

# 2019-2020 Course Curriculum Guide



## Table of Contents

|   |    |
|---|----|
| Forman School Philosophy                        | 2  |
| Student Life Curriculum                         | 3  |
| Course Distribution/Requirements for Graduation | 4  |
| English Department                              | 7  |
| Thinking and Writing Department                 | 12 |
| Cognition and Learning Department               | 14 |
| Perspectives in Learning Department             | 16 |
| The Ingenuity Program                           | 17 |
| Mathematics Department                          | 18 |
| Science Department                              | 21 |
| History and Social Sciences Department          | 28 |
| World Languages Department                      | 33 |
| Arts Department                                 | 36 |
| The Winterim Program                            | 46 |

## **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. 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 School 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; through “teachable moments,” and through the routines built into our day. Some of these activities include:

- Community Curriculum
- All-School Assembly
- Dorm Meeting
- Job Program
- Community Service Program
- Athletics and the Positive Coaching Alliance
- Student Government
- Prefect Structure
- Class Meeting
- 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 in which English has previously been taken. Students must attend classes full time 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 all of 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 in every marking period, throughout the year
- 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
- 15 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 Introduction to Executive Function Coaching
- 1 credit of Mathematics
- 1 credit of Geography
- 1 credit of Integrated Science
- 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
- 15 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
- 15 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  
 15 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  
 15 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 Assessment International Education Courses**

Cambridge Assessment International Education advanced-study classes are offered in our Math and History departments. 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 Assessment 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 sometimes in 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 Assessment 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 Cognition and Learning department 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**

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.

### **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.

### **Nature Writing**

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 wildness 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**

Grades 11, 12, PG

.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.

### **Graphic Novels**

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. One genre of graphic novels are texts that depict historical events. Students will spend the semester exploring how these texts approach and represent historical events from a unique perspective. The course will attempt to explore texts that deal with history students may be unfamiliar or have not had covered in traditional social studies courses.

Some of our reading will be *300* (Ancient Greek), *Persepolis* (Iranian Revolution), *Pride of Baghdad* (Iraq War), *Maus* (Holocaust), *March* (Civil Rights), *Harlem Hellfighters* (WWI), *Laika* (first dog in space), *Barefoot Gen: A Cartoon Story of Hiroshima*, *Safe Area Gorazde: The War in Eastern Bosnia 1992-1995*

### **Short Story**

Grades 11, 12, PG

.5 credit

In this one-semester English elective, the class will develop an appreciation for not only the key elements of this literary genre, but also what it means to think, read, and write like a writer. While reviewing essential terms such as *Character*, *Plot*, *Setting*, *Point of View*, *Voice*, and *Theme*, our course text will also offer an interesting array of stories for the class to read, consider, and share its various literary impressions. Students will submit written responses to regular prompts regarding the assigned reading in our class via Discussion Board and Dropbox. Also, for the final course project, members of the class will write a critical essay analyzing several works of short fiction by a selected author of their own choosing.

### **Germany and Rwanda: Survivor's Stories**

Grades 11, 12, PG

.5 credit

In this course, students will explore the history and literary memorialization of global incidents of genocide. While studying genocidal occurrences across the globe, particular study will be devoted to the Holocaust in Europe and the Rwandan genocide. Students will develop effective critical thinking, reading, and writing skills. They will have the opportunity to demonstrate their knowledge through articulate writing and contributions to daily class discussions.

We will explore themes such as dehumanization of the enemy, the role of passive observers, the use of propaganda, and the use of sexual violence to instill terror. A parallel study of the Holocaust in Europe and the Rwandan Genocide will also provide students with the opportunity to grapple with the role of the modern mass media in bringing awareness to certain conflicts while neglecting others. As well as recorded and transcribed interviews with survivors of genocide, our texts will include: *Night* by Elie Wiesel, Marion Wiesel, *Maus: A Survivor's Tale I. My Father Bleeds History II. And Here My Troubles Began* by Art Spiegelman, *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda* by Philip Gourevitch, *The Shadow of Imana: Travels in the Heart of Rwanda* by Véronique Tadjo

### **Fantasy Literature**

Grades 11, 12, PG

.5 credit

Fantasy Literature is a class designed to reinforce critical thinking, critical reading, and critical writing skills while using the genre of fantasy literature as a base. Most of the class will focus on reading short fiction by acclaimed writers of the last 50 years, with the addition of at least one full-length novel and possibly a graphic novel. Students will focus on not only themes common to fantasy literature, but also the reversal of those themes in modern fantasy writing. Discussions will focus on topics like gender roles, Afrofuturism, racial animosity, Good vs. Evil, various forms of love, and more. Authors will include, but are not limited to, Ursula K. LeGuin, N.K. Jemisin, J.R.R. Tolkien, George R.R. Martin, and a few others.

### **World Mythology Honors**

Grades 11, 12, PG

By teacher recommendation

This honors-level 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

By teacher recommendation

In this honors-level course, students will strengthen skills in critical reading and writing, engage in thoughtful classroom discussion and analysis of source material. 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! Authors to be studied will include, but are not limited

to, P.D.James, Christina Dalcher, Margaret Atwood, Sarah Hall, Aldous Huxley, Kazuo Ishiguro, and more.

**English History Through Shakespeare: The Hollow Crown**

Grades 11, 12, PG

1 credit

Prerequisite: by teacher recommendation

This honors-level course will offer the reading and viewing of eight of Shakespeare's histories contextualized by an in-depth study of the historical events upon which they were based – The Hundred Years' War and the Wars of the Roses. Students will engage in discussion, write essays, and work on projects surrounding the course of study. Through this course of study and varied learning activities, students will strengthen critical thinking, collaboration skills, and creativity, as well as reinforcing academic writing skills. Students will read the following plays: *Richard II, Henry IV, Parts 1 and 2, Henry V, Henry VI, Parts 1, 2, and 3, and Richard III*

## 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**

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**

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.

**COGNITION AND LEARNING DEPARTMENT**

Open to All Grades, full year course

1 credit

Pass/Fail (no letter/numeric grade)

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**

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 and 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

No credit is awarded, and this course does not appear on a Forman School transcript.

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 for one semester

### **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:

What grade are you entering?

Would you be interested in being in the Ingenuity Program for one semester or all year?

Would you develop an existing talent or pursue a passion while in the Ingenuity Program?

What is the final product or artifact that you would strive to complete?

What hardware, software or online course might you need to develop your interest, talent or passion? List some steps that might need to be taken to create this product?

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?

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?

## 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.

### **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**

Pre-requisite: 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**

Pre-requisite: Algebra I

May be taken at an Honors levels with teacher recommendation

May be taken concurrently with Geometry.

This is a standard second course in algebra, focused on Algebraic facility and the concept of functions. Additional topics include quadratic functions and factoring, polynomials, exponential functions, and radical functions.

**Algebra III/Trigonometry**

Pre-requisite: Algebra II

This course is intended to prepare students for Pre-Calculus should they wish to pursue that course of study in the future. Students will explore a variety of functions including exponential, logarithmic, rational, and trigonometric functions. Applications of these functions and their graphs will be emphasized throughout the course.

**Probability and Statistics**

Grades 11, 12, PG

Pre-requisite: Algebra II

May be taken at an Honors level 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**

Pre-requisite: Algebra III/Trigonometry or with Department Chair approval

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 quadratic and polynomial functions; exponential and logarithmic functions; circle, triangle, and advanced trigonometry; vectors; sequences and series, as well as other skills students will need for success in calculus.

**Pre-Calculus Honors**

Pre-requisite: 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**

Pre-requisite: 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 Assessment International Education AS Level Pure Mathematics**

Grades 11, 12, PG

Honors

By teacher recommendation

Pre-requisite: 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 Calculus-based 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. In addition to the calculus topics of differentiation and integration, students will study other concepts including vectors, sequences and series.

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 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

Semester 1

.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

Semester 2

.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

Semester 1

.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**

1 credit

The 9th grade integrated Science curriculum course includes three 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 9 Honors**

1 credit

The 9th grade Honors integrated science curriculum course includes 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.

### **Biology**

Grades 10, 11, 12, PG

Includes Lab

This course provides a broad overview of the structure of life, biochemistry, cells and energy, genetics, evolution, and classification and diversity of plants and animals. 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.

### **Ecology**

Grades 11, 12, PG

Includes Lab

Prerequisite: Biology

Ecology is the study of the Earth's physical processes and systems. 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 geology, biology and ethics. 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 through geological research.

### **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. Each unit will include instruction and be lab-oriented. Laboratory work will require dissections, where practical exams will be part of the assessment standard, culminating with a lab report.

### **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 serology, entomology, fingerprints, 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 Computer 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.

**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.

**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, electricity and waves. 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 11, 12, PG

Honors

Includes Lab

Prerequisite: Biology

Interview process is required to be chosen for this course

Tropical Ecology Seminar focuses on four main topics regarding tropical rain forests. These main units are international research methodology (field research skills), international conservation laws, analysis of data gathered in the field and how to present scientific data in a public forum. All data is gathered for data banks at Cornell University and Panthera (Big Cat Conservation Organization). Each unit demands a considerable amount of time outside of the classroom conducting independent research. Students focus on one of the five established, on-going research projects in class and in the field for two weeks in the rain forest of Costa Rica.

Tropical Ecology Seminar 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. Tropical Ecology class 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.

### **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.

### **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. Critical thinking and analytical skills will be sharpened through both written and verbal assessments. 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 will include *Disease: The Extraordinary Stories Behind History's Deadliest Diseases* by Mary Dobson, and *Year of Wonders* by Geraldine Brooks

### **Women in Science**

Grades 11, 12, PG

.5 credit

Pre-requisite: 1 year or equivalent of Thinking and Writing

This class is designed to explore the historical and societal impacts of women and people of minority who have made important scientific discoveries, as well as introduce a wide range of scientific disciplines. Students will learn about systemic oppression, cultural norms, and how popular thought affected the scientific experiments of different times and places. This class is for all students hoping to gain a wider perspective on where scientific discovery has been and where it may go, but especially for those who may not see themselves and their identities represented in mainstream science scholarship.

**Shifting Climates**

Grades 11, 12, PG

.5 credit

Includes Lab

Pre-requisites: Biology and Algebra 1

This semester-long course focuses on the Earth as one big climate system: addressing weather, the water cycle, ocean currents, fisheries, natural disasters, environmental justice, and the human impact we are having on our physical surroundings through our behaviors. The basis of the course will be a system of taking notes, then applying the content to hands-on lab modeling activities. Statistics and mathematical modeling will reinforce math curriculum, and reading and media analysis will provide the counterpoint. Students will be asked to both work collaboratively in a lab setting and exercise their individual critical thinking and writing skills. This course will be truly interdisciplinary in nature, allowing students to apply new geophysical information to scientific and cultural frameworks they are likely already aware of.

**Introduction to Geology**

Grades 11, 12, PG

.5 credit

Includes Lab

Pre-requisites: Biology and Algebra 1

Geology is the study of the earth and the forces that shape it. This one-semester Introduction to Geology course is designed to give students an overview of the core discipline of the earth sciences. The class will focus on a wide variety of geologic topics such as the history and structure of the earth, mineral and rock identification, plate tectonics and mountain building, hazards such as earthquakes and volcanoes and the shaping of beaches and rivers. The course will finish with an investigation into the evidence for climate change and preservation of important natural resources such as freshwater, fossil fuels and landscapes. Laboratory investigation will accompany classroom study and explore the chemistry of minerals, formation of rocks and field geology and mapping.

## 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 20<sup>th</sup> 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 18<sup>th</sup> 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

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.

**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.

**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.

**The Constitution and Civic Engagement**

Grades 11, 12, PG

.5 credit

The Constitution and Civic Engagement will help prepare students as citizens of the future in a global world. Topics during the first half of the class will include, but are not limited to, The Bill of Rights, the Supreme Court and significant decisions, and civil rights in the United States. The second half of the course will include an emphasis on the United Nations Universal Declaration of Human Rights. Students will identify and research a community/global need and create a plan to address the need that could be put into action.

**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.

### **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.

### **The Gilded Age to the Depression**

Grades 11, 12, PG

.5 credit

The Gilded Age and the Great Depression may not seem connected, but they are inexplicably linked to each other. During the Gilded Age, 1877-1900, the United States rose as an industrial and world power. United States industry, and because of it, society, changed dramatically. Rockefeller, Carnegie, Morgan, and others were the titans who built America during this time. While the Gilded Age does not seem like it could be a cause of an economic downturn, the grandiloquence of the era was a contributing factor that led to the Great Depression. Through a study of the primary and secondary sources, this course surveys the individuals and groups who influenced the American experience, as well as the cultural, political, and socio-economic movements that shaped the nation and led the country barreling happily from a time of great opulence towards the worst economic conditions our country has ever experienced.

### **The Middle East: A Journey**

Grades 11, 12, PG

.5 credit

This semester-long course will take you on a journey through the Middle East. This journey will begin by looking at where the Arab world is now since the 2011 Arab Spring. What are the greater historical pieces that have shaped the present landscape of the Middle East? How will the global shift away from fossil fuels affect US relations with the Middle East? Does the western backed state of Saudi Arabia hold the keys to stability in the region? We will utilize Levison Wood's text, *An Arabian Journey*, other readings and current periodicals to answer these essential questions. To guide students through this text, there will be regular assignments tasking students to reflect on their reading. Throughout this semester students will pick a country to focus on and maintain an awareness of current events in that country and how it affects the region. This course will culminate in a final project where students will connect what they have learned throughout the course to the individual country researched by synthesizing what the major events that have shaped the modern day context of their country. This will be done in a presentation or paper.

### **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.

**Cambridge Assessment International Education AS Level International Relations**

Grade 11, 12, PG

Honors

2 credits

Scheduled daily

By teacher recommendation

The Cambridge Assessment International Education History course 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 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. As such, the focus of this class is gaining an understanding of the new language through the use of comprehensible input, one input at a time. This gradual approach enables the student to acquire and retain the language, allowing the student to speak and work 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**

Grades 10, 11, 12, PG

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 11, 12, PG

Prerequisite: Spanish II with teacher recommendation

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 within the language. 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

By teacher recommendation only

The Spanish IV Honors course 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. Essential questions drive instruction through the use of short novels. 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. 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

By teacher recommendation only

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. This course requires extensive reading and writing as well as the ability to speak at an advanced proficiency level.

**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 1* 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 1* 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 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 D 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.

## 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.

**Culinary Education 101**

Grades: 9, 10, 11, 12, PG

.5 credit

The Edible/Culinary Education 101 course will focus on the overall study of Food and how our everyday choices of what we put onto our plates affects the overall food system. This course hopes to make you knowledgeable and empower you to take action in transforming the food system to become truly delicious and sustainable. We will spend a majority of our classes discussing our modern day food system and how we got here and where are we headed. The course will be able to reinforce what we learn in theory through trips to farms and hands-on learning of basic culinary skills inside the Lions Den Bistro kitchen. The course is modeled off of the books by Michael Pollan, Chef Dan Barber with the Stone Barns Center for Agriculture, and U.C Berkeley Edible Education 101, created by Alice Waters.

**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**

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

No previous experience required

.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

### **Instrumental Ensemble I**

All Grades

.5 credit

Pre-requisite: prior knowledge required

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

Pre-requisite: prior knowledge required and 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

**Guitar**

All Grades

.5 credit

No previous experience required

This course is designed for students with little or no prior knowledge interested in learning guitar. 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, Guitar Tuna, Pro Metronome, JamPlay

**Guitar Ensemble**

All Grades

.5 credit

Pre-requisite: Class Guitar or by teacher recommendation

This course is designed for students with prior knowledge of guitar interested in performing in a unique ensemble. Students should have basic technique, a repertoire of open and barre chords, and basic repertoire prior to joining. 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. Apps: Tenuto, Guitar Tuna, Pro Metronome, JamPlay

**Music Workshop**

All Grades

.5 credit

No previous experience required

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

**Ukulele**

All Grades

.5 credit

No previous experience required.

Although it dates back to the 1880's, the Ukulele has gained popularity in recent years, both in contemporary music and as a fun and easy way to learn music. Class Ukulele will focus on fret board knowledge, technique, melody, notation, basic chord progressions, and songs. This class will be open to current musicians as well as those without any prior experience. Students will be encouraged to perform at school performances, though it will not be a requirement. Students without instruments may utilize school-owned ukuleles. Apps: Tenuto, Guitar Tuna, Pro Metronome

**Electronic Music**

All Grades

.5 credit

No previous experience required

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

**THEATER PROGRAM****Improvisation and Sketch Comedy**

All Grades

.5 credit

Class culminates in a public performance.

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.

.5 credit

Class culminates in a public performance.

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

.5 credit

Requires ability and willingness to memorize lines.

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**

All Grades

.5 credit

Requires ability and willingness to memorize lines.

Class culminates in a public performance

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**

All Grades

.5 credit

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

Requires ability and willingness to memorize lines. Class culminates in a public performance.

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.

**Advanced Acting**

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.

## 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<sup>st</sup>, to make sure they meet specific guidelines. There is a separate program to follow if a student chooses a Winterim 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 |

**Inside Advertising**

#1

For the student who wants to learn about advertising, write copy for an advertising campaign, and see the link between creativity and commerce.

Total Days Off Campus: 1 full day and 2 half days

Locations Off Campus: Overabove, Centerbrook, CT (full day), Cronin & Co, Glastonbury, CT (half day), Adams & Knight, Avon CT (half day)

Total # of Students: 10

Advertising: Changing the Way People Think and Act Winterim will explore how successful advertising copy is written and how advertising campaigns are engineered. Advertising copy writing must not only persuade, but also change behavior and get people to buy. Advertising campaigns are complicated endeavors designed to promote the words copywriters create to influence consumers as deeply as possible. In this Winterim students will learn how to write advertising copy and create advertising campaigns – from websites to Tweets to print ads. We'll study the iconic advertising campaigns of the past in the best-selling book *When Advertising Tried Harder*. We will learn how to write advertising copy that outsmarts and outsells the competition. We'll use the principles that drive the best writing, such as how to get started when only the blank page exists; how to ignore your inner judge so you don't discard your best creative ideas; how to devise strategies to get inside consumers' heads; how to create powerful wording that gets consumers to notice

We will take trips inside some of New England's largest advertising agencies and see first-hand how they create award-winning advertising campaigns. We will meet copywriters, graphic designers, art and creative directors, and find out what it takes to collaborate and be creative on a daily basis. The purpose of this Winterim is not just to make students better advertising copywriters, but to make them more aware of the power of advertising in people's lives. This Winterim will assist students in becoming more conscious of the link between creativity and commerce, a powerful element of 21<sup>st</sup> century life.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

On-Campus Course

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

**Ancestry: Discovering Your Heritage Through Genealogy #3-4**

For the student interested in genealogy, researching and creating their family tree, DNA testing, and tracing their family name as far back as possible.

Total Days Off Campus: 1-2 day trips

Locations Off Campus: Ellis Island Immigration Museum, New York Museum of Natural History

Total # of Students: 10

How far back can you trace your family? Where did your ancestors come from? How did you end up living where you live today?

We will begin with a study of a timeline of the earth from “the big bang” to modern day. Students will plot different events on the timeline to gain an appreciation for the sheer age of the Earth and how “little” time we have inhabited it. We will examine the evolution of humans from and watch several films that highlight research on evolution. We will be switching from this theme of evolution to our relatively young heritage that we identify with today. This is to appreciate how long humans have occupied the earth. Students will practice modern research techniques and methods and learn to analyze historic documents to trace their roots.

Students will spend much of the time in class communicating and reaching out to family members to gather documents, photographs, letters, and other useful information in learning about their heritage. The main goal is for students to trace their family name back as far as possible, using tools accessible via the Internet and other computerized software programs. Surname sheets, family crests, family name history, and a family tree will be created. Access to Ancestry.com for family tree creation and book compilation as well as DNA kits from National Geographic and Ancestry.com will be ordered. Students will learn about the wave of immigration to the United States, and have a chance to research their ancestors using the Ellis Island database. Additionally, students will learn what conditions their immigrant ancestors endured on their crossing to the United States. Students will also examine the evolution of mankind from the first hominoids to modern day humans. At the museum of Natural History, students can explore this transformation and apply terms learned and view real life examples. A final portfolio will be compiled and presented consisting of the students findings, organized in a specific format, so that students can cherish their work for a lifetime and continue their research.

**Course Considerations:**

A DNA sample will be collected for DNA kits. 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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents. Students should dress for extensive walking.

On-Campus Course

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

**Art Galore 2020****#3**

No previous art experience necessary. For the art loving student who wants to learn about the Arts and Crafts Movement and who wants to develop their own creative process. No previous art experience necessary.

Total Days Off Campus: 5 - 8 days of off campus workshops

Locations Off Campus: New Milford, Litchfield, Winsted, New Haven

Total # of Students: 10

The nooks and crannies of the Northwest Hills of Connecticut are home to an abundance of artists of many mediums. In this Winterim students will learn about a variety of art and craft forms including glass blowing and stained glass, metal sculpting, collaging, ceramics and painting. For the most part, artists will visit us on campus for one- or two-day workshops that will consist of a presentation by the artist, followed by a hands-on workshop, so students can try the craft for themselves and create a finished piece to take away. Several workshops will be held off-campus at the artist's studio. This Winterim will also include several on-campus mini-workshops that include making soap and creating a dream catcher.

Students do not need to have experience in specific skills such as drawing. The student that enrolls in Art Galore 2020 should be interested in the history and exploration of the Arts and Crafts Movement and be invested in the development of his/her own creative process. Each student will need to have an iPad or laptop.

Don't miss out on this fun adventure through the creative minds and studios of locally renowned artists!

**Course Considerations:**

Each student will need to have an iPad or laptop.

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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

On-Campus Course

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

**Cinematic Experience of World War II #2**

For the student who is interested in WW II and studying it from various viewpoints through the viewing of films and field trips.

Total Days Off Campus: 3-day trips

Locations Off Campus: USMA at West Point, NY, Day trip to New England Air Museum at Bradley International Airport, Day trip to Submarine Force Museum and Library in Groton, CT

Total # of Students: 10

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 discuss the films screened in class as well as respond in writing to prompts that will be featured on the Winterim blog. The concluding assessment will be a PowerPoint or poster in which the student will give an oral presentation in order to demonstrate the knowledge gained during the class.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

Travel will be in vehicles or on trains.

Students should dress for extensive walking.

On-Campus Course

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

**Coaching the Athlete, Team, and Yourself #2**

For the student interested in learning what it takes to be a good coach and leader, studying coaching strategies across multiple sports, and applying those skills to their own lives to emerge with stronger leadership abilities.

Total Days Off Campus: 4 day trips

Locations Off Campus: Yale University, University of Connecticut, Basketball Hall of Fame

Total # of Students: 20

This course allows students to explore different coaching strategies across multiple sports. They will see how coaches not only guide the athlete, but the whole person as well, in order to find true success. At the high school, collegiate, professional, and Olympic level, coaches must figure out how to blend a group of individuals into a singular team that performs cohesively. Students will learn about coaches such as Herb Brooks, Mark Johnson, John Wooden, Valorie Kondos Fields, Bela and Martha Karolyi, and Pat Summitt in order to compare and contrast different strategies that brought success from a win-loss standpoint, but, in most cases, a personal development standpoint as well. Through readings (by and about these coaches), journal entries, films, and attendance of collegiate sports games, students will reflect on their own experience as players and figure out which coaching strategies work best in the real world, beginning at the recruiting stage and ending with championships. By the end of the Winterim, students should understand what makes a good leader, and be able to apply those qualities to themselves and emerge as a leader on campus.

Some of the readings we will include are: *Dear Mark* by Mark Johnson, *Wooden: A Lifetime of Observations and Reflections On and Off the Court* by John Wooden, *Life is Short, Don't Wait to Dance* by Valorie Kondos Fields, *Reach for the Summit: The Definite Dozen System for Succeeding at Whatever You Do* by Pat Summitt, *Sports of the Times; The Unparalleled Coach of a Remarkable Team* from New York Times, *Martha, Bela Karolyi Defend Training Environment* from USA Today. Some films may include: *Miracle*, *Remember the Titans*, *The Mighty Duck*, *Friday Night Lights*, *Coach: The Life and Legacy of John R. Wooden*, *Coach Carter*, *We Are Marshall*, *Hoosiers*. We will travel to see College Games for Yale hockey and UConn basketball.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

Must be able to participate in physical activity as the course may include short athletic games with some students acting as the coach to practice leadership skills. Students should dress for the occasion.

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**

For the student interested in visiting New England colleges to gain an idea of how to pick a college just right for them.

Total Days Off Campus: Traveling to colleges in nearby locations, these will be day trips. No over nights.

Locations Off Campus: CT, NY, MA

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 the 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:**

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. 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 should be prepared for extensive walking.

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 #1**

For the student interested in working with young children every day and studying early childhood development.

Total Days Off Campus: 10 days (all mornings/no overnights)

Locations Off Campus: Head Start in Torrington, Litchfield Montessori School in Litchfield, Room-to-Grow in Litchfield, and Kids Play in Torrington, CT

Total # of Students: 10

In Early Childhood Education Winterim, 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 for eight days as a teacher's assistant. Students will learn about the many techniques Head Start teachers use to establish a positive and caring learning environment for the children, and discover 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 students worked in the classroom.

**Course Considerations:** Students must have the patience and desire to work with preschool children for three consecutive hours each morning. Yearly flu vaccine is recommended for all students, as well as DPT shot for this course.

Peanut and 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 travel trips. Each case will be determined on an individual basis in consultation with parents.

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**

For the student who wants to be part of creating a feature length film from start to finish; screenplay, costumes, scenery, filming and editing.

Total Days Off Campus: 1 or 2 local day-trips for shopping or filming

Locations Off Campus: Local

Total # of Students: 20

Forman Makes a Movie Winterim provides students with a unique opportunity to experience the production of a feature-length film. As of 2019, FMAM has produced four films, and aspires to improve in scope and quality each year.

The program hands students the reigns for all phases of production, whether it's writing the screenplay, choosing the costumes, editing the footage, or designing and distributing marketing materials. Once finished, we roll out the red carpet for a public premiere, where students show off their hard work and get to feel like celebrities for a night.

For more information, or to watch previous years' films, check us out at:

[formanmakesamovie.com](http://formanmakesamovie.com)

We hope you'll join our team!

**Course Considerations:**

Students may not enroll in this course more than once.

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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

On-Campus Course

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

**The Future of Food**

#1

For the student interested in learning about our food production and it's sustainability in a growing world population.

Total Days Off Campus: 4 day-trips

Locations Off Campus: New Pond Farm Education Center (West Redding), Auer Farm (Bloomfield), Burlington State Fish Hatchery (Burlington), Stamford Museum and Nature Center (Stamford)

Total Number of Students: 10

How can modern agriculture sustain the demands of our growing population to ensure food security? Students will study the efforts of Nobel Peace Prize Laureate Norman Borlang through select readings of his biography. Students will conduct research and synthesize data, which will culminate in a debate over social, political, and environmental issues related to developing our productivity and profitability around agriculture.

**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. 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 should dress for extensive walking.

On-Campus Course

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

**History of Rock and Roll**

#2

For the student interested in studying the history of Rock n' Roll – 50's and 60s music.

Total Days Off Campus: 1-3 day trips

Locations Off Campus: Local Concert Venues, NYC

Total # of Students: 8

Students will study the social impact of Rock and Roll in the United States and throughout the World by learning its history, mainly focused on the 1950s and 60s. Class members will study the history through lectures, video and audio media, hands-on musical activities, and appropriate texts. Presentations will vary, allowing students to display their knowledge in multi-media presentations, musical performances, or text.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

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 Wood and Steel #2**

For the student interested in making a piece of furniture from scratch, incorporating wood and metal.

Total Days Off Campus: 1-2 day trips to gather supplies

Locations Off Campus: Lumber yard, steel yard

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. Students will visit local lumber- and steelyards to handpick their own supplies. They will earn knowledge with regard to welding and metal design. Each student will handcraft a piece of functional furniture such as an end table, nightstand, coffee table, or chair, using a combination of steel and hardwoods. Safety will be our first concern.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

Tetanus immunization must be up to date.

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**

For the student interested in designing and fabricating their own skis.

Total Days Off Campus: 1-2 days to ski, if skis are completed on time

Locations Off Campus: Mohawk Ski Resort, CT

Total # of Students: 10

Students are tasked with designing and fabricating their own pair of custom, modern skis. Skis will be made with a poplar core, fiberglass, P-Tex top sheet, metal edges, P-Tex base, P-Tex sidewalls and custom printed graphics designed by the student. Students will utilize CAD software to design the ski's length, dimension and side cut 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, Kevlar, 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.

**Course Considerations:**

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 course/trip. Each case will be determined on an individual basis in consultation with parents. Yearly Flu Vaccine is recommended.

On-Campus Course

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

**Page to Stage**

#2

For the student interested in producing a live-action children's play from start to finish – development of characters, creation of costumes and scenery and presenting it to an audience.

Total Days Off Campus: day trips for supplies

Locations Off Campus: Goshen Players Playhouse, Home Depot, Michael's Stores, JoAnn Fabrics, Wal-Mart

Total # of Students: 10

Take a children's book and turn it into a live action play. The two weeks of Winterim will consist of thinking about what book to choose, talking about point of view, how to write a dialogue, and choosing which characters to portray. Students will work on their character relationships, while learning about set design, costumes, stage makeup, lighting, and constructing a storyline. A live presentation to faculty children and others will be culminating activity. We will use the book *Page to Stage: The Craft of Adaptation* by Vincent Murphy.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

Tetanus immunization must be up to date.

On-Campus Course

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

**The Riddle of Steel**

#4

For the student interested in exploring the history of metalworking and bladesmithing, working in a forge, designing and creating their own forged items.

Total Days Off Campus: 10 day trips

Locations Off Campus: Dragon's Breath Forge, Old Sturbridge Village, Worcester Art Museum

Total # of Students: 12

In this Winterim we will explore the history and practice of metalworking from a hands-on, practical perspective. Working with the experts at Dragon's Breath Forge, the students will build their repertoire of metalworking skills over the first week, and will individually complete a number of simple, practical household items. The students will see a working forge at Old Sturbridge Village to gain a connection to the historical place of metalworking in day-to-day life.

During the second week, the students will focus on the more specialized skill of bladesmithing. The students will see examples of larger blades being forged, and will complete a small, practical cutting tool of their own. During this week the students will also travel to see the Higgins Armory collection to see examples of the evolution of the arts of blade-smithing and armoring.

Students will complete a daily journal of their experience including photographs, drawings and/or other media describing their experience and techniques learned. Students will be expected to produce a variety of items demonstrating mastery of metalworking techniques.

**Course Considerations:**

This trip will involve fairly intense activity, including wielding hammers and pounding heated metal.

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 course/trip. Each case will be determined on an individual basis in consultation with parents.

Lengthy walking will occur during our site visit days.

Off-Campus Course

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

**England and Wales****Welsh History and Identity in the UK #6**

For the student interested in comparing three distinct culturally diverse areas of the UK.

Total Days Off Campus: 13 days

Locations Off Campus: Bath, London, Cardiff

Total # of Students: 10

This Winterim course will focus, in part, on exploring the cultural differences between three regions of the UK. We will study the government of England and the influence of the monarchy by touring Westminster. We will sample the theaters of London, and visit Stafford-upon-Avon. In Cardiff, Wales, we will immerse ourselves in the Welsh culture and compare it to our understanding of the culture and government of London. We will take excursions into the Welsh countryside to visit unique geographic variations of the landscape. The third city that we will visit will be Bath. We will visit the home of Jane Austen, visit the Roman Baths, climb the Abbey Tower, visit The Fashion Museum and take an architectural tour of the city.

In this Winterim we want to students to have a greater understanding of the United Kingdom as a whole and the cultural similarities and differences between England and Wales.

**Course Considerations:**

Yearly Flu vaccine is recommended for all international travel.

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 course/trip. Each case will be determined on an individual basis in consultation with parents.

Students should dress for extensive walking.

May not be suitable for students who are extremely sensitive to motion sickness or claustrophobia

Off-Campus Course

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

**Tennessee****Fly Fishing the Tennessee Valley: Match the Hatch #5**

For the student who wants to learn how to fly-fish, study the life cycle of trout, and learn about cold-water conservation.

Total Days Off Campus: 6 days

Locations Off Campus: South Holston River Lodge, Bristol, TN

Total # of Students: 10

Students will learn the life cycle of trout. They will gain an understanding of how stocking works and is beneficial to the stream ecosystem and cold-water conservation. Students will gain a better understanding of sportsman etiquette and fly-fishing techniques. They will implement their knowledge of the trout life cycle and choose flies that are effective to best catch trout by “matching the hatch”.

We will begin our Winterim with a trip to the Burlington Trout Hatchery. Classroom sessions will cover trout ecosystems, gear set-up and basic fly-fishing techniques. Casting sessions will be arranged to hone our skills before heading to the Orvis-endorsed South Holston River Lodge in Bristol, TN, to put our knowledge of trout and fly-fishing to work. Several days will be spent fishing the South Holston and Watauga Rivers, wading to find pools and runs or in drift boats with local guides in search of Rainbow and Brown Trout. Upon return, students will create researched based presentations in the form of website design, public service announcements, or brochures to educate the public.

**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. Students requiring an EpiPen for a food allergy may be excluded from this course/trip. Each case will be determined on an individual basis in consultation with parents.

Must be outdoors several hours of the day, in good physical condition.

Must not be prone to motion sickness as we will be traveling in boats.

Off-Campus Course

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

**The Galapagos Islands: Darwin's Expedition #6**

For the student who wants to study the specialized biodiversity of the Galapagos Islands and how the unique species came to live there.

Total Days Off Campus: 10 days

Locations Off Campus: The Galapagos Islands on a 60-foot Yacht

Total # of Students: 14

We will watch *Evolution*, with special attention to the segment about Charles Darwin and his Theory of Natural Selection. It also discusses the driving forces behind evolution, Natural Selection and Speciation. In this movie they discuss the importance of geology and how that started the overall thoughts behind Natural Selection and life coming from a common ancestor.

Can you determine if the species diversity of the Galapagos Islands is caused by allopatric speciation or sympatric speciation or a combination of the both? Where did the animals and plants originate from and why is this archipelago of islands so unique?

Students will choose one organisms or group of organisms to focus on in order to demonstrate how that organism came to live in the Galapagos Islands. They can demonstrate this through visual (movie, slide show, book), written proof of their claim (researched information and a written travel log, captions to pictures or a book with pictures) and any other creative way they can convey to others what they have discovered.

Students will develop their photography and cinematography skills by learning the difference between taking photos and filming on land vs. photographing and videotaping under water. Students will also develop their research and writing skills by learning how to research information from various written sources, and also by learning how to interview the Naturalist in order to glean information from an expert in the field. Students will then learn how to sharpen their writing skills by summarizing their finding into a paper or in a book.

**Course Considerations:**

Yearly Flu vaccine is recommended for all international travel.

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 course/trip. Each case will be determined on an individual basis in consultation with parents.

This trip will have daily hiking and daily snorkeling. Students should bring their own and wet suits are available upon request at an extra fee. Students should have good swimming skills. Students will also be on a boat, which has two lengthy excursions. Seasickness is a possibility with this trip.

Students will require current passport which means the passport must be current within 6 months of travel dates and it requires updated vaccinations, included Hep A and B, Typhus, and flu. (Check with your local travel health center 6 months prior to departure)

All international students traveling into Ecuador will need to check with their countries Consulate to see if a travel visa is required.

Ecuador does require travel visa from most other countries so parents must check.

Airline WILL NOT allow student to board plane without all appropriate travel documentation (passport, visa (unless US citizen), green card, etc.)

Also, all students would be required to take out DAN Travel insurance because we are on a boat and the students are snorkeling every day. This insurance is extremely reasonable and covers all travel issues including anything regarding snorkeling. DAN Travel insurance runs about \$150 or less.

Off-Campus Course

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

**Greece: From Dominion to Debt #6**

For the student who wants to understand how the economics of Greece has affected its culture and country.

Total Days Off Campus: 12

Locations Off Campus: Athens (and environs), Crete, Thessaloniki

Total # of Students: 10

The primary focus of this Winterim will be to examine how economics shape a country and culture. Students will delve into the economic history of Greece and how it impacted the cultural and national identities from the Classic to Modern eras. We will travel to a number of different sites within Greece and immerse ourselves in how economic success and failure influenced Greece. The itinerary will include famous cultural sites in addition to examples of fiscal health, including marketplaces and agricultural centers. A primary focus of the trip will be centered on the Greek “agora” (centerpiece of the town - market and meeting place) and how this location acted as an area of not only economic exchange, but also served as a catalyst for discussion about politics and daily life. The time span will encompass the economics of Ancient/Classical Greece and beyond with specific emphasis on the turbulent economics of the country over the past century. The overall goal of the Winterim is for students to gain an in-depth understanding of how economics within a geographical region impact cultural and national growth.

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 their chosen economic focus. This can include a specific type of agricultural product (e.g. olives, tobacco, fish) or a manufactured product (e.g. petroleum, textiles, tourism). Students will draw connections between how different economic choices impacted the success or failure of a once unstoppable empire.

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, leading to the connection of culture and economics.

**Course Advisories:**

Yearly Flu vaccine is recommended for all international travel.

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.

Passports and digital camera (or equivalent) will be required.

Students must be able to participate in significant amounts of walking/sightseeing.

*International cell phone service is recommended, but not required.*

Students should be prepared for extensive walking.

Off-Campus Course

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

**NY, CA****The Information Superhighway #5**

For the student who wants to see where the epicenter of technology growth happened in this country.

Total Days Off Campus: 10

Locations Off Campus: New York, San Francisco Bay Area, Silicon Valley, Santa Clara, Cupertino, California

Total # of Students: 10

In this Winterim, students will explore the epicenter of technology growth in Silicon Valley. In Santa Clara we will explore the Intel Museum and the NASA Ames Center. We will visit the Apple store in Cupertino and participate in a workshop on photography, art, design or music. We will go to the Computer History Museum and the Google Merchandise Store and Android Garden. Possibilities are endless in Silicon Valley. Join Us!

**Course Considerations:**

Yearly Flu Vaccine is recommended.

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. Each case will be determined on an individual basis in consultation with parents.

Students should be prepared for extensive walking.

Cold weather, motion sickness traveling by airplane, bus.

Multiple travel connections.

Off-Campus Course

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

**Japan****“Washoku” Food of Japan #6**

For the student who wants to study and experience the many foods of Japan.

Total Days Off Campus: 14

Locations Off Campus: Japan: Tokyo, Kyoto, Osaka

Total # of Students: 10

“Washoku” translated as “food of Japan” is simultaneously simple, yet complicated; plain yet sophisticated. It is salty, sweet, sour, slightly bitter, crunchy, soft, chewy, and full of umami flavors, with an emphasis placed on beautiful presentation, blending each ingredient in a harmonious fashion that satisfies all of your senses. This Winterim will take us on our own journey to seek out Washoku in the “land of the rising sun” with our inquisitive imaginations to guide us and to see why all the great chefs of the world come to Japan to eat and study Japanese food culture. On our journey, we hope to meet the masters of such crafts as sushi, soba noodles, yakitori, ramen noodles, miso, and soy to have the opportunity to understand why they have such a deep passion and dedication to just one discipline in the art of Japanese cuisine.

We will explore the past, present and future of Washoku by having opportunities to visit the worlds largest and best “Tsukiji” seafood market in Tokyo, followed up by learning the true way to eat sushi in one of Tokyo’s top sushi restaurants. Yuasa Shoyu a 100-year old soy sauce and miso factory in the town of Yuasa, said to be the birthplace of soy sauce over 700 years ago. Dine at a Kaseki restaurant in the mountains of Kyoto regarded as the highest culinary relationship of food and nature in the world. And we will finish up in the city of Osaka, to take a deep dive in the street food scene of the acclaimed “Kuidaroe” food culture, eating our way to enlightenment.

**Course Considerations:**

The CDC recommends that you are up to date on your MMR, Tetanus, Chicken pox, Polio, and yearly flu vaccinations.

Yearly Flu vaccine is recommended for all international travel.

Food allergies must be made known and understood. We need to know exactly how the allergy will present 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 should be prepared for extensive walking.

Off-Campus Course

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

**Scotland****An Independent Scotland**

#6

For the student who wishes to learn about the rich history of Scotland and its modern-day independence movement.

Total Days Off Campus: 12 days

Locations Off Campus: Scotland

Total # of Students: 10

With Brexit looming, Scotland has been highly motivated to leave the United Kingdom and stay in the European Union. While considering the modern independence movement in Scotland, students will look into historical wars for independence, namely Robert the Bruce's war with England and the Jacobite uprising in the 18<sup>th</sup> century. Specific locations to explore will be Edinburgh, Dunfermline, Melrose, Stirling and Bannockburn, Oban, Glenfinnan, the Isle of Skye, Culloden, and the Cairngorms. Students will engage in photography opportunities as well as visit museums, castles, sites of outstanding natural beauty, and guided walking tours.

**Course Considerations:**

Yearly Flu vaccine is recommended for all international travel.

Food allergies must be made known and understood, particularly to seafood/shellfish.

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 should be prepared for extensive walking.

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 Morocco: Miles of Tiles #6**

For the student who wants to participate in hands-on, art workshops and learn about the links and relationships between the art and tile work of Morocco and Spain.

Total days off campus: 14

Locations off campus: Spain and Morocco

Total # Students 10

During this art inspired Winterim, we will experience aspects of the culture with our hands that make Andalucia and Northern Africa unique; in particular the patterning and nature-inspired geometric patterns used in “azulejos” and Moroccan “zellij” tilework. For Miles of Tiles, we will travel to Morocco and then Spain as we look for ways to discover the links and relationships between the art and tilework of Northern Africa with that in Andalucia, Spain.

In both Morocco and Spain, we will participate in art workshops. We will see how the nature-inspired patterns are a constant motif throughout these art forms. Always looking to include multi-sensorial cultural opportunities during our travels we will learn about Spanish and Moroccan cuisine and use of spices as well as experiencing dance and musical opportunities whenever possible.

In Morocco, we will travel to Fez and learn about how the Moroccan “zellij” tiles which first made an appearance in the 10th century and evolved during the Merenid Dynasty. Zellij tile work remains the hallmark of Moroccan architecture and design, and examples of the craftsmanship can be found in historical palaces such as Dar Batha in Fes and the Mausoleum of Moulay Ismail in Meknes. From Fez, we will take day trips to Meknes and Chefchaouen and then explore Tangier before embarking on the ferry passage across the Strait of Gibraltar to Andalucia.

In Spain, we will visit Cadiz en route to Seville, our home base where we will visit historic sites such as the Alcazar and Plaza de Espana. Students will sample delicious tapas and enjoy a flamenco show. We will make a day trip to Cordoba, known as the Pearl of Moorish Spain and also for its peaceful religious tolerance. We will visit the Mezquita, the largest mosque in the entire world, and the Alcazar, a Mudejar style palace with splendid gardens.

Students interested in this Winterim should be aware that participation in different types of art workshops will be a daily event and so along with an interest in art and design, you will need to be willing to ‘get your hands dirty’ as we work in clay, leather, wood, and basketry during art workshops. Students must also be willing to show religious respect in the countries we visit by wearing appropriate apparel when requested. Students are expected to keep a journal daily, and participate in all workshops.

**Course Considerations:**

Students must confer with their own physicians to learn about other necessary immunizations specific to travel to this part of the world. Students must be prepared for extensive walking.

Yearly Flu vaccine is recommended for all international travel. Tetanus immunization must be up to date. Accommodating food allergies may be difficult on this trip. 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 should be prepared for extensive walking.

Off-Campus Course

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

**Washington, D.C., VA, PA****The Split of The Nation #5**

For the student interested in the Civil War and studying the issues that split the nation apart, and the continuing process of putting it back together.

Total Days Off Campus: 10 days

Locations Off Campus: Washington DC, Virginia, Pennsylvania

Total # of Students: 10

Explore the capital of the North and the capital of the South. View historical sites that were focal points for the Civil War. Study the battlefields. We will immerse ourselves in the Northern and Southern Culture of the time. Discover the issues that broke this nation apart and consider why the process of sewing us back together was so difficult, and is still ongoing.

Students on this Winterim will be able to combine historical facts and locations to gain a deeper appreciation of the Civil War's impact on our country.

Some of the proposed sites we may visit include:

Appomattox Court House and National Historical Park

Richmond, Virginia

Petersburg National Battlefield

Manassas National Battlefield

Washington, D.C.

Antietam National Battlefield

Gettysburg. PA

Charleston. SC

**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. 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 should be prepared for extensive walking.

Off-Campus Course

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

**Vietnam****World Heritage in Vietnam #6**

For the student interested in studying the geopolitical context of the Vietnam War, and then venture to the 7 UNESCO World Heritage sites, examining the complexities and the impact of the Vietnam War.

Students who do not wish to go into caves or go on cruise rides should not consider this program.

Total Days Off Campus: 14 days (including 2 travel days)

Locations Off Campus: Vietnam: Hanoi, Ninh Binh, Phong Hah, Hue, Hoi An, and Ho Chi Ming City

Total # of Students: 10

By bearing witness to evidence of war, we travel the path to peace and love. After an interactive study of the geopolitical context of the Vietnam War, this 14-day World Heritage Vietnam trip embarks on a southbound coastal expedition from Hanoi to Ho Chi Ming City (previously Saigon) to explore 7 UNESCO World Heritage sites with evidence of the war, to experience the rich geographical and cultural wonders, as well as to gain a first-hand understanding of the complexities and impacts of the Vietnam War.

World Heritage Vietnam will complete our cultural and geographical tour of Vietnam in Ho Chi Ming City (Saigon), with visits to China Beach (landing point for US soldiers during Vietnam War), Nha Trang Beach, and the famous Cu Chi Tunnels--an incredible underground network constructed by Vietnamese fighters during the long struggle for independence with hospitals, accommodation, and schools, used as a military base for the Vietcong in the Vietnam War.

**Course Considerations:**

Students who do not wish to go into caves or go on cruise rides are not advised to consider this program.

Students must have a valid passport and a pre-approved tourist visa to enter Vietnam.

Students will be required to go to a travel clinic prior to the trip.

Yearly Flu vaccine is recommended for all international travel.

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 should be prepared for extensive walking and be in good physical condition.