each class will meet daily and students will earn 2 credits.

Cambridge International Education classes develop a learner's knowledge, understanding and skills. Classwork is designed to build a student's understanding of the concepts and ideas in each area. This is achieved through practical work, problem solving or question/answer, and other activities. Written homework is set regularly to aid understanding.

Exams are held in May and June. Students' psychological-educational evaluation testing must not be more than three years old (to the date of the exam in May/June) in order to qualify for exam accommodations. Cambridge International Education makes their own determination with regard to exam accommodations.

If an exam for a particular course is held in June, parents must make their own arrangements to get their student to and from School at their own expense.

Course Drops and Changes

Schedule changes may occur throughout the year with permission from the Director of Studies. All course changes must be made through the Academic Office and parents are included in this process.

The Block Academic Schedule

Forman's block schedule cultivates deep learning and places a premium on the active classroom. Teachers know the significance of thoughtfully scaffolding lessons in seventy-five minute classes, to ensure mastery of new material. Students are active participants in planning their course of studies, working with their advisors and the Director of Studies to select from a wide range of core courses and electives.

Research demonstrates that in a typical 50-minute class, only 35 minutes of actual instruction or learning takes place. Classes are limited to lecture or teacher-led instruction; there is no time for meaningful discussions, cooperative learning, simulations, or independent work with teacher guidance. Shorter class blocks leads to surface learning over depth.

ENGLISH DEPARTMENT

The English Department strives to present a well-rounded literary education, introducing students to a range of classic and contemporary texts. Attention is paid to making the material accessible to all learning styles, and depth is emphasized over breadth, the hope being that students will leave Forman with the skills needed to tackle whatever text they are given in college. Students are taught to become active readers and critical thinkers who can engage with literature on a deeper level. An understanding of the writing process is emphasized in each grade, and teachers reinforce the strategies curriculum being taught in both The Institute and in Thinking and Writing classes.

In the Ninth and Tenth Grades, the emphasis is on building reading and writing fluency. Particular attention is paid to increasing a student's ability to read, react, and respond to a text. Students are taught to use a variety of reading strategies and keep reading journals to mark their progress. During the Ninth Grade, writing assignments focus on making connections to the text and are generally rooted in personal experiences. As students continue on in Tenth Grade, they start to learn the basics of literary analysis.

Eleventh and Twelfth Grade electives are meant to develop and reinforce students' abilities to think critically, and demonstrate an understanding of organization and development in their writing skills. They learn to display familiarity with aspects of the standard MLA documentation formatting style. Students practice identifying an author's tone, bias, attitude, and purpose in relation to the audience; they are asked to synthesize ideas from multiple perspectives and from a variety of different mediums, genres, and periods of literature.

English 9: Introduction to Skills and Literature

May be taken at an Honors level

English 9 is an introduction to the fundamentals of the study of literature that focuses on the skills needed to read actively, think critically, make connections, and write with proficiency. Basic grammar and usage, vocabulary building, and study skills are addressed within the context of literature and creative/formal writing practice. Reading consists of short stories, poetry, plays, and short novels and may include classic works such as *Romeo and Juliet* and *The Lord of the Flies*.

English 10

English 10 continues to build reading comprehension, critical thinking, writing, and study skills. Course questions ask students to look both inward and outward, examining their identities as readers and finding ways to connect to the reading. Increasing focus is placed on moving beyond initial interpretations and using textual evidence to build a solid interpretation. Readings focus on American literature and will include a variety of classic and contemporary short stories, plays, poetry, and novels. Past readings have included *The Crucible*, *Catcher in the Rye*, *The Great Gatsby*, and *The Bell Jar*.

English 10 Honors

By recommendation only

English 10 Honors continues to build reading comprehension, critical thinking and writing skills. Students in an Honors class are expected to have already established a strong set of study skills so they are ready to handle a greater reading and writing load. Increasing focus is placed on moving beyond cursory reading and using textual evidence to build a stronger interpretation.

Readings focus on the theme of the conflict between the individual and society in the context of American literature. Works studied might include *My Antonia*, *Of Mice and Men*, and *The Adventures of Huckleberry Finn*, as well as a variety of classic and contemporary short stories and poetry.

Sports and the Human Experience in Literature

Grades 11, 12, PG

.5 credit

In this one-semester course, students explore human nature and the universal experiences of winning and losing through the study of important novels that center on such sports as boxing, high stakes golf and cutthroat high school football. Past readings include *Bleachers*, *Million Dollar Baby*, *Breath*, and *Friday Night Lights*. Students will be expected to write knowingly about the relationship between character and fate, as well as master the intricacies of plot, structure and dialogue. Students will be required to keep a writing portfolio, including drafts and revisions, and to develop competence in advanced writing skills and literary analysis. In addition, students will be expected to personalize and deepen their knowledge of literature and writing and to demonstrate proficiency in the kind of note-taking skills that will enable them to improve comprehension and retention.

Crime Fiction

Grades 11, 12, PG

.5 credit

This class focuses on crime novels of high literary value by such writers as Sir Arthur Conan Doyle, Dashiell Hammett, Agatha Christie and Walter Mosley. Past readings include *A Study in Scarlet*, *The Maltese Falcon*, *And Then There Were None*, and *Macbeth*. Students will examine such literary conventions as archetypes, mood, setting, irony, character, dialogue, story structure, the nature of good versus evil, and the dark motivations of the human predator. Students will be required to keep a writing portfolio of their essays, including drafts and revisions, and to develop competence in advanced writing skills. Moreover, students will be expected to keep a daily journal to personalize and deepen their knowledge of literature and writing and to demonstrate proficiency in the kind of note-taking skills that enable students to improve comprehension and retention.

Literature and Film

Grades 11, 12, PG

.5 credit

Joseph Conrad described his role as an author in a memorable way: “The task I am trying to accomplish is to make you see.” This course builds on Joseph Conrad’s premise with an intensive study of the connection between books and movies, both from the standpoint of books that have been made into movies and movies that have been made into books. Students will engage in a close reading of selected texts, judging them initially purely as literature, and then, after viewing the film corresponding to the text, analyze the correlation between book and film. The aim of the course is to build students’ skill as readers and interpreters of literature, and also to provide students with an insight into film techniques, particularly regarding bringing an author’s intentions to the screen. In addition to keeping a response journal of their reading and viewing, students will write essays on selected book vs. film topics. Book/film combinations that might be covered are: *The Loneliness of the Long Distance Runner*, *Into the Wild*, *The Lovely Bones*, and *Tapping the Source*.

Women's Voices In Literature

Grades 11, 12, PG

.5 credit

In this course we will study and examine literature written by women. The focus is to understand women through their unique literary voice, as a reflection of their history, their place in society and their role in this ever-changing world. This course will examine the changing perspectives of female writers from the 19th century to present day. We will be doing this through various genres including poetry, novels, short stories and non-fiction. Possible authors we will study may include, but will not be limited to, Kate Chopin, Emily Dickinson, Virginia Wolfe, Sylvia Plath, Zora Neale Hurston, Maya Angelou, Toni Morrison, Margaret Atwood, Barbara Kingsolver and Sandra Cisneros.

Restlessness, Solidity, and Passion: Reading New York

Grades 11, 12, PG

.5 credit

“There are roughly three New Yorks. There is, first, the New York of the man or woman who was born here, who takes the city for granted and accepts its size and its turbulence as natural and inevitable. Second, there is the New York of the commuter — the city that is devoured by locusts each day and spat out each night. Third, there is the New York of the person who was born somewhere else and came to New York in quest of something. ...Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion.”
E.B White, *Here is New York*

Using White’s quote as a template, this course will examine human nature through the setting of New York, New York, the most American of cities. Students will be expected to write knowingly about the impact of environment on fate, hope, free will, and identity. Students will keep a daily journal and writing portfolio, and participate actively in discussions related to readings and films. Students will hone their writing and analytical skills and develop a proficiency in note taking as a life-long tool for learning. Readings may include *Bartleby*, *The Scrivener* by Herman Melville, *Up in the Old Hotel* by Joseph Mitchell, *The Stories of John Cheever* by John Cheever, *Breakfast at Tiffany’s* by Truman Capote, and *A Visit from the Goon Squad* by Jennifer Egan, and current issues of *The New Yorker*.

Nature Writing: An American Perspective

Grades 11, 12, PG

.5 credit

The question of what wilderness and nature mean to humankind has long preoccupied writers. In this seminar, students will grapple with this question, focusing on what wilderness means to America, and what their own relationship to the natural world is and should be. In addition to conventional nature writers, students will read a variety of texts from voices not often considered in the study of American Wilderness Literature. This will encourage students to continue to question what American nature really is, and also discuss who has access to wilderness and in what ways.

Assigned readings will reference literary works by American writers such as H.D. Thoreau, John Muir, Walt Whitman, Aldo Leopold, Rachel Carson, Edward Abbey, Annie Dillard, Barbara Kingsolver, David Barnhill, Henry Beston, Terry Tempest Williams, Gary Snyder, and Janisse Ray.

Creative Writing: Introduction to the Craft of Storytelling

All Grades

.5 credit

“After nourishment, shelter and companionship, stories are the thing we need most in the world.” So says Philip Pullman, best selling author of the young adult trilogy *His Dark Materials*. This course is an introduction to the craft of writing stories. Students will learn to write within three basic story structures: the legend/myth, the personal essay, and short works of fiction/creative-nonfiction. Students will be encouraged to share their writing with the class for analysis and feedback. Our primary texts will be *Telling Stories: An Anthology for Writers* by Joyce Carol Oates, and *Method and Madness: The Making of a Story: A Guide to Writing Fiction*, by Alice LePlante. The class is open to all students who have a vivid imagination and want to learn how to share their thoughts and ideas in writing with others.

American Drama

Grades 11, 12, PG

.5 credit

Students will read, discuss, and write about several major works of American drama from the latter half of the 20th century. The class will explore how social and historical events influenced the themes of the modern American theater and how earlier playwrights’ work influenced future writers. The class’s reading will move chronologically from the late 1930s to the early 1990s.

Potential plays that may be read for the course:

Our Town by Thornton Wilder

Glass Menagerie by Tennessee Williams

Death of a Salesman by Arthur Miller

Raisin in the Sun by Lorraine Hansberry

Who’s Afraid of Virginia Woolf by Edward Albee

Fences by August Wilson

Glengarry Glen Ross by David Mamet

Angels in America by Tony Kushner

Graphic Novel Memoirs

Grades 11, 12, PG

.5 credit

Graphic Novels are more than just collections of comic books reprinted for resale in a handy omnibus. The graphic novel has developed into a genre of contemporary literature that allows the author to tell a concentrated story in relatively few words in conjunction with vivid images. This form of visual storytelling lends itself to tales of memory and memoirs. Students will spend the first part of this elective studying various graphic novel memoirs and analyzing their effectiveness as a storytelling medium. The last part of the semester will be devoted to the students creating a graphic novel memoir that tells part of their life story.

Texts may include *Persepolis*, *Fun Home*, *Ghost World*, *Blanket*, *Epileptic*, *This One Summer*, *American Born Chinese*

World Mythology Honors

Grades 11, 12, PG

This full-year Honors course is designed for students to exercise and expand their critical thinking and analysis skills, collaborative work skills, and creativity as they study the concepts and literary connections to various world mythologies. Students will become versed in a variety of cultural myths and legends, explore what makes a hero, and learn about universal truths contained within many or all mythologies.

Dystopian Literature Honors

Grades 11, 12, PG

.5 credit

In a world where technology meets overpopulation and increasing government influence, society changes the moral compass of the citizenry. Authors over the last century have attempted to capture their vision of such a world, particularly just after World War II. Dystopian literature is, at its heart, a warning of “things to come”. Big Brother is watching! Students will strengthen skills in critical reading and writing, engage in thoughtful classroom discussion and analysis of source material. Readings may include, but are not limited to:

1984 by George Orwell

A Clockwork Orange by Anthony Burgess

Brave New World by Aldous Huxley

Children of Men by P.D. James

Fahrenheit 451 by Ray Bradbury

Watchmen by Alan Moore and David Gibbons

The Running Man by Stephen King as Richard Bachman

Brave New Worlds ed. John Joseph Adams

Cambridge International Education - English Literature - Honors Class

Grades 11, 12, PG

Honors

2 credits, scheduled daily

By teacher recommendation

An Honors level course, the Cambridge International Program AS Level English class is focused on helping students to effectively analyze various works in prose, poetry, and drama. The instructor will choose works from a set source list provided by Cambridge International. Students will be responsible for reading the source material, and will also focus on communicating about these works effectively in both verbal and written format. These skills will be explicitly instructed throughout, in order to help prepare students for the Cambridge exam in May. Based on examination score, students may earn credit at numerous colleges and universities. Potential authors and works include the poetry of Robert Frost, various short stories, Jhumpa Lahiri's *The Namesake*, *Henry IV Part 2* by William Shakespeare, Brian Friel's *Philadelphia, Here I Come!* and numerous companion works. At the end of this course, students will be prepared for and are expected to take the Cambridge International AS Level Exam.

Note: Exam dates are not posted by Cambridge International Education until October, and students/parents should be prepared for the possibility of taking an exam in June, and returning to Forman for the exam at their own expense. Forman School has no control over the Cambridge course exam dates and they do not offer alternative dates for examinations.

THINKING AND WRITING DEPARTMENT

Thinking and Writing is a course of study designed to help students develop their skills in academic writing. Students review the basics of sentence and paragraph structure while also learning about the writing process. This course builds a strong foundation in writing and moves students toward a deeper understanding of authorship and the writing process. Writing instruction is provided in personal writing, analytical writing, literary analysis, the research process, the research paper, and revision.

Word processing tools and assistive technologies are incorporated throughout the course. Students use on-line literacy tools to import their written work where they receive immediate, detailed feedback on grammar, spelling, sentence structure and development. After making the necessary revisions, students resubmit their work into the program to witness the progress they made on their essays. After crafting final drafts, students share their work and evaluate the essays written by their peers.

Thinking and Writing courses are a year-long course requirement for all new students.

Thinking and Writing 9

1 credit

This year-long foundation course to academic writing aims to introduce freshmen to principles and strategies of effective written expression in academic contexts, with focus on paragraph development and essay structure. Interactive instruction guides students through the writing process, which requires critical thinking and decision-making in the use of evidence, in-text citations, and effective writing modes. Through differentiated teaching and assistive technology, students build strong grammar foundation, learn strategies to compose structured multi-paragraph essays to support thesis statements for varied purposes, utilize technology to plan, draft, revise, edit, and share texts, while accurately documenting and citing in MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio for the purpose of tracking progress and practicing reflective learning throughout the year.

Thinking and Writing 10

1 credit

This year-long intensive academic writing course, required for new sophomores, aims to reinforce effective writing habits and fundamental composition skills for academic purposes, with focus on exploring literate practices across a range of academic domains and developing research writing skills that involves finding, evaluating and referring to relevant information. The course places equal emphasis on macro-level composition skills, such as paragraph development, essay structure, coherence, style, as well as micro-level skills, such as sentence structure, grammar, vocabulary, spelling and formatting. Through differentiated instruction, students receive feedback on writing, learn strategies for approaching common writing modes, engage in critical inquiry of non-fiction analysis, follow the standard writing process, and observe language conventions and MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio for the purpose of tracking progress and practicing reflective learning throughout the year.

Thinking and Writing 11

1 credit

This year-long high level writing course, required for new juniors, is designed to expand students' repertoire of academic writing skills, including personal narrative of a college application essay, and to foster independence in evidence-based and purpose-driven written expression by expressively varying sentence structures, consciously employing substantive revision, and thoroughly interpreting subject-specific written assignments, with focus on developing language techniques that are concise, coherent, and logical. Through extensive writing practice and feedback-oriented instruction, students learn how to structure information effectively, to link ideas and arguments smoothly, to analyze and respond to information rigorously, and to evaluate their own work critically. In preparation for further writing development in college, students utilize online resources to practice grammar and language skills for standardized testing while stressing key constituents in common writing modes and following MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio for the purpose of tracking progress and practicing reflective learning throughout the year.

Academic Writing

Semester 1

Prerequisite: Thinking and Writing

Grade 10, 11, 12, PG

.5 credit

This semester elective for returning students and PGs aims to reinforce effective writing skills and helpful tips for analytical and technical essay writing as well as to scaffold cross-curriculum writing support for academic subjects. The primary vehicles for learning in this class include the writing tasks assigned by content teachers. Through feedback-based individual coaching, students are guided to apply the writing strategies taught in a Thinking and Writing class, to build discipline-specific vocabulary, to resolve individual issues in the standard writing process, and to exercise independence and foster confidence in managing writing tasks. Through interactive instruction and guided individual practice, students learn to apply helpful tips to approaching common academic writing modes and to demonstrate proficiency through assessments aligned with national standards.

Research Writing

Semester 2

Prerequisite: Thinking and Writing

Grade 10, 11, 12, PG

.5 credit

This semester elective for returning students and PGs aims to provide detailed instruction on managing the steps of writing a research paper as well creating effective presentations through capstone research projects. The process encompasses selecting an appropriate research topic, planning a detailed outline, finding source material, synthesizing information through organized notes, maintaining appropriate academic tone and language, and documenting sources. The primary vehicles for learning in this class include the research assigned by content teachers. Through interactive instruction and guided individual practice, students learn to apply helpful tips to approaching research writing and to demonstrate proficiency through assessments aligned with national standards.

Applied Writing

Semester 2

Prerequisite: Thinking and Writing

Grade 12, PG

.5 credit

This semester elective for seniors and PGs is a practical project-centered course that aims to provide explicit instruction on examining individual writing processes and developing effective written communication beyond academic domains, with special emphasis on clarity, word precision, sentence concision, and audience. Students will learn to apply writing skills to real-life tasks in appropriate formatting, such as building resumes, crafting personal or professional statements, conducting formal correspondence, and writing applications for internships and scholarships. For assessment, students will assemble a career portfolio that contains their written work as a candidate of their chosen field.

COGNITION & LEARNING DEPARTMENT

Open to All Grades

Cognition and Learning courses are Pass/Fail and receive no credit on Forman transcripts.

Cognition and Learning department courses focus specifically on a student's unique area of challenge. Students are placed in small groups and learning specialists customize the curriculum to meet the individual needs of the group.

Academic Reading I

This course is designed to help students develop basic reading and word attack skills using an individualized, multi-sensory, phonetic, and sequential approach. Course work in Academic Reading I includes phonemic awareness, decoding, vocabulary and morphology, grammar and usage, comprehension, and spelling. The course is taught in a small-group setting with a reading specialist.

Academic Reading II

This course is designed to help students develop increased reading fluency and comprehension to improve reading for academic coursework. Students focus on the active reading process, including the integration of paraphrasing, summarizing and interacting with text. Students read and interact with a variety of academic materials relevant to their individual reading level. This course further develops vocabulary, word attack skills, and spelling.

Academic Reading III, IV

These courses are designed to assist students as they further develop reading fluency and comprehension in preparation for advanced academic coursework. Students focus on morpheme analysis, semantic mapping, active reading strategies, and vocabulary development. Reciprocal teaching techniques are used to strengthen students' comprehension skills, reading comprehension skills, and self-reflective abilities. Students practice independently, choosing strategies to apply to content texts to improve comprehension of the material.

Metacognitive Strategies I, II, III

In Metacognitive Strategies, students learn to identify, explain, and manage their learning needs. They receive direct, explicit instruction in critical skills that enable them to function as independent learners. Coursework specifically includes: reading comprehension applied to academic work, vocabulary development, paraphrasing, listening and note taking, homework completion, test taking, time management, materials organization, and goal setting. Of particular importance is the fostering of self-advocacy skills. This course is not a content tutorial. Content help is available during evening study hall and by appointment for extra help with individual teachers and tutors.

Math Support

P/F (no credit)

Open to All Grades

Requires teacher recommendation

This course is designed to assist students with learning challenges specifically related to mathematics. Taught in addition to a content math course, Math Support enhances a student's math ability by remediating and teaching strategies to attack increasingly advanced and/or

multi-step mathematics problems. This course is open to students of any grade and math level, but enrollment requires the recommendation of the Math Department Chair, Director of Cognition & Learning, and the Director of Studies.

Introduction to Executive Function Coaching

Grades 9, 10

This course is designed to introduce students to executive functions using practical, structured, and research-based strategies. In general, this class is appropriate for underclass students. Executive function coaching is hands-on and uses a student's strengths to help him/her develop academic coaching skills. In this course, students gain knowledge and awareness of the development of executive functions. The course focuses on direct instruction of planning and prioritization of assignments, as well as organizational, time management, task initiation and completion, and self-advocacy and self-monitoring strategies.

Executive Function Coaching

Grades 11, 12, PG

Students in Executive Function Coaching use practical, structured, and research-based coaching methods to help with self-awareness, time management, productivity, organization, prioritizing, and other factors that help improve academic performance. Executive Function Coaching is a hands-on course and uses a student's strengths to help him/her develop academic coping skills. The coach provides structure, accountability, and motivation until the student is able to develop these functions on his/her own. Because executive functions are neurobiological, students need the most effective strategies for planning, prioritizing, time management, task initiation and focal maintenance. Coaching facilitates continued development of self-advocacy strategies, realistic goals, a student's ability to identify roadblocks, and continued use of individually customized strategies.

PERSPECTIVES IN LEARNING DEPARTMENT

Perspectives in Learning I

Grade 11

.5 credit

Semester 2 of Junior Year

This course is designed to work in unison with the college counseling process and help guide our students in successfully determining their post-secondary future. The goal of this course is to help students make informed and knowledgeable decisions regarding their future educational and career choices, along with providing them with a foundation of skills. The students will be provided tools to gain a better understanding of themselves as learners, so they are better able to identify and articulate their personal needs at the collegiate level. Incorporated into this unique curriculum are inventories assessing personality traits and interests, along with direct instruction on how to navigate the college research process. Over the course of a semester, there will be class time allotted to prepare students for standardized tests. At the end of the course, students will focus on crafting their college essay.

Perspectives in Learning II

Grades 12, PG

.5 credit

Semester 1 of Senior Year

This course is designed to work in unison with the College Counseling process and is an extension to the Perspectives in Learning I course. In this course, students will receive support and guidance in all aspects of the college application process. The students will be given the opportunity to individualize their curriculum based on their specific application needs. Incorporated into this unique curriculum are the implementation of time management, self-advocacy, and organizational strategies that can be used at the post-secondary level.

THE INGENUITY PROGRAM

Grade 9

Taken in Semester 2 only

.5 credit

Grades 10, 11, 12, PG

.5 credit for one semester

1 credit for year-long

The Ingenuity Program offers students the opportunity to engage in a talent driven, student developed course of study that allows for the time, freedom as well as structure, and support necessary to foster and augment such talents. Students choose an interest, talent or passion they are interested in pursuing and develop a project that could revolve around that talent. Students work closely with the teacher to help structure their time and focus their ideas with the aim of making meaningful progress during their time in the program. This course is held in a state-of-the-art fabrication lab, complete with 3D printer, laser cutter, milling machines, plasma cutter, virtual reality gear and more.

Upon acceptance into the Ingenuity Program, students are tasked with further developing their ideas through a series of exercises targeted to flesh-out the particulars of their interest, talent or passion and thoughts revolving around their unique project and what the end result will be. Students will work with the teacher to scaffold the necessary steps, the materials needed, as well as the time needed, to make progress toward the end result within the semester or year-long time frame. Each student is expected to create their own website that chronicles their experience. The website is updated weekly with a blog post and some sort of imagery to illustrate the current state of the project.

The final product could take various shapes; perhaps the student will be developing a portfolio of sorts that can be referenced for college or summer internship; perhaps a student is developing a business plan or widget for a niche market; some students may be drawn to explore a new medium in the arts, such as immersive 3D art or film.

Regular meetings with the teacher will help provide support for each particular student. These meetings can be used to help focus a student's vision, help students stay on track in order to accomplish their goals on time as well as serve as a sounding board for a student's ideas.

To apply for this program, an application form must be completed (available online at <http://www.formaningenuity.org>) click on *program links*, *program application*.

The application consists of the following questions:

1. What grade are you entering?
2. Would you develop an existing talent or pursue a passion while in the Ingenuity Program?
3. What is the final product or artifact that you would strive to complete?
4. What hardware, software or online course might you need to develop your interest, talent or passion?

5. List some steps that might need to be taken to create this product?
6. Would you have an interest in taking an online course in the area you are talented or passionate in as a part of your experience?
7. Every student is expected to maintain and update their own web site, including weekly blog posts and product updates. Would this be something you would be motivated and excited to do well each week?
8. Would you be interested in being in the Ingenuity Program for one semester or all year?

MATHEMATICS DEPARTMENT

The Mathematics Department provides a stimulating and challenging curriculum for every level of learner from Pre-Algebra through advanced Calculus. Instead of focusing solely on content coverage as a gauge for success, teachers emphasize building confidence and accuracy of computation when problem solving. Through this approach, we strive to cultivate confident, lifelong learners who are grounded in sound math fluency and have strong problem-solving skills when they enter college.

All students taking a math class are expected to have a calculator for use in the classroom and on their homework. Students who do not have their own calculator at the beginning of the year will be able to purchase one through the School store during the first week of classes.

Math Support

P/F course (no credit)

Open to All Grades

Requires teacher recommendation

This course is taught within the Cognition and Learning Department, and is a Pass/Fail course, which receives no credit on a student's transcript.

This course is designed to assist students with learning challenges specifically related to mathematics. Taught in addition to a content math course, Math Support enhances a student's math ability by remediating and teaching strategies to attack increasingly advanced and/or multi-step mathematics problems. This course is open to students of any grade and math level, but enrollment requires the recommendation of the Math Department Chair, Director of Cognition & Learning, and the Director of Studies.

Pre-Algebra

All Grades

This course is offered to any student, in any grade, whose fluency of basic mathematical concepts is not yet automatic. Research driven methodologies are embedded into the class to help bridge the gap between the traditional abstract veins of algebraic thought with more accessible, concrete manipulations. Topics covered range from integers and exponents, rational and real numbers, percents, probability, equations and inequalities, graphing lines, functions, and polynomials.

Algebra I

All Grades

This is a traditional first course in algebra. Topics include the fundamental properties of real numbers, solving linear equations and inequalities, multiplying and factoring a variety of polynomials, roots, and radical notation. Topics also include absolute value, systems of equations, and algebraic fractions. Research-driven methodologies are routinely implemented to help bridge the gap between the traditional abstract veins of algebraic thought and more accessible, concrete manipulations.

Geometry

Open to students who have successfully completed Algebra I

May be taken on an Honors level with teacher recommendation

Traditional Euclidean geometry topics are covered in a standard sequence. Emphasis is placed on the deductive nature of this branch of mathematics, and on the use of algebra in solving a variety of geometric problems.

Algebra II

Open to students who have successfully completed Algebra I and Geometry

May be taken concurrently with Geometry

May be taken at an Honors levels with teacher recommendation

This is a standard second course in algebra, focused on preparing students for Pre-calculus.

Algebraic facility and the concept of functions are emphasized. Additional topics include quadratic functions and factoring, polynomials, exponential functions, and radical functions.

Probability and Statistics

Grades 11, 12, PG

Open to students who have successfully completed Algebra II

May be taken at an Honors levels with teacher recommendation

This course is designed to introduce the methods of probability and statistics. Topics include laws of large numbers, discrete and continuous distributions, and sums of random variables. The bulk of the course will be project driven, allowing ample time to explore the concepts being learned the way they might be used by professionals in the field of business or science.

Pre-Calculus

Open to students who have successfully completed Algebra II

Pre-calculus is designed for students who are interested in the study of mathematics up to and through calculus in the future. The curriculum consists of many traditional topics including linear, quadratic, and polynomial functions; exponential and logarithmic functions; circle, triangle, and advanced trigonometry; linear systems and matrices, as well as other skills students will need for success in calculus.

Pre-Calculus Honors

Open to students who have successfully completed Algebra II

By teacher recommendation

The honors section covers many of the same topics as Pre-calculus, but concepts are explored in much more depth and detail. The pace of the course is also notably faster than that of Pre-calculus. This depth and pace enables for more time to introduce topics from calculus sooner in the second semester. Students will be introduced to Cambridge-style exam questions to help them prepare for the possibility of taking the Cambridge Assessment International AS Level Pure Mathematics course.

Calculus Honors

Open to students who have successfully completed Pre-Calculus

By teacher recommendation

This is a standard high school introductory course in calculus. Students will develop and explore the concept of limit, and progress to the development of the derivative. Derivatives of polynomial, trigonometric, and exponential functions and their applications to business, physical science, and engineering will be studied, as well as the fundamental theorem of calculus and an

introduction to integral calculus. Use of a graphing calculator is an integral part of this course.

Cambridge International AS Level Pure Mathematics

Grades 11, 12, PG

Honors

By teacher recommendation

Open to students who have successfully completed Pre-Calculus or Pre-Calculus Honors

2 credits

Scheduled daily

This course is an upper-level Honors course for strong mathematics students who are interested in pursuing a math-related degree in college. This course will follow the syllabus outlined by the University of Cambridge in preparation for the AS Level Mathematics Examination. Students will study the content covered in the Pure Mathematics 1 and Pure Mathematics 2 sections of the AS Level Mathematics Syllabus. The topics covered will include: Quadratics, Functions, Coordinate Geometry, Circular Measure, Logarithmic and Exponential Functions, Trigonometry, Vectors, Series, Differentiation, and Integration. Students entering this course should already have a solid foundation in several of the topics covered from their work in Pre-Calculus. At the end of this course, students will be prepared for, and are expected to take the Cambridge International AS Level Exam.

Note: Exam dates are not posted by Cambridge International Education until October, and students/parents should be prepared for the possibility of taking an exam in June, and returning to Forman for the exam at their own expense. Forman School has no control over the Cambridge course exam dates and they do not offer alternative dates for examinations.

SCIENCE DEPARTMENT

The Science Department's mission is to offer a variety of science classes that present material in a dynamic and experiential manner while teaching students the strategies and solid scientific research skills they will need in college. Students learn critical thinking skills by regularly conducting scientific research and experiments, by learning how to make an appropriate conjecture and how their collected data either supports or refutes that statement. Science classes also teach students effective strategies for accessing information from a variety of sources. Teachers use the latest technology to present material in an interactive manner. They teach science literacy and design Project Based Learning lessons that give students skills for success in college and in their future careers. The focus in all science classes is to encourage students to think critically about the world, to improve their understanding of the scientific method and use of research skills, and to hone their ability to present their knowledge in written and visual form.

Health and Wellness 9

Required for All Freshmen

.5 credit

This required course for all freshmen focuses on the basic foundations for promoting a healthy mind and body. The course begins with lessons centered on helping students build a strong sense of who they are; students examine their core values and the outside forces that can reinforce or challenge those central beliefs. The Wellness curriculum also covers strategies for developing and promoting positive, self-management skills and habits, as well as how to build and maintain healthy relationships.

Health, Wellness and Leadership 10

Required for All Sophomores

.5 credit

The course builds on the foundations for promoting a healthy mind and body. The course is intended to improve student outcomes by supporting their social-emotional learning needs and improving school climate. The course will help students build a strong sense of who they are; examine their core values and the outside forces that can reinforce or challenge those central beliefs. The Health, Wellness and Leadership curriculum also covers strategies for developing and promoting positive, self-management skills and habits, as well as how to build and maintain healthy relationships.

Health, Wellness and Leadership 11

Required for All Juniors

.5 credit

The course builds on the foundations for promoting a healthy mind and body. The course is intended to improve student outcomes by supporting their social-emotional learning needs and improving school climate. The course will help students build a strong sense of who they are; examine their core values and the outside forces that can reinforce or challenge those central beliefs. The Health, Wellness and Leadership curriculum also covers strategies for developing and promoting positive, self-management skills and habits, as well as how to build and maintain healthy relationships.

Integrated Science 9/10

This course will be taught over two years.

Required for all Freshmen and Sophomores

1 credit

The 9th/10th grade integrated science curriculum courses are interdisciplinary science units that explore concepts, skills and processes in Physics, Biology and Chemistry science disciplines.

The curriculum encourages students to investigate science through research, observation, experimentation and projects by working independently and collaboratively. Students will discover the interrelationships between science and culture, economics, politics, and the environment.

Through scientific inquiry students will develop critical and creative thinking through research and design. Students will learn to appreciate and respect the ideas of others, gain good reasoning skills and develop their understanding of core science subjects so that they will have a foundation for further science classes in high school.

Integrated Science Honors 9/10

This course will be taught over two years.

Required for all Freshmen and Sophomores

1 credit

The 9th/10th grade Honors integrated science curriculum courses are interdisciplinary science units that explore concepts, skills and processes in Physics, Biology and Chemistry science disciplines.

Students will develop critical and creative thinking through research and experimentation. They will learn to appreciate and respect the ideas of others, gain good reasoning skills by developing their understanding of core science subjects. Students will develop subject specific knowledge, develop skills in research, observation, experimentation and science based literacy by working independently and collaboratively. Students in this honors course will build a foundation for success in upper level science classes in high school and college science classes.

Biotechnology and Genetics

Grades 11, 12, PG

.5 credit

Pre-requisite: Algebra and Biology

Biotechnology and Genetics is designed to expose students to biological and genetics research as it applies to Forensics and Biological Sciences. The main item of technology explored will be gel electrophoresis, which is used to determine the presence of specific gene sequences in DNA. This lab course will teach lab etiquette, especially as it relates to sterile technique and safety when handling biological matter. A strong focus will be placed on detailed measurement and observation. The class will also cover molecular make-up, reproduction, and transcription as it applies to DNA. This course is intended for students that are interested in medical, veterinary, and forensic careers in college.

Biology

Grades 10, 11, 12, PG

Includes Lab

This course provides a broad overview of the structure of life, biochemistry, genetics, evolution, a survey of plants and animals, and an introduction to ecology. The Biology curriculum requires students to employ the skills and concepts learned in previous science courses. Laboratory sessions and research projects help reinforce the concepts students have learned by giving them practice in analytical techniques, scientific writing skills, and following directions. Students will also learn to use electronics as tools for laboratory, reading and writing.

Biology Honors

Grades 10, 11, 12, PG

Includes Lab

By teacher recommendation

Biology Honors will provide an overview of the components of life, the biochemistry that allows life to occur, the operation of genes, including the newest research on genetic change within individuals. DNA will be extracted, digested, recombined and evaluated using electrophoresis and other specialized techniques. Evolution will be an underlying theme as we explore the variety of living things, how they interact in real life and how the movement of energy through ecosystems ties all living things together. Living things, particularly humans, will be examined at various levels, from cells to organ systems, to overall health, including homeostasis, neuroplasticity and diseases such as cancer. Laboratory observations and research projects will help reinforce new learning and proper techniques and skills.

Emerging Diseases

Grades 11, 12, PG

.5 credit

Includes Lab

Prerequisite: Biology

Emerging Diseases is a science course that explores the relationships between microorganism, environment, and diseases. General principles of genetics and evolution as well as historical and political factors will be examined in an effort to explain the emergence of new diseases. Laboratory exercises include basic microbiology, data analysis, simulations, and survey research. Development and function of the immune system in normal immunity and immune systems diseases, such as HIV, are also explored. This course examines clinically relevant topics including allergy and inflammation, vaccines and molecular medicine, autoimmunity, immune deficiencies, and cancer immunotherapy as well as immune responses to viruses, bacteria, and parasites. Class discussions examine immunological topics in scientific research, clinical case presentations, diagnoses and the impact of immunology on public health. Readings may include: *Hot Zone, Yellow Death, Disease: The Extraordinary Stories Behind History's Deadliest Diseases* by Mary Dobson

Chemistry

Grades 11, 12, PG

Includes Lab

Prerequisite: Algebra I

Students in this course study the properties of matter and observe the relationship between matter and energy through a variety of real world applications. Students enrolling in this course should have strong abstract reasoning skills, as chemical concepts are the most intangible of any of the

sciences. Reasonable proficiency in Algebra is also required. Regular laboratory sessions and demonstrations teach analytical techniques, reinforce lecture concepts, improve writing skills, and stress the importance of following directions. Students also refine research skills and present oral reports.

Cambridge International AS Level Chemistry

Grades 11, 12, PG

Honors

2 credits, scheduled daily

Includes Lab

By teacher recommendation

Cambridge International AS and A Level Chemistry encourages learners to explore their subject in depth. The syllabus has been designed, in consultation with teachers and universities, to help learners develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject. The Chemistry syllabus includes the main theoretical concepts, which are fundamental to the subject, a section on current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. Students practice experimental skills throughout their course of study. Students will spend at least 20% of their time doing practical work individually or in small groups. The practical work that learners complete during their course aims to develop the skills they need to carry out experimental and investigative work; reinforce the student's learning of the theoretical subject content of the syllabus; and instill an understanding of the interplay of experiment and theory in scientific method. At the end of this course, students will be prepared for, and are expected to take the Cambridge International AS Level Exam.

Note: Exam dates are not posted by Cambridge International Education until October, and students/parents should be prepared for the possibility of taking an exam in June, and returning to Forman for the exam at their own expense. Forman School has no control over the Cambridge course exam dates and they do not offer alternative dates for examinations.

General Physics

Grades 11, 12, PG

Includes Lab

Prerequisite: Biology, Chemistry, and Algebra II

Must be currently enrolled in Pre-Calculus

This course will study motion, simple mechanics, forms of energy, heat, and basic electricity. Students begin by studying the motion of objects on earth and beyond. Students apply their knowledge of motion in the study of force, momentum, and universal gravitation. This provides the foundation for understanding energy, heat, and fluid forces. This course stresses mastery of basic concepts in physics as well as the mathematical skills needed to quantify, represent, and communicate these concepts. Regular laboratory sessions and demonstrations teach analytical techniques, reinforce lecture concepts, improve writing skills, and stress the importance of following directions.

Physics Honors

Grades 12, PG

Honors

Includes Lab

Prerequisite: Biology, Chemistry and Pre-Calculus

Must be currently enrolled in Calculus

By teacher recommendation

Students will study motion, simple mechanics, forms of energy, heat, the basics of electricity, pressure, and the atmosphere. Students begin by studying the motion of objects on earth and beyond. That is then applied to the study of force, momentum, and universal gravitation. This provides the foundation for understanding energy, heat, and electricity. This course stresses mastery of these concepts in physics as well as the mathematical skills needed to quantify, represent, and communicate these concepts.

Several laboratory sessions will be conducted in order for students to apply their knowledge of analytical techniques, and reinforce lecture concepts. This course will allow students to apply concepts learned in a pre-calculus or calculus course to real world concepts.

Tropical Ecology Seminar

Grades 12, PG

Honors

Includes Lab

Prerequisite: Biology

Interview process is required to be chosen for this course

Tropical Ecology Seminar focuses on current global environmental issues by studying how they have impacted the tropical rain forest. The curriculum focuses on four major areas: field research skills, critical thinking skills, an in-depth view of tropical biology, and the complex issues of tropical deforestation. Each unit demands a considerable amount of time outside the classroom conducting independent research. Students focus on one of five on-going research projects in class and in the rain forest of Costa Rica.

This course, devoted to the study of the world's rain forests, culminates in two weeks of field study in Costa Rica. The results of this field study will be presented to local community groups. This course is taught with college level material. An interview process is required to be chosen for this course by a group of students and trip leaders. This course travels to the Rain Forest of Costa Rica at an additional cost, during the Winterim period. On Dissertation Day, held in May, the Rain Forest team will present their findings to the School.

Ecology

Grades 11, 12, PG

Includes Lab

Prerequisite: Biology

Ecology is the study of the Earth's processes and systems that have evolved over millions of years to sustain life on our planet. This field of study teaches students about the relationships between the living and non-living environment. Students will learn the basic principles of ecology through a survey of terrestrial, freshwater and marine environments. Regular laboratory sessions will emphasize critical thinking and reasoning skills, while reinforcing lecture topics and improve scientific writing skills. Students will also be required to read a non-fiction book to

reinforce topics and will participate in oral presentations. Field Laboratory skills will also be taught and practiced as weather permits.

Anatomy and Physiology

Grades 11, 12, PG

Includes Lab

Anatomy and Physiology is a science course that investigates the structure and function of whole-body systems, including the mechanisms of control and integration of various systems. While the primary focus will be regulation of human systems, animal models will be used to further explore the topic. Students will be required to prepare oral and written presentations. Laboratory work will require dissections, where practical exams will be part of the assessment standard. Virtual dissections will be used prior to the dissection of preserved specimens.

Forensic Science

Grades 11, 12, PG

Includes Lab

Prerequisites: Geometry

This course provides students with the scientific principles, techniques, and skills used today to link a crime suspect with the victim and crime scene. It will also provide the opportunity to stimulate interest in science using the probing questions of crime scene investigators. Seeing science through the eyes of an investigator will allow students to apply the knowledge gained through their study of biology, chemistry, and physics. Through their investigations, students will improve their critical reading and thinking skills and learn principles and concepts of chemical and drug analysis, as well as the techniques used in DNA typing. The nature of physical evidence will be emphasized along with practices relating to the proper collection and preservation of evidence. Microscopic investigation of hair, fibers, and trace evidence will be conducted. Forensic aspects of arson, serology, entomology, fingerprints, weather-related fatalities, and document investigation will be explored. Criminal case studies will be discussed as part of the coursework.

Robotics and Advanced Robotics

Grades 10, 11, 12, PG

Pre-requisites: High interest and/or prior knowledge in learning computer programming and learning the techniques of building a robot. This class is registered with VEX-EDR; the high school/college robotics platform, which offers a rich and exciting program to immerse students in STEM through the fun of building robots. This course introduces the fundamental concepts of programming and techniques of building Robots. The class is the team which competes with other high schools and colleges in Southern New England with the VEX platform and the design game for that academic year. Students are challenged to improve logic and problem-solving skills that serve as a foundation for future study in computer science and a variety of disciplines.

Computer Programming

All Grades

Computer Programming is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their major, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals. The class will use a variety of entry level programming languages. Focus will be on scoping of projects, execution, and delivery. We will incorporate the business end of programming so that students can understand the big picture. The course has a flexible structure that allows us to explore topic of interest to the students themselves.

Advanced Programming

Grades 10, 11, 12, PG

Prerequisite: Computer Programming

In this course, students will learn C#, C++ and Java. Advanced Programming is aimed at showing students the link between higher levels of mathematics and programming. Throughout the year students will work through projects that explore programming from several different perspectives including game development, computer graphics, artificial intelligence and encryption. During this course students will learn how to utilize vector mathematics and industry software such as Autodesk Maya and Unreal 4 Engine to design, program and develop video games. This class is largely project-based and will provide students with an opportunity to work both individually and collectively throughout the year.

HISTORY AND SOCIAL SCIENCES DEPARTMENT

The History and Social Sciences Department is dedicated to creating well-informed, knowledgeable citizens. Required courses for all students prepare them for their role as citizens of the world and emphasize a working knowledge of our government, our Constitution, and the events, which have shaped America for the last 200 years. Elective courses are also offered for a more in-depth look at world history, past and present, and the social and psychological processes which influence human behavior. All classes promote a variety of learning skills, including conducting research, writing papers and essays, analyzing primary sources, and asking intuitive questions. These key learning skills are covered as students are exposed to the many cultures that have flourished in the world throughout human history.

Geography

Grade 9

Geography is the required freshman history course that emphasizes developing students' understanding of the world around them. In the first semester, students learn map-reading skills and study the five themes of geography (place, location, movement, region, and human-environment interaction). The five themes give students specific lenses through which they can approach their studies of the regions of the world. During the second semester students will examine North America, Latin America, Europe, Africa, and Asia using the skills gained during the first semester.

U.S. History

Grades 10, 11, 12, PG

May be offered at the Honors level by teacher recommendation

This course is designed to give students a basic familiarity with critical events, institutions and concepts in American history from colonial times to the 20th Century. This history course prepares students with the skills and knowledge that are fundamental to the study of history. The central tenet of the course is skill development. Students will learn critical reading, evidence-based essay writing and primary source analysis.

European History

Grades 11, 12, PG

May be offered at the Honors level by teacher recommendation

European history is an elective course that begins with the French Revolution in the 18th century and follows the course of history in Europe leading up to the formation of the European Union. This time period had a tremendous amount of upheaval and technological advancement. We will use a combination of primary and secondary sources to look at the changes in Europe through empires, wars, and politics. The goal of the course is to prepare students for college level courses that will require essays based on the material being discussed and read in class.

Modern World History

Grades 11, 12, PG

.5 credit

May be offered at an Honors level by teacher recommendation

This is a one-semester, elective course designed to provide a foundation for understanding the political, economic, cultural, and physical geography of the countries of Brazil, South Africa, India, Pakistan and Russia. Current events form an important part of classroom discussions. The impact of the past upon the present is stressed through an exploration of the roots of current conditions and conflicts. Readings incorporate material on the development of ideas, warfare, technology, science, philosophy, and religion.

Economics Honors

Grades 11, 12, PG

By teacher recommendation

This is an elective course designed to introduce students to the basic principles of economic theory. Topics to be explored include supply, demand, price determination, market structures, Gross Domestic Product, banking, monetary and fiscal policy. Economic theory will be applied to case studies and market simulations to gain an appreciation of current economic events. Each student will be required to do a research project.

Ancient History

Grades 11, 12, PG

May be offered at an Honors level by teacher recommendation

Ancient History is an in-depth study of the ancient world, and the classical ideas and traditions that have influenced modern society. Students will examine the ancient world civilizations of Mesopotamia, Egypt, Greece, Rome, Africa, Asia, and Mesoamerica. They will gain an understanding and appreciation for the complexities of these societies through study of their language, art, philosophy, political and religious structures. Students will develop effective writing, thinking, and speaking skills in addition to gaining historical understanding through readings of primary and secondary sources and literary texts.

Anthropology

Grades 11, 12, PG

.5 credit

Social and cultural anthropology is the comparative study of culture and human societies.

Through study of the general principles of social and cultural life, we examine the characteristics of specific societies and cultures. Current anthropological methods incorporate local and global perspectives and increasingly focus on urban as well as rural societies, with consideration of regional inequalities and all aspects of modern nation states. Anthropology contributes to an understanding of such contemporary issues as war and conflict, the environment, poverty, and problems of injustice, inequality, and human rights. This course explores the major topics of social and cultural anthropology, including kinship, gender, social organization, linguistics, ritual and religion, race, and political organization. Students are introduced to various ethnographic methods and expected to conduct fieldwork throughout the course. Anthropology challenges assumptions and biases, forcing students to reevaluate their views about human nature, cultural traditions, and the way we interact with each other. As part of this course, students examine controversial topics such as human sexuality, cultural taboos, and deviant behavior. It is important that students approach these subjects with an open yet academically critical mind. A

large portion of class time is spent in discussion and/or participatory projects/fieldwork. It is essential that students come to every class prepared and ready to participate actively in the day's activity.

Facing History & Ourselves: The Holocaust and Human Behavior

Grades 11, 12, PG

.5 credit

In this one semester course, students will examine the history of the Holocaust while developing their skills in ethical reasoning, critical thinking, empathy and physical engagement. Students will look at primary sources, eyewitness testimonies, personal reflections, poetry, and book excerpts and images to examine themes and questions about human behavior to study the Holocaust. We will examine societal pressures and political influences that led to the behavior of people during the Holocaust. Students will also be making connections between history and the world today for common themes and elements from this time.

Although the main focus of the class will be about the Holocaust and the actions that lead to it, students will also examine genocide as a whole. Students will look at the Cambodian genocide, Rwandan genocide, Armenian genocide and treatment of Native Americans and Japanese in the USA.

From Hiroshima to 9/11

Grades 11, 12, PG

.5 credit

This course examines global policies, people and events that have shaped international relations from the use of the first nuclear weapons to the causes of 9/11 and the resulting global "War On Terror". During the first half, the course focuses on the developing bi-polar world as the defining force in world political relations from the end of WWII to the collapse of the Soviet Union. During the second half, the course focuses on the Middle East as a center of conflict and instability that affects international relations on the world stage. We examine the roots of the Palestine-Israeli conflict, the establishment of Israel, control of resources in the Middle East/ North Africa, the impact of 9/11 on world international relations, relations with Iran, the Arab awakening and other current developments.

In addition to studying the nature of terrorism in a global context, the class also focuses on the political and ascendancy of countries such as China and India, and the growing impact of globalization. Current events are an important component of our work throughout the course. The course is reading- and writing-intensive and includes both a research paper and many historical simulations and debates.

Modern East Asia

Grades 11, 12, PG

.5 credit

This one semester course focuses on the social, cultural, political and economic development of China, Korea, and Japan from the late nineteenth century through the rise of Communist China. Topics to be explored are the Boxer Rebellion, demise of the Qing Dynasty, East Asia under colonial rule, the impact of World War II and China under Mao. The students will develop critical reading skills, primary source analysis and the ability to write evidence-based essays. A research paper will be required for this course.

Political Theory & Philosophy

Grades 11, 12, PG

.5 credit

This is the study of political theory and philosophy, e.g., liberty, justice, property and the authority to enforce laws. What are they, what makes them legitimate, why they are put in place, what gives anyone the authority to enforce? These questions will be studied through the writings of the most influential theorists in the field. Texts to be used in this course: *The Republic* by Plato, *Politics: A Treatise on Government* by Aristotle, *Socrates* by Voltaire, *Complete Works of Confucius*, *Meditations* by Marcus Aurelius, *The Prince* by Machiavelli, *On Liberty*, by J.S. Mill, *Beyond Good & Evil* by Nietzsche, *The Jefferson Bible* by T. Jefferson, *Age of Reason* by Paine, *Social Contract* by Rousseau, *The Federalist Papers*, *Batman and Philosophy*. We will also look at selected clips from *Lost* and discuss why the writers may have chosen to name many of the characters after political theorists. We would look at other selected media and discuss the influences, e.g., comic books, video games, movies, etc.

Psychology

Grades 12, PG

This course provides participants with an overview of the field of psychology from both the scientific perspective in which the field is grounded and more subjective, personal insights into psychology. Students are introduced to research methods and actively learn how data is generated and collected by researchers. The following topics are covered: the biological basis of behavior; sensation and perception; motivation and emotion; stress and coping; learning and memory; thinking and language; states of consciousness; lifespan development; and psychological disorders and treatment. Students develop and participate in research projects, provide presentations on a regular basis, lead class discussions, and write research papers. Additionally, students are provided with ongoing instruction in advanced note taking, listening skills and content-related study skills.

Entrepreneurship

Grades 11, 12, PG

.5 credit

This course aids students to gain an understanding of the business and marketing principles necessary to start and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determine the feasibility of an idea, develop a plan to organize and promote the business and its products and services, and finally, to understand the capital required, the return on investment desired, and the potential for profit.

Cambridge International AS Level International Relations

Grade 11, 12, PG

Honors

2 credits

Scheduled daily

By teacher recommendation

Cambridge International Advanced Study (AS) Level History is accepted by universities as proof of a student's mastery of historical knowledge. Students will examine issues such as the origins and aims of the League of Nations, the organization of the League of Nations, the successes and failures of the League of Nations and the origins and aims of the United Nations. These issues will be supplemented by studying topics such as the role of President Wilson in the League, why America, Russia and Germany were not involved, reasons for the League's failure to preserve peace and the similarities and differences between the United Nations and the League of Nations. At the end of this course, students will be prepared for, and are expected to take the Cambridge International Relations AS Level Exam.

Note: Exam dates are not posted by Cambridge International Education until October, and students/parents should be prepared for the possibility of taking an exam in June, and returning to Forman for the exam at their own expense. Forman School has no control over the Cambridge course exam dates and they do not offer alternative dates for examinations.

WORLD LANGUAGES DEPARTMENT

The World Language Department aims to provide all students with the opportunity to study a second language, regardless of their individual learning styles. Teachers foster an appreciation for other cultures and people, and prepare students for college study and their future roles in the world community.

Spanish I

All Grades

Spanish I is an introductory class to the language. As such, the focus of this class is to gain an understanding of Spanish. This gradual approach of skill building enables students to acquire and retain the language, working towards fluency. Students practice their Spanish skills through stories that will help them learn the vocabulary needed to communicate in the Spanish-speaking world. Grammar topics are covered organically through the stories taught in class.

Spanish II

All Grades

Prerequisite: Spanish I

Spanish II is an interactive class designed to help move students from novice to intermediate levels of proficiency. Students acquire new vocabulary and continue to recycle old vocabulary to gain fluency. Grammar lessons are taught to reinforce present tense conjugations (regular, irregular) as well as looking at the preterite and imperfect tenses of both regular and irregular verbs within context. Each unit contains acquisition-driven lessons filled with compelling stories, rich reading, input-driven activities and cultural insights sure to pique student interest and inspire interpersonal communication. The stories and readings provide a tangible format for recycling vocabulary in a new and meaningful context. This comprehension-based class will help students develop communicative competence.

Spanish III

Grades 10, 11, 12, PG

Prerequisite: Spanish II with teacher recommendation

The Spanish III curriculum is strategically designed to naturally recycle vocabulary and extend learning through new and meaningful contexts. This comprehension-based class helps students reach beyond novice and intermediate-low levels of proficiency. In addition to sophisticated points of grammar, students will conclude their study of the subjunctive mood, including its past tense in context. The target language is used at least 95 percent of the time in class and students will have out-of-class interactive exercises to help solidify their knowledge. Increased sophistication will be expected both in oral expression and writing. Students will continue to study Hispanic culture through readings, videos, and authentic sound recordings. Additionally, an introduction to literary analysis will begin in the second semester, and students will work to improve their writing by developing organization and analytical skills. Cultural and contemporary issues in the Hispanic world will also be essential topics of our study.

Spanish IV Honors

Grade 11, 12, PG

Prerequisite: Spanish III with teacher recommendation

Spanish IV Honors is designed to help students move from the intermediate level toward the advanced level of proficiency in interpersonal, presentational and interpretive communication modes in Spanish. Unit goals are stated in the form of essential questions relating to the course's six themes: global challenges, beauty and aesthetics, families and communities, personal and public identities, contemporary life, and science and technology. These essential questions drive instruction: students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings relating to the essential questions. Course goals, assessments, and a student portfolio are organized in three areas: interpersonal communication, written communication, and presentational skills.

Furthermore, these skills apply to various activities and disciplines relevant to the twenty countries where Spanish is the primary language spoken. Extensive training in the organization and writing of compositions will be an integral part of this course.

Spanish Literature Honors

Grades 11, 12, PG

Prerequisite: Spanish IV with teacher recommendation

The Spanish Literature course seeks to expose students to a third-year, college-level introduction to peninsular and Latin American literature while developing a student's ability to comprehend and analyze literary works and develop academic writing skills.

American Sign Language I

All Grades

Students are introduced to the fundamentals of this visual-gestural language (receptive and expressive), as well as learn about the culture, community, and history of Deaf people. Students begin by acquiring vocabulary, which quickly moves into signing sentences, and ultimately, dialogues; in learning any language, conversational context is important. American Sign Language structures have both similarities and differences to English and uses grammar as an aide to understanding the language rather than the main focus. Students are assessed both receptively as a whole class and expressively with individual and group projects. Students will be using the text *Master ASL! Level I* by Jason Zinza. Students will also have the opportunity to attend Deaf events outside of school and use other educational materials to enrich their understanding of Deaf culture and community.

American Sign Language II

Grades 10, 11, 12, PG

Prerequisite: ASL I

In American Sign Language II, students will continue to learn language structures and acquire vocabulary, as well as explore the culture, community, and history of Deaf people. Conversational context will become more advanced and incorporate more complex language structures. Receptive and expressive language skills will continue to be assessed using a variety of methods including whole class, individual, and group projects. Students will be using the text, *Master ASL! Level I* by Jason Zinza. Students will also have the opportunity to attend Deaf events outside of school and use other educational materials to enrich their understanding of Deaf culture and community.

American Sign Language III

Grades 11, 12, PG

Prerequisite: ASL I and ASL II

ASL III is an advanced sign language course in which the students will use the skills that they have learned in their ASL I and II classes. Students will continue to learn basic concepts of communication and develop a more in-depth understanding of Deaf culture. In this level III course, students will learn how to sign and present a lyrical song of their choice as well as participate in an annual Poetry Sign and Share. Students will have the opportunity to attend Deaf events outside of school and use other educational materials to enrich their understanding of Deaf culture and community.

American Sign Language IV Honors

Grades 11, 12, PG

Prerequisite: ASL I, ASL II and ASL III

By teacher recommendation only

ASL IV is an advanced sign language course in which the students will use the skills that they have learned in their ASL I, II and III classes. Students will continue to learn concepts of communication and develop a more in-depth understanding of Deaf culture. In this level IV course, students will sign and present a lyrical song of their choice as well as participate in an annual Poetry Sign and Share. Students will have the opportunity to attend Deaf events outside of school and use other educational materials to enrich their understanding of Deaf culture and community. ASL IV is a voice-off class; instruction will be offered using ASL only, taught with intensive conversational usage.

Latin I

All Grades

In Latin I, students learn basic Latin grammar and vocabulary, comparing both of these elements to the English language. In addition, they develop Latin translating skills through practice exercises and passages from Unit 1 in the *Cambridge Latin Course* series with online supplements and support. All the while, the class studies the people, culture, economy, and history of Rome through this course text, guided online activities/research, and student presentations about the major Roman gods and other aspects of the ancient world.

Latin II

Grades 10, 11, 12, PG

Prerequisite: Latin I

In Latin II, students continue their Latin studies by learning more sophisticated grammatical concepts, expanding their Latin and English vocabulary, and developing their translating skills through more passages from Unit 2 and 3 of the *Cambridge Latin Course* series with online supplements and support. For a long-term project, students work collaboratively to produce a historically accurate map with 3D printed replicas of select ancient Pompeian landmarks, well preserved by the eruption of Mt. Vesuvius in 79 A.D. In addition, students will continue to prepare for the National Latin exam in the second semester.

Latin III/IV Honors

Grades 11, 12, PG

Prerequisite: Latin I, and II

In Latin III, students complete their study of Latin grammar, continue to build a reading vocabulary, and further develop their translating skills through continued work from Units 3 and 4 of the *Cambridge Latin Course* series with online supplements and support. Students also perform independent research related to various areas of interest related to our work from the *CLC* series. All the while, individuals in the class prepare to take the National Latin exam at Level III, IV – appropriate for their particular skill set.

ARTS DEPARTMENT

The Art Department's mission is to give students a firm grounding in the basics of performing and visual arts, and to encourage them to use the arts as a vehicle for self-expression. We believe that everyone can and should participate in the artistic process, not just those identified as "talented." To this end, we strive to maintain studios in which each student is able to grow as an imaginative, thoughtful person in a safe, supportive and inspiring environment. Teachers model the creative process for students through their own experiences as working artists, and hope to instill a life-long love for the arts in Forman's students.

STUDIO ARTS PROGRAM

Studio Art

All Grades

.5 credit

This class is designed to serve as an introduction to the studio arts and to provide an opportunity for creative work within a supportive environment. Each student will develop a greater understanding of the visual arts experience through the exploration of a variety of media and techniques including drawing, painting, printmaking, sculpture, fabric art, collage and mixed media. Students will learn about the basic elements of design; line, color, shape, texture, value and form, and learn how to apply the fundamentals of these elements to their artwork to use many art tools and appliances as well as experience using different mark-making materials and supports. There will be opportunities for students to make choices within the assignments, giving them the option to create their own solutions to design problems. This survey class will help students decide which medium they may want to pursue next.

Drawing and Painting

All Grades

.5 credit

This course is designed to provide students with basic skills in drawing and painting. Learning to "see" through extensive observational drawing, students will complete a range of assignments from short rough studies to more thorough and complete works. Students will develop technical and expressive drawing skills while exploring line, form, volume, shading and composition. An introduction to painting will include color mixing, application and theory. Students will learn about painting through instruction and skill practice, exploration and the study of famous artists and art styles. Creativity and self-expression will be encouraged, as students will be given freedom while working within the parameters of class assignments.

Advanced Drawing and Painting

All Grades

.5 credit

Prerequisite: Drawing and Painting

The knowledge and skills learned in Drawing and Painting will be expanded in this course. Students will continue working primarily from direct observation with increased emphasis placed upon considering the Principles of Art in their drawn and painted compositions. Students will refine their technical skills and further develop their own style and form of personal expression. Mixed media, printmaking, different drawing and painting materials and various types of papers and canvas will be made available so that students will have choices within the assignments given. Students may work towards building an art portfolio and will be guided in the process by College Counseling and the art faculty.

Metalsmithing

Grades 10, 11, 12, PG

.5 credit

Students will be introduced to the basic skills necessary for working in metals such as using the jeweler's saw, soldering metals (brass, copper and silver), understanding annealing and metal-hardening techniques, stamping and embellishment of work and the proper preparation and maintenance of tools and materials. Students will first learn to create simple band rings and then how to bezel set a stone, stamp and embellish metal pieces and possibly create chains. Students will be given choice once they learn the basics and will be expected to research different sources for inspiration and ideas. We will learn the art of enameling during the semester and students will be given the opportunity to learn simple enameling techniques upon copper plate. Safety will be of primary importance in this class and students will be expected to behave accordingly.

Advanced Metalsmithing

Grades 10, 11, 12, PG

.5 credit

Prerequisite: Metalsmithing

Students will have the opportunity to continue their exploration of metalsmithing in this class and it may be repeated for advanced credit as desired. Students will be expected to keep a sketchbook of ideas for their work as well as research metalworking techniques necessary for their projects. Students may choose either to continue acquiring developmental skills in the art of metalworking, or if they prefer, may decide to concentrate on one specific area of the art form. Individual critique and discussion with the instructor will facilitate and clarify student direction while also insuring that the necessary tools and materials will be available. The elements and principles of art will continue to play a role in the design of all work and craftsmanship will be emphasized.

Ceramics

All Grades

.5 credit

This semester course serves as an introduction to the creative medium of ceramics. Students will develop an understanding of its history, terminology, materials, construction techniques and finishes. Students will learn to prepare clay for ceramic construction, analyze and express personal ideas through the use of clay, and demonstrate proper use of design. Students will experiment with the process of wheel throwing on an electric potter's wheel. They will employ the skills of glaze application and decoration in a manner that enhances ceramic ware and then build an understanding of firing their pieces using an electric kiln.

Advanced Ceramics

All Grades

.5 credit

Prerequisite: Ceramics

This semester course serves as an opportunity to build on students' ceramic skills, knowledge and terminology obtained in Ceramics. Students will use their knowledge and continue to prepare clay for ceramic construction, analyze and express personal ideas through the use of clay, and demonstrate proper use of design. Students frequently use the pottery wheel to refine skills; they will practice creating various forms via hand building, completing a body of work over the course of the semester. They will learn how to mix glazes and slips, and then employ the skills of glaze application and decoration in a manner that enhances ceramic ware. Students will learn how to load and fire an electric kiln and increase familiarity with a variety of decorating

techniques.

Sculpture and Design

All Grades

.5 credit

Sculpture and design is a half-year, art course where students will explore various sculpture techniques using metal, wood, plaster, and a variety of other materials. They will learn to manipulate the material using sculpture tools. Emphasis will be placed on originality, individual concept, design, and craftsmanship. Students will also learn about contemporary and historical artists within the medium and analyze and critique all different kinds of work.

Modern and Contemporary Art History

All Grades

.5 credit

The course will explore the history of modern art. Students will establish an understanding of the movements that lead up to the modern art era from French Impressionists to Postmodern and Installation and Conceptual Art. Students will also become knowledgeable about different art movements, theories and artists. Specifically, we will examine the importance of the 1913 Armory Art Show, considered to be the dawn and awakening, for America, to the ideas and concepts expressed in modern art. Special attention will be on American art and artists. Through a series of reading and visual materials, along with art documentaries and field trips to museums and galleries, students will learn to formulate their own informed opinions on modern art and its importance, thereby creating a direct line to the contemporary art of today.

Culinary Arts

All Grades

.5 credit

This course introduces the fundamental concepts, skills and techniques in basic cookery, using moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food and equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

CINEMATIC ARTS AND PHOTOGRAPHY PROGRAM

Shooting and Editing

All Grades

.5 credit

Shooting and Editing introduces students to the fundamental concepts of digital filmmaking. This process touches upon the entire spectrum of video production, from developing an idea to distributing a finished work, and provides students with experience using professional-grade equipment and software. Students will gain this experience through many varied and engaging projects, such as music videos, daily blogs, and short documentaries. This class will also devote time to critical analysis of film, with screenings of selected films followed by discussion.

Advanced Shooting and Editing

All Grades

.5 credit

Pre-requisite: Shooting and Editing

Students may enroll only with approval from the instructor and Director of Studies.

Advanced Shooting and Editing provides a more challenging and accelerated curriculum in digital filmmaking for students who have mastered the fundamental concepts introduced in the standard class. Projects have less rigid guidelines to promote creative exploration from the students, but are also larger and more demanding in regard to thematic engagement and production. This class will also devote time to critical analysis of film, with screenings of selected films followed by discussion.

Video Effects

All Grades

.5 credit

Video Effects introduces students to the fundamental concepts of creating visual effects for video. Students will first shoot and edit their own videos, and then build and integrate their own visual effects with professional-grade software. Students will gain experience through varied and engaging projects, such as how to make yourself fly, teleport, or use a light saber. This class will also devote time to critical analysis of film, with screenings of selected films followed by discussion.

Advanced Video Effects

All Grades

.5 credit

Pre-requisite: Shooting and Editing

Students may enroll only with approval from the instructor and Director of Studies.

Advanced Video Effects provides a more challenging and accelerated curriculum in video effects for students who have mastered the fundamental concepts introduced in Video Effects. On the one hand, projects have less rigid guidelines in order to promote creative exploration from the students, and on the other hand, projects are larger and more demanding regarding thematic engagement and production. This class will also devote time to critical analysis of film, with screenings of selected films followed by discussion.

Screenwriting

All Grades

.5 credit

Note: This is a writing class, and does not involve any video production work.

Screenwriting introduces students to fundamentals of screenplay writing. Students will first study the essential building blocks of storytelling on-screen, and then combine that knowledge with the formative and stylistic idiosyncrasies of screenplay writing, to develop and produce their own short to feature-length screenplay. Classes will be divided between lectures on storytelling and film techniques, independent writing time, and group readings with feedback sessions to help each student realize the maximum potential of their screenplay ideas.

Short Film Production

All Grades

.5 credit

Short Film Production is an opportunity for students to develop, produce, and distribute a short film (20-30 minutes in length). The class is a condensed simulation of producing feature-length films on a professional level, across all phases of development. Students will create and pitch an idea, write the screenplay, cast the actors, shoot and edit the film, and finally, distribute the finished project, which includes submitting the final work to various film festivals. This class will also devote time to critical analysis of film, with screenings of selected films followed by discussion, and provides opportunities for students to learn about the business practicalities of filmmaking, such as studio financing and distribution.

Creative Darkroom Techniques: Pushing the Limits

All Grades

.5 credit

This course will survey a variety of traditional and non-traditional darkroom techniques to expand the range of artistic possibilities. Students will explore alternative means of applying photographic images on a variety of surfaces using innovative darkroom methods. Instruction will include demonstrations, lectures, exercises in the darkroom and individual projects.

Processes covered will include pinhole cameras*, cyanotypes, creating photographic surfaces using liquid emulsion and UV prints. We will also work with infrared film and processing. Students will produce a portfolio of finished work. The School will provide all equipment, including cameras. Students will be responsible for purchasing photographic paper, which is sold in the School Store.

Digital Photography

All Grades

.5 credit

This course is an introduction to digital photography where students learn the foundations of exposure and how to manipulate light using their DSLR camera and control functions such as aperture, shutter speeds, ISOs, white balance, color profiling, light metering, and image formats. While students are introduced to artistic composition and expression, they work extensively with Adobe Bridge and Camera Raw learning how to select and edit their images.

Students provide their own DSLR cameras for the course. Nikon and Canon offer starter kits with one lens (18-55mm) or with a second zoom lens (55-200 mm). Suggested camera: Canon EOS Rebel with 18-55mm lens or a Nikon D3100 DSRL with 18-55mm.

Advanced Digital Photography

All Grades

.5 credit

Prerequisite: Digital Photography

In this course students develop their shooting skills and use of their digital cameras and editing software. Students are introduced to various genres such as landscape, portraiture, and night photography while being exposed to masters such as Brassai, Kenna and Leibowitz. Projects are designed to increase artistic appreciation, visual literacy, as well as an ability to express oneself through an image. Advanced editing skills in Adobe Bridge, CameraRaw and Photoshop will be explored.

Students provide their own DSLR cameras for the course. Nikon and Canon offer starter kits with one lens (18-55mm) or with a second zoom lens (55-200 mm). Suggested camera: Canon EOS Rebel with 18-55mm lens or a Nikon D3100 DSRL with 18-55mm.

Portfolio (2D and 3D work)

Grades 11, 12, PG

.5 credit

Prerequisite: By teacher recommendation only

In this course students will create an art portfolio for college admissions and therefore must be serious and highly motivated in their study of art. While reviewing their interest, students will be expected to work independently on their projects and produce a wide range of artwork. This will be a process as they refine their selections to create a strong and coherent body of work. As a class, students will have regular critiques, learning to articulate and evaluate artwork. Students will learn how to write art statements as well as professionally present their work for review.

Introduction to Animation

All Grades

.5 credit

This course will allow students to learn the basic methods and principles of animation. Animation requires an abundance of drawing, and this course will teach the process of creating movement through sequential images. Students will develop their visual art skills and become familiar with digital art (aided with use of drawing tablets) and digital media. This art course provides the opportunity to draw from life and from imagination. Students will learn to use industry-level programs such as Adobe Animate, Adobe Premiere, and Adobe After Effects to create, edit, and fine-tune their animations. Students will create a short animation reel composed of exercises that will enhance their digital editing skills and show a basic understanding of animation techniques.

Stop Motion Animation

All Grades

.5 credit

This course will teach students the process of planning and creating stop motion animations. Students will create independent stop motion short films and collaborative class projects throughout the semester. Students will become familiar with using professional digital cameras. The course will cover use of editing software including Adobe After Effects and Adobe Premiere to edit video, images, and audio content. Students will explore the fundamentals of pixilation, Claymation, and marker board animation, among other stop motion methods. At the end of the semester, students will create video reels compiling all stop motion animation projects to present

their work.

Maya 3D Animation

All Grades

.5 credit

This course covers 3D modeling, texturing and animating in Autodesk Maya. The class will be introduced to Maya's interface, modeling tools, and key frame animation tools. Students will learn the fundamentals of building 3D models, which will lead into exploration of basic principles of animation. This class has a project-based lesson plan, which will cover modeling, texturing, rigging, key framing, usage of the graph editor and other important tools within Maya to create and enhance 3D animations. Students will learn how to edit their exported 3D work in Adobe After Effects and Adobe Premiere to create short films. Students will create a reel of all projects completed throughout the semester.

MUSIC PROGRAM

Students interested in enrolling in a performing ensemble (with the exception of Vocal) will be expected to complete an interview prior to enrollment. For current students, this can be scheduled at the end of the year, or be based on recommendations.

Vocal Ensemble

All Grades

.5 credit

Vocal Ensemble is a non-auditioned choral ensemble that rehearses and performs a variety of repertoire from various genres. Students will develop their vocal abilities, sight singing, and sense of ensemble and learn to critically analyze and implement technique in regular rehearsals. Members of the Vocal Ensemble will be expected to practice regularly outside of class and are encouraged to register for private voice lessons. Students will be required to perform at two on-campus performances during the semester. Those who are interested in more performance opportunities will be encouraged to develop solo repertoire. Apps: Tenuto

Guitar

All Grades

.5 credit

This course is designed for students of all levels to begin, or continue their studies of the instrument. Students will have the opportunity to learn technique, music theory and a wide range of musical styles during class meetings and through an online curriculum, utilizing our Music Technology Lab. Guitar students will be expected to maintain a regular, individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program. Students without instruments may utilize school-owned guitars. Apps: Tenuto, Clear Tune, Pro Metronome, JamPlay

Instrumental Ensemble I

All Grades

.5 credit

Instrumental Ensemble is a course available to all instrumentalists and singers with a secondary instrument. The emphasis of this course is on building musicianship through group and solo performance, technique, and music theory. Ensemble students will be expected to maintain a regular individual practice routine outside of class and are encouraged to enroll in the school's private music lesson program. The Instrumental Ensemble will be featured in at least two on-campus performances per semester. Apps: Tenuto, Garage Band, Noteflight, iRealB, Clear Tune, Pro Metronome

Instrumental Ensemble II

All Grades

.5 credit

By teacher recommendation only

This course is available to advanced instrumentalists and singers with a secondary instrument. The emphasis of this course is on building musicianship through group and solo performance, technique, music theory, history, and composition. Ensemble students will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program. Students enrolled in Advanced Instrumental Ensemble will perform in at least two concerts per semester as well as various formal and informal events

both on and off campus. Apps: Tenuto, Garage Band, Noteflight, iRealB, Clear Tune, Pro Metronome

Music Theory and Composition

All Grades

.5 credit

By teacher recommendation only

This course is for highly disciplined and motivated music students. This class teaches students how music is constructed. Topics include note and rhythm reading, study of harmony and chord structures, transposition, orchestration, ear training, sight singing, and keyboard competency. Students will compose original music using the skills they develop during this course. Regular assessments will include theory and dictation (ear-training) quizzes, take-home composition projects, and homework from the music theory workbook or online resource. Recording technology and notation software will be implemented throughout this course. Apps: Tenuto, Garage Band, Noteflight

Electronic Music

All Grades

.5 credit

This course will provide an opportunity for students at any level of experience to create music. This project-based course will cover the basic music composition and production apps as well as traditional Digital Audio Workstation (DAW) programs in the Forman recording studio. Students will have the opportunity to compose, arrange, record, and engineer in the Music Technology class. Apps: Tenuto, Garage Band, Noteflight, Multitrack DAW

Music Workshop

All Grades

.5 credit

This course is designed for students interested in learning any new instrument, music basics, or focusing on an individual music project. Class meetings will regularly feature a ‘music essentials’ group lesson and independent work through the guidance of the instructor and with the help of various media (text, YouTube, Masterclass, etc.). The following school-owned instruments are available for use: Guitar, Bass, Drums, Percussion, Piano, Ukulele, Saxophone, Clarinet, Flute, and Trumpet.

Additionally, rental instruments are available from a local music shop, so owning an instrument is not necessary. Music Workshop students will be expected to maintain a regular, individual practice routine outside of class, and are encouraged to enroll in the School’s private music lesson program. Apps: Tenuto, Clear Tune, Pro Metronome

THEATER PROGRAM

Improvisation and Sketch Comedy

All Grades

Class culminates in a public performance

.5 credit

Improv Olympic (iO) creators Charna Halpern and Del Close tell the story of how they named their improvisation and sketch comedy performances “Harold” as a reference to George Harrison calling his haircut “Arthur” in the film “A Hard Day’s Night.” In this workshop we will learn the basics of improvisation performance as well as craft our own loosely scripted material and build several games and scenes into a culminating performance that will be performed live in front of an audience- our own “Harold.” Students will be expected to bring a notebook, iPad or laptop to class for writing their own material, and should be physically and vocally free enough to participate in freewheeling stage games and exercises that will require them to be outside of their comfort zone, think on their feet, respond in the moment, create characters and commit to bold innovative choices.

Public Speaking

All Grades.

Class culminates in a public performance

.5 credit

Students will identify material they would like to present live, whether it is borrowed from other writers or from their own journals. Students will learn the elements of vocal variety and of stage presence as they work on a variety of pieces from poetry to selections from other literature, lifting the text from the page to the stage as they enter the world of “spoken word” performance.

Theater Production and Design

All Grades

Requires ability and willingness to memorize lines

.5 credit

This course can be taken for multiple semesters

Students will be involved in providing support to the Forman Ensemble Players annual season of three productions by participating in the scenic, prop, lighting and sound needs of each play.

Willing daily class involvement is expected, as the course is experiential and project based; the work will at times be heavy and/or sloppy. Students can expect to learn to use tools, to work as a team, to paint, to build and to help solve technical problems as they arise. Each production process will begin with a full in-class out-loud reading of the text being produced by the Forman Ensemble Players. Students will be asked to keep a change of clothes on hand in the Art Center so that they can change for class when the tasks at hand require it.

Acting I: Monologue and Scene Study

All Grades

Requires ability and willingness to memorize lines

Class culminates in a public performance

.5 credit

A workshop for actors to hone their craft through memorization, staging and performance of selected scenes and monologues from a variety of classic and contemporary plays in various genres. Students will be asked to participate in the selection of material, read aloud in class, keep a process journal, memorize their scenes, and perform live in front of an audience. Students will

be expected to work collegially and professionally with a variety of partners as well as perform solo. Prior acting experience is not required; the class is open to even seasoned performers.

Acting II: The Art of the One Act Play

All Grades

Requires ability and willingness to memorize lines

Class culminates in a public performance

.5 credit

This course can be taken for multiple semesters

Prerequisite: Students must previously have taken another theater performance class.

For the more experienced performer, this workshop will begin with readings of selected texts in an effort to identify work(s) that are appropriate for each unique group to fully mount on our stage. All students in the class will all be expected to play a role in the selected piece(s) which will be rehearsed in class and performed live in front of an audience. Students will be expected to memorize lines according to deadlines, to work effectively as members of a performing arts ensemble, and to keep a process journal. This is not a beginning level class and is open only to juniors and seniors who have previously taken another theatrical performance class or by permission of the instructor.

Advanced Acting: Exploring Character through Scenes and Monologue

Grades 11, 12, PG

.5 credit

Pre-requisite: Acting I or II, and with permission of the instructor

This workshop style class will continue to use both monologue and small scenes to work on character development. The different techniques of acting will be discussed and practiced.

Students will help each other by watching each other's performance and giving critical feedback about what they see and hear. Students will be expected to memorize lines, meet deadlines, work solo as well as collaboratively. This is not a beginner's level class.

WINTERIM COURSES

Winterim Philosophy

All Forman students and faculty participate in Winterim, the centerpiece of Forman School's commitment to experiential education. Winterim is an exploration of subjects and ideas not taught in a traditional classroom setting, allowing for examination of important issues and the pursuit of new endeavors. Because students with different learning styles tend to excel as innovators, entrepreneurs, creators and leaders, Winterim is designed to give students experience in and opportunity for applying skills that lay a foundation for their talents.

Winterim is more than a timely and educational break in the academic routine. It is an intentional program designed for students to discover and develop their individual interests and talents.

The prices quoted are estimates. Registrations usually determine final costs and parents will be notified of the actual cost when permission forms are signed, schedules are finalized and itineraries are produced.

Winterim Course Selection

Winterim classes are graded and earn a .5 credit that is reported on transcripts. Parents should take an active and early role in helping their children select a Winterim project that will be engaging and beneficial. Students make their Winterim selections during the Course Sign-Up Process in the spring with input from the Director of Studies and their family.

It is important for students to carefully consider their first and second choices, as they may not get their first choice. Students may not enroll in the same course twice during their time at Forman School. Changing a Winterim selection after deadline will result in parents being financially responsible for both choices. Winterim deposits are non-refundable.

Academic Credit

Winterim is a graduation requirement for each year that a student attends Forman. If a student does not earn credit for a Winterim course, he or she will be required to make up the missing requirement during the following summer. To make up this obligation, students must work with the School to find an appropriate summer course for credit.

Students must understand that all School rules, including the prohibition of alcohol and illegal drugs, remain in force during Winterim for both on- and off-campus Winterim projects. Any violations will result in disciplinary action and could also result in the loss of Winterim credit, which will need to be made up.

Absences

Given the short, intensive nature of the program, students are not permitted to miss class days. Any absences may result in the loss of Winterim credit and will require summer make up. Legitimate illnesses and emergencies will be dealt with on an individual basis, but there may come a time when too much of the course has been missed. Early departure for vacation may result in automatic loss of credit.

Behavior Considerations

Students need to be in good standing to participate in a Winterim that involves more than three days of off-campus travel. At the time of their Winterim selection, or at the time of the Winterim in March, students must not have been on social probation during the past 6 months. Students wishing to appeal this consideration need the permission of both the Dean of Students and Director of Studies.

Travel Considerations

Any Winterim involving three or more days of off-campus, American travel requires a non-refundable deposit of \$1,000.00 upon receipt of invoice and commitment contract, and Winterim courses involving international travel require a non-refundable deposit of \$1500. Failure to provide a deposit will result in the student being placed on a waitlist and the possibility of having to pick a different Winterim. Some Winterim trips may also require a visa or visas. It is the responsibility of the student and their family to obtain a valid passport and any necessary visas. The number of days listed as off-campus are approximate at this writing; as more details of the itinerary are secured, parents will be notified with a specific itinerary.

Health Advisory Considerations

Winterim courses involving travel have additional health and safety considerations that both students and parents need to be aware of when selecting a Winterim. Parents need to make the Health Center aware of any allergies, food restrictions, serious medical conditions, and medication requirements. As some Winterim trips are far from medical services, the Health Center may restrict travel for students with certain medical issues. Parents should follow the CDC guidelines regarding travel outside the United States and be aware of all requirements and recommendations for the countries their child will visit. Parents should consult with their physician and/or a travel clinic on these considerations. It is strongly recommended that students have an annual flu vaccine.

Financial Risk and Insurance

Once a student has enrolled in a Winterim, the School begins to make financial commitments based on the expectation of the student's participation in that course. For this reason, the family is responsible for the cost of the Winterim even if the student drops the course, regardless of the reason; if a student needs to enroll in another course, the family is also obligated to pay for the cost of the new course. Parents will receive a Winterim Commitment Contract, an Assumption of Risk waiver, a Medical Decision Authorization form, and more Winterim project details throughout the fall. We advise the purchase of travel insurance for courses that require air travel from Allianz Travel, or another travel insurance company of your choosing. If your student is enrolled in a travel trip, you will receive further information about Allianz Travel.

Winterim Class Times

The Winterim program runs Monday through Saturday for two weeks. Monday through Friday class times are from 9:00-3:00, and 9:00-11:45 on Saturday. Students are required to be present for every day during the entire Winterim period, and are graded for this course, earning a .5 credit that is reported on transcripts. Early departure for vacation may result in automatic loss of credit. Legitimate illnesses and emergencies will be addressed on an individual basis.

Students who are not in a traveling Winterim and are participating in an On-Campus Winterim must attend their sports commitment from 3:30-5:30 weekdays, and from 1:00-3:00 on Saturday.

There are several on-campus venues open during the evening hours for students from 6:30-

9:30 pm. In-town shuttles and frequent trips to the movies, the mall, etc. will also be offered.

**Important Points to Think About
When Choosing a Winterim Course
For Parents and Students**

Parents should actively help their children choose the courses that are best for them and affordable.

Students should follow their own interests when choosing courses. Courses popular with their friends may not truly match their own interests.

Read course travel advisories carefully. They provide necessary information about health and skill requirements.

Select all Winterim course choices carefully, as you may be placed in any of them, not necessarily your first choice.

Once students are placed in a course, families become responsible for course tuition, even if students later want to switch courses, or for discipline reasons, must change courses. Again, consider course choices carefully.

Students choose Winterim courses when they sign up for all of their next year courses with the Director of Studies in the Spring.

Absences of any length may result in losing Winterim credit and will require summer make-up work. Legitimate illnesses and emergencies will be dealt with on an individual basis.

Winterim credit is a requirement for graduation. If a student does not earn credit for a Winterim course, he/she will be required to make up the missing requirement during the following summer, according to specific program guidelines, and approved by the School.

Winterim Internships

Available only to Seniors and PG Students

Internship proposals, in lieu of a Winterim course, must be presented to the Director of Studies and the Head of School by November 1, 2018, to make sure they meet specific guidelines. There is a separate program to follow if a student chooses an internship. A presentation at an assigned Morning Assembly is required in the spring. Communication between the internship contact and Director of Studies takes place to be sure a thorough evaluation is completed and sent to the School for the student to receive a Winterim credit.

Students should understand that all School rules, including the prohibition of alcohol and illegal drugs, remain in force during Winterim, (both on and off campus). Violations will result in disciplinary action and could result in the loss of Winterim credit, or other disciplinary consequences.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Animation History & Appreciation #2

Total Days Off Campus: 1 day-trip

Location Off Campus: Cheshire, CT - Barker Character Comic and Cartoon Museum

Total # of Students: 10

This Winterim allows students to study the world history of animation and its overlap with film history. The course will explore the origins of animation pre-1900, film animation and the era of experimentation, the golden age of cartoons, and the television age, leading up to modern digital animation. Students will spend a majority of the course exploring media from each era and drawing parallels to the time and state of the country of origin. The course will cover large studio animations, as well as independent filmmakers and animators. Students will visit the Barker Character Comic and Cartoon Museum to learn about animation studios. Students will then learn the basic techniques of animation to learn how these films were made, and create their own digital animations using Adobe Animate inspired by a particular animated film reviewed in the course.

Course Considerations:

Yearly Flu Vaccine is recommended.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Art World**NYC & New England****#3**

Total Days Off Campus: 2-3 overnights, off-campus, and day-trips

Locations Off Campus: North Adams, MA to MASS MOCA, Boston-Museums, New York City
Museums and Galleries

Total # of Students: 10

ART WORLD / NYC and Around New England

This Winterim focuses and explores the contemporary art world with day trips and possibly one to three overnights in New York City. We'll start with a general modern art history crash course and take to the road to seek out and experience Contemporary art in all its public and intimate places.

The integral focus of this Winterim is to make contemporary art less of a mystery and begin to develop a vocabulary and knowledge of all the possibilities that make up what is Contemporary Art. Why we should care about Contemporary Art? Is it still relevant and important today? Should we even care about it? What really is its place in the world?

We will travel to various art museums and galleries throughout the greater New York and New England area; with trips to MASS MOCA in North Adams Mass, Boston: Museum of Fine Arts, Isabella Stewart Gardner Museum, the ICA, also possibly Providence: RISD Museum and then to New York City: MOMA, Whitney, Guggenheim and the New Museum. We'll venture to see some of the city's most well known art galleries and centers and visit with art dealers, collectors and artists, and possibly visit some art studios; all the while enjoying the sights, sounds and tastes of NYC.

Course Considerations:

Students should be prepared for extensive walking.

Yearly Flu Vaccine is recommended.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

So You Think You Want To...**Be a Marine Biologist #4**

Total Days Off Campus: 3 to 6 days

Locations Off Campus: A 3-day trip to Boston Aquarium, The Woods Hole Oceanographic Institution on Cape Cod, a 3-day trip to Washington, D.C. to the Smithsonian Institute, Natural History Museum, The Oceanarium, and a day trip to the Norwalk Aquarium.

Total # of Students: 10

In this course, students who think they want to be a marine biologist will learn first hand, the courses they will be required to take in college, the types of research they will be conducting and the various jobs they may have with degrees in Marine Biology. Students will travel to Boston to see the Boston Aquarium and go behind the scenes to see what it takes to maintain an aquarium or students will go to the Norwalk Aquarium to see the same. Students will then visit a current Marine Biologist at Woods Hole Research Center to see what he/she is studying and will participate in helping conduct the research. Students will also read the book *The Secret Life of Lobsters* and *Pirates, Poaching and the Perfect Fish*. The ultimate goal of the course is for students to learn first hand what a research biologist does and the course work needed to truly be able to have a career as a Marine Biologist.

Course Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

The Lyrics of The Beatles #1

Total Days Off Campus: 1 day-trip

Locations Off Campus: local movie theater, museum and/or musical performance.

Total # of Students: 10

John Lennon, Paul McCartney and George Harrison wrote enduring pop songs with great musical appeal. The lyrics to many of those songs concern love. From “Love Me Do, to “All You Need is Love,” to “The End,” the Beatles evolved in their approach to writing about love, from boy-meets-girl romantic sketches to universal acclamations of love as a guiding philosophy. Students will go from “Meet The Beatles” to “Abbey Road,” listening to the Beatles’ music and studying the lyrics. While focusing on the topic of love in all its forms, the course will also touch on other notable, lyrical subjects of The Beatles, their colorful personalities, and the times in which they wrote their songs. This course will challenge students to be critical thinkers and writers with extensive writing assignments and journaling. Beatles’ movies will be screened: *A Hard Day’s Night*, *Help*, *Magical Mystery Tour*, *Yellow Submarine*, *Let it Be* and Ron Howard’s 2016 documentary *Eight Days a Week*. We’ll use Spotify to listen to music; students will need to subscribe.

Course Considerations:

Yearly Flu Vaccine is recommended.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

A Cinematic Experience of World War II #1

Total Days Off Campus: 2 day-trips

Locations Off Campus: Day trip to USMA at West Point, Day trip to New England Air Museum, at Bradley International Airport

Total # of Students: 6

The students will view films about World War II and the post-war era in order to gain a deeper understanding of the conflict and its aftermath. The selected films will depict the Allied view (*Saving Private Ryan*, *Dunkirk*), the Axis view (*Das Boot* and *Letters from Iwo Jima*) and the experience of returning veterans (*The Best Years of Our Lives*). Classroom learning will be enhanced through visits to local museums so that students may gain a better understanding of living conditions in wartime. Students will choose a topic centered on World War II or the post-war era and write a short research paper. The concluding assessment will be a PowerPoint project in which the student will do an oral presentation in order to demonstrate the knowledge gained during the class.

Course Considerations:

Travel will be in vehicles or on trains. Extensive walking will be required.

Yearly Flu Vaccine is recommended.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

College Tours of New England #2

This Winterim is only available for Juniors

Total Days Off Campus: Traveling to colleges in nearby locations, all day trips.

Locations Off Campus: CT, NY

Total # of Students: 12

What type of college is the best “fit” for me? What type of college will give me the best education and jump start on life? What are the different types of colleges? What if I choose the wrong college? What characteristics should I be looking for in a college?

This Winterim will attempt to answer these questions and more for students. Students will develop a solid understanding and foundation of the many different options that are available to them at the collegiate level. By visiting a variety of different colleges, students will gain the knowledge necessary to make educated decisions regarding their post-secondary options. The goal of this Winterim is to help students see that having a college that fits their needs is far more important than having a college with a popular name. This Winterim is only available for Juniors.

Course Considerations:

Students should be prepared for extensive walking.

Yearly Flu Vaccine is recommended.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Early Childhood Education Experience #1

Total Days Off Campus: 10 (all mornings)

Locations Off Campus: Head Start in Torrington, CT, Imagine Nation in Bristol, CT and Kids Play in Torrington, and local libraries

Total # of Students: 8 (maximum due to limited class space at Head Start)

In Early Childhood Education, students learn about the developmental stages from birth to age five, concentrating on pre-school ages. They then apply that knowledge by volunteering at Head Start in Torrington, CT for eight days as a teacher's assistant. Student learn about the many techniques Head Start teachers use to establish a positive and caring learning environment for the children and the values of being a teaching professional. This Winterim will give students valuable insight about understanding and dealing with young children, whether they are aiming for a career involving children or are interested in parenting skills.

Students will develop communication and teamwork skills over the course of the Winterim. These skills are essential on three levels: in supporting pre-school children in the classroom, when assisting the needs of the primary care teachers, and working in collaboration with fellow classmates and Winterim advisors. Students need to anticipate issues that might arise when working with the pre-school children and know how to troubleshoot challenging situations. The teachers at Head Start and the Forman Winterim instructors will evaluate how effectively the student worked in the classroom.

Students must have the patience and desire to work with pre-school children for three consecutive hours each morning.

Yearly flu vaccine is recommended for all students, as well as DPT shot for this course, as young children are at a very high risk for flu.

Tetanus immunization must be up to date.

Peanut and food allergies must be made know and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Forman Makes a Movie**#2**

Total Days Off Campus: 1 day-trip

Locations Off Campus: Local shopping for props, if needed

Total # of Students: 14

This Winterim offering provides students with an opportunity to experience the production of a feature-length film in all phases of its development. As of 2018, FMAM has produced three feature-length pictures, and aspires to improve in scope and quality each year.

Leading up to Winterim, students will participate in story development and production planning, working with the program's coordinators to put together a script and full production breakdown, such as equipment and materials lists. During Winterim, students will fill all the necessary roles for principal photography, both behind and in front of the camera, as they shoot the film at breakneck speed. After Winterim, students will aid in the editing and distribution of the film, commencing with a school-wide, red-carpet premiere, where students will demonstrate their hard work and participate in a post-screening Q&A session with the audience.

To see previous years' films, check out vimeo.com/formanmakesamovie
We hope you'll join our team!

Course Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Industrial Furniture**A Combination of Metal and Wood #2**

Total Days Off Campus: 1 day-trip

Locations Off Campus: Studio Garcia in Simsbury, CT

Total # of Students: 12

This course will create functional furniture using a combination of metal and wood. Students will learn the basics of welding, plasma cutting (cutting metal), grinding, basic woodworking skills, and design. This Winterim will take place on campus in the Olsen Outdoor Center wood shop and in the Ingenuity Lab. We will take a day trip to Studio Garcia in Simsbury, CT. At the studio, students will see first-hand what a real-life metal artist does. They will earn knowledge in regard to welding and metal design. Each student will hand craft a piece of functional furniture such as an end table, nightstand, coffee table, or chair, using a combination of steel and hardwoods.

Course Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Ingenui-Ski**Custom Skis Designed and Built by the Engineer and Artist in You #3**

Total Days Off Campus: 1 day-trip

Locations Off Campus: Mohawk Ski Resort

Total # of Students: 4

Students are tasked with designing and fabricating their own pair of custom, modern skis. Skis will be made with a P-Tex base, poplar core, fiberglass, Iso Sport top sheet, metal edges, P-Tex sidewalls and custom printed graphics designed by the student. Students will utilize CAD software to design the before utilizing the machines in the Ingenuity Lab for fabrication. The details of the fabrication process are as follows:

Step 1: Ski Design The design process is the first step. In this step, a ski is designed and the process takes into account a ski's dimensions, flex, stiffness, camber, materials, tip/tail curvature, etc. Once the ski has been designed, the next steps are to cut/prepare the materials.

Step 2: Base Preparation The base material is cut to the desired shape, and pre-bent edges are temporarily attached to the base using superglue.

Step 3: Core Preparation Vertically laminated wood is the most common material of a ski's core. A blank wood core is profiled to achieve the desired vertical dimensions to determine its overall flex and stiffness. Sidewalls, tip spacers, and inserts are also attached to the core.

Step 4: Composite Preparation The composite material (e.g., fiberglass, carbon fiber, etc.) is selected and cut to shape. **Step 5: Top Sheet Preparation** A top sheet is used to form a protective layer on the top of a ski, and it's also the layer above the graphics. For example, graphics can be either printed on the bottom side of the top sheet material or they can be placed below the top sheet material.

Step 6: Pressing the Ski The prepared materials are then arranged and placed on top of the bottom mold (Figure 1). Epoxy is used to glue the layers together. Then the materials and mold are placed in the press to squeeze the materials together to form a ski. The materials are squeezed together until the epoxy cures, usually for 8-12 hours at room temperature.

Step 7: Finishing Process This final process involves trimming the excess materials after the ski has been pressed, sanding, grinding and routing the 17-degree bevel on the sidewalls.

Students will find themselves problem-solving throughout the design and fabrication process and will have plenty of opportunities to overcome setbacks in a safe environment as they pursue the construction have a truly unique piece of usable art.

Course Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Molecular Gastronomy**#2**

Total Days Off Campus: 3 day-trips

Locations Off Campus: Grocery Stores, specialty shops and possibly 1 restaurant

Total # of Students: 8

This Winterim is based around cooking with molecular gastronomy. Students will learn how to use various tools and substances to enhance their cooking. They will make ice cream without ice crystals, foams, spheres and gels. Not only will they learn to make food in these interesting ways, they will also learn the science behind what is happening.

We will use the new Lion's Den Bistro as our base of operation, as it is a small full commercial kitchen in the Student Center.

Course Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

On-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Sports and American History #1

Total Days Off Campus: 2 day-trips

Locations Off Campus: Springfield, MA Basketball Hall of Fame, Cooperstown, NY,
Baseball Hall of Fame

Total # of Students: 10

In this Winterim, students will learn the histories of different sports like soccer, baseball, basketball, football, tennis, golf, hockey, college athletics and the Olympics. Not only will students learn about the history of these sports, but they will also learn about the relationship of sports and society. In today's world, sports have evolved into something more than just people getting paid to play the game they love. Instead, sports have been used as a platform to promote so many social platforms. An example of some of the topics that we will look at are stories of Arthur Ashe and his rise to tennis fame, Women's role in sports during World War II, Muhammad Ali and his decision to stand with his religion as a conscientious objector, avoiding the Vietnam draft, Colin Kaepernick and how he brought a protest to bring the subject of equality to a national debate, and the Women's National Soccer Team fighting for equal pay. Athletes over the years have become models for social change and have played a pivotal role in breaking down barriers for all.

For the two day-trips to the Baseball Hall of Fame and the Basketball Hall of Fame, students will be given a scavenger hunt to solve as they go through the exhibits. This will ensure that they are going through every exhibit and using the information that they learn to answer questions. At the end of the course, students will choose a person for a biographical presentation, highlighting someone who had used their platform as an athlete to bring attention to a social issue. For example, a student could create a presentation on Jackie Robinson and how he became the first African-American in the MLB.

Course Considerations:

Students should be interested in sports and history. Students should bring their own spending money for souvenir shopping.

Yearly Flu Vaccine is recommended.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Spain and Portugal: Miles of Tiles - Art and Azulejos #6

Total Days Off Campus: 14

Locations Off Campus: Southern Spain and Portugal

Total # of Students: 10

The Iberian Peninsula, which is principally made up of Southern Spain and Portugal, is a region of the world steeped in history and imbued with an innate cultural pride. The Moors ruled over the Iberian Peninsula and greatly influenced the art, architecture and culture of the Andalusian region. During this Winterim, we will see the art and experience the culture that makes the Iberian Peninsula region unique. The azulejo, or “small, polished stone”, is a tile art form specific to the Iberian Peninsula and we will use the history and creation of this iconic tile art to guide our travels throughout these regions of southern Spain and Portugal.

As we travel, we will learn about the Iberian region’s Mediterranean history and how this area was once a world superpower and trade route mecca. We will study the culture, rich with Roman and Moorish influences, while visiting castles and cathedrals reflecting both architectural styles. In addition, we will participate in art workshops to learn about “azulejos” ceramic tiles, learn to create local cuisine, hike ancient cities, practice the traditional flamenco dance and learn about Fado music. In an effort to best assimilate the culture, we will stay in the Pousadas of Portugal, hotel accommodations created in medieval castles, historic palaces, monasteries and mansions, as much as possible.

In Spain we will visit the places in Andalusia where we can best see the influence of the Moorish culture: Seville, Cordoba and Granada. Traveling then to Portugal we will spend time in the port town of Porto, the hilly coastal capital city Lisbon, and also visit Sintra and Coimbra where the Moorish influence is most evident.

Travel Advisory Considerations:

Walking will be a primary mode of transportation in cities and cultural destinations, so students must be prepared for extensive walking.

Yearly Flu vaccine is recommended for all international travel.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center. Students requiring an EpiPen for a food allergy may be excluded from this trip. Each case will be determined on an individual basis in consultation with parents.

Students with chronic and/or complex medical conditions that require immediate access to medical care should a problem arise may be excluded from this trip.

Students will participate in art workshops, cooking classes, dance classes and rigorous activities that require physical activity. They should expect extended walking as we visit archeological ruins, cathedrals and castles. All students will be responsible for keeping a daily journal with impressions and photos. Much more than a more typical art trip visiting museums, this Winterim will be a hands-on discovery of art as we walk tiled streets, visit historical tiled castles and wander ancient structures depicting historical events on walls of mosaics and tiles. Blogging responsibilities will be shared by all. Students will need passports, which have been issued at least 3 months before travel.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Charleston and Savannah: A Tale of Two Civil War Cities #5

Total Days Off Campus: 10

Locations Off Campus: Charleston, SC and Savannah, GA

Total # of Students: 10

The primary focus of the trip will be examining the relationship between Charleston and Savannah, and their roles during the Civil War. Students will learn about the response to changing social, economic, and political conditions that led to the start of the Civil War. We will travel to a number of different sites within these cities and immerse ourselves in Civil War history and Southern culture. The itinerary will include visits to famous historical sites, and allow for the discovery of cultural and culinary experiences.

We will journey from Charleston to Savannah and learn about Southern culture at plantations, Civil War forts, Low-country landmarks and landscaped gardens. We will hear tales of centuries past and experience elegant architecture and culinary delights in these waterfront cities where cobblestone streets and historic homes spill over with history and charm.

Known as the ‘Cradle of Secession’, Charleston was the epicenter of the break-up of the Union.

With the secession convention of 1860, South Carolina became the first state to remove itself from the union of United States. Exerting its self-proclaimed state’s right to withdraw from a government it deemed tyrannical and overbearing, the new Southern republic proclaimed its independence and its right to maintain that property it most coveted: slaves.

For Savannah, the Civil War began in January of 1860, with the seizing of Fort Pulaski by Georgian troops. It preceded the attack on Fort Sumter in Charleston, often recognized as the official start of the war, by three months. Students will learn about Savannah’s role in the Civil War, the military strategies of the North and the South and how the locals dealt with the many hardships during this time of tribulation in the South. Will see the houses of the South’s most famous generals and marvel at the architecture that was present during the Civil War era.

As part of their trip, students will be expected to keep both a written and photo journal of the different historical and cultural sites and places of significance that we visit. Students will gain an in-depth understanding of how and why the Civil War started.

Travel Advisory Considerations:

Students should be prepared for extensive walking.

Yearly Flu vaccine is recommended

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Chile**Past and Present**

#5

Total Days off campus: 10

Locations off campus: Chile, South America

Total # of students: 10

While in Chile, students will experience the cultural contrast of Mestizo and Indigenous cultures within the region. The historical study of music, dance and indigenous culture will build a foundational knowledge for its influence on modern culture in South America. Highlights of the course will include experiencing traditions of the native people of Chile's south and the contrasting daily life rhythms of its modern cities, primarily Santiago.

Travel Advisory Considerations:

Students should be prepared for extensive walking.

Yearly Flu vaccine is recommended for all international travel.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

Students with chronic and/or complex medical conditions that require immediate access to medical care should a problem arise may be excluded from this trip.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Germany, Austria, Czech Republic, Poland
The Holocaust in Europe #6

Total Days Off Campus: 13

Locations Off Campus: Germany, Austria, Czech Republic, Poland

Total # of Students: 12

Explore the European cities where some of history's darkest moments took place. In this 10-13 day trip, students will be traveling to different cities in Germany, Austria, Czech Republic, and Poland to take in the different cultures of these countries, as well as learn about their past in relation to the Holocaust. All four of these countries during the late 1930's through the mid-1940's were areas in which Jews and other ethnic minorities were persecuted by Hitler during his reign of Germany.

Students will be able to explore Berlin and learn about the tearing down of the Berlin Wall. Then they will travel to Warsaw and Krakow to gain a perspective about life for Jews during the 30s and 40s by traveling to the Warsaw Ghetto and take a tour through the former concentration camp of Auschwitz and Birkenau. From Poland, we would then travel to Prague to take in Czech culture and travel to the former capital of the Holy Roman Empire. In Prague, students will also take a guided tour around the historic city to learn more about the architecture and history of the Czech Republic. The last leg of the trip, students will then travel to Nuremberg and Munich. In these two cities, students will be able to visit where the Nuremberg trials took place, where Nazi war criminals were put on trial for war crimes in World War II. In Munich students will also take a trip to the former concentration camp, Dachau. The trip will end with a trip to Salzburg to visit the "Eagles Nest".

This thirteen-day excursion through Europe, students will visit important places during the 1930s and 1940s. Students will gain more knowledge about the Holocaust and have a deeper understanding of what Jewish people and other ethnic minorities went through at this time. During this trip, students will have to fill out a daily journal entry describing the places that they visited and what they learned during the trip. They will have to put in 2-3 pictures from each day into their journal entry. Journal entries will have to be about 150-200 words each.

Travel Considerations:

Yearly Flu Vaccine is recommended. Tetanus immunization must be up to date. Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center. Students should be prepared for extensive walking. Students should be aware that this Winterim will visit monuments and museums that contain very sensitive and emotional material regarding the Holocaust.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Ireland**The Vikings****#5**

Total Days Off Campus: 7

Locations Off Campus: Ireland (Dublin, Cork, Limerick, Waterford)

Total # of Students: 6-10

This course of study will investigate the Viking dominion of Ireland over 200 years in the first millennium CE. Several museums in Dublin and Waterford have exhibits dedicated to the Norse presence on the island, and locations such as Glendalough Monastery and Clonmore Monastic Site allow students to wander within the walls where Viking massacres took place. Dublinia Museum in Dublin shows a still-life version of the times. Rotating through the cities of Dublin, Waterford, Cork, and Limerick, students will be able to visit round towers designed to give a bird's eye view of approaching Viking fleets and walk on the field where the Battle of Clontarf was fought, decisively repelling the Viking forces. Prior to leaving and after returning from Ireland, students will work on research projects related to our travels, which will lead to their investigation while in Ireland.

Travel Advisory Considerations:

Yearly Flu vaccine is recommended for all international travel.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Israel**Ancient to Modern Culture****#6**

Total Days Off Campus: 10

Locations Off Campus: Various sites in Israel including: Tel Aviv/Jaffa, Haifa/Acco, Jerusalem, Tiberias, Dead Sea/Masada, Golan Heights

Total # of Students: 10

This Winterim will explore evidence of ancient cultures that existed throughout Israel and how these ancient cultures are linked to modern Israeli culture. How does history shape the present? What are the links between historical cultures and current culture? In order to answer these and other questions, we will visit numerous historical and archeological sites. For example, in Jerusalem we will see the underground tunnels and foundation of the Temple Mount, and the Via Dolorosa and Mount of Olives. In Acco we will see ancient sea walls built by Crusaders. At the Dead Sea we will visit Masada, a fortress in the Negev built by King Herod between 31-37 A.D. These are just a few of the sites planned. We will also learn about the tools and methods of modern day archeologists.

Students will be asked to keep a blog and photo journal and we will participate in an archeological dig for a day. Students will read and use critical thinking skills for discussions about the impact of ancient history on current politics and culture. Students will begin to develop the ability to see the present as a continuation of history and to appreciate the historical significance of ancient cultures. They will be asked to collaborate with one another to produce a visual representation of history, whether a photomontage, multimedia timeline, PowerPoint presentation, etc.

Travel Advisory Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center. Students with chronic and/or complex medical conditions that require immediate access to medical care should a problem arise may be excluded from this trip.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Italy**Cucina Italiana/Emilia Romagna #6**

Total Days Off Campus: 14

Locations Off Campus: Milan, Bologna

Total # of Students: 10

We will start our travels in Milan and work our way throughout the Emilia Romagna region and finish in Bologna. Along our educational adventure we will be learning about the history, culture, production and the future of Italy's most fertile food region. The students will make stops in small countryside towns visiting farms, restaurants, chefs, old friends of mine and producers of classic Italian cuisine such as, Parmigiano Reggiano, Prosciutto di Parma, Culatello, Pecorino, Balsamico di Modena and finally finish things off with a 3 day visit to Eatly's agricultural park. While visiting Eatly's park we will have the opportunity to take many history, cooking and farming classes that they offer as well as go deep inside the city of Bologna's culinary offerings. During our many stops it will give us an opportunity to eat at small Enotecas, Trattorias, and also a few Michelin Star restaurants like "Osteria Francesca" former #1 in the world.

Travel Advisory Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center. Students requiring an EpiPen for a food allergy may be excluded from this trip. Each case will be determined on an individual basis in consultation with parents.

Students with chronic and/or complex medical conditions that require immediate access to medical care should a problem arise may be excluded from this trip.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Prague, Vienna and Budapest**The Architectural East**

#6

Total Days Off Campus: 14

Locations Off Campus: Prague, Vienna, Budapest

Total # of Students: 10

The primary focus of the trip will be examining the relationship between architecture, identity, and culture. Students will delve into how architecture was used to shape and form national identities at various historical periods in response to changing social, economic, and political conditions. We will travel to a number of different sites within these cities and immerse ourselves in how major historical events influenced buildings and architecture. The itinerary will include notable examples of architecture and famous cultural sites, and allow for the discovery of marketplaces as well as cultural and culinary experiences. The time span will encompass the Renaissance, Baroque, Gothic, modern, and contemporary periods.

As part of their trip and as a catalyst for creation of an end-product, students will be asked to keep both a written and photo journal of the different architectural sites/places of significance that we visit. Students will draw connections between how different cultural time periods developed mindsets in architects that then in turn influenced their design choices. Additionally, we will also explore and document how city markets and business venues have served as places of communal gatherings and social experiences for centuries. Students will experience city markets first-hand and observe how they define the people and culture of the surrounding geographical area.

The overall goal of the Winterim is for students to gain an in-depth understanding of how societal and cultural trends within a geographical region are reflected in architectural design, not only of buildings and monuments, but also of town centers and market locations.

Travel Advisory Considerations:

Students should be prepared for extensive walking.

Yearly Flu vaccine is recommended for all international travel.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Brazil, Uruguay, Argentina**South America: The Human Atlas #6**

Total Days Off Campus: 14

Locations Off Campus: Brazil, Uruguay, Argentina

Total # of Students: 10

Certain areas of the globe are incredibly photogenic. The people and places frequently grace the covers of magazines and show up in professional portfolios. Travelling to these areas allows the developing photographer an opportunity to refine their skills in an ideal environment. Focusing on street and travel photography, this Winterim aids students in developing these photographic skills.

Students will learn more about such topics as composition, aperture, exposure, prime and macro lenses, and lighting. Students will travel to Salvador da Bahia, Brazil; Montevideo, Uruguay; and Buenos Aires, Argentina over the course of this Winterim. They will learn to be patient observers and use the full functionality of their camera to record the world they encounter. Students will be required to own their own DSLR camera for this Winterim.

Travel Considerations:

Yearly Flu Vaccine is recommended.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center.

Off-Campus Course

		Price Key	
Under \$250	#1	\$1000-2000	#4
\$250-500	#2	\$2000-4000	#5
\$500-1000	#3	\$4000-6000	#6

Thailand and Cambodia**Journey to Ancient Asian Cultures #6**

Total Days Off Campus: 14

Locations Off Campus: Chiang Mai, Thailand; Cambodia

Total # of Students: 10

In exploring longstanding cultural sites in Thailand and Cambodia, students will develop their appreciation of how the politics, religions, environmental and historical influences shape human society in these countries. In this fourteen-day journey, students will visit venerated temples, and engage in local traditions and cuisines.

This trip will emphasize an in-depth exploration of a number of sites to provide a rich understanding of the influences of each region. Thailand's Chiang Mai features a number of Buddhist temples in the Old City and the chance to ethically interact with elephants at the Elephant Nature Park. Cambodia's Siem Reap offers access to the Angkor Wat temple complex, and the Landmine Museum affords a look at how outside forces have changed the landscape, which in turn impacted cultural memories and understandings. In Phnom Penh, students will learn to cook Cambodian food and explore the Mekong River. Sihanoukville, a seaside town where the United States fought its last battle in the Vietnam War, is lauded as one of the best places to visit in Cambodia after the Khmer region and other major attractions.

The goal of this Winterim is to equip students with an increased knowledge of the impact of ancient civilizations, and colonial empires on the architecture and operations of the modern world.

Travel Advisory Considerations:

Walking will be a primary mode of transportation in cities and cultural destinations so students must be prepared for extensive walking.

Yearly Flu vaccine is recommended for all international travel.

Tetanus immunization must be up to date.

Food allergies must be made known and understood. We need to know exactly how the allergy presents itself. We also need to know exactly what foods the student is allergic to. If the student has used an EpiPen the details of those incidents must be shared with the Student Health Center. Students requiring an EpiPen for a food allergy may be excluded from this trip. Each case will be determined on an individual basis in consultation with parents.

Students with chronic and/or complex medical conditions that require immediate access to medical care should a problem arise may be excluded from this trip.