



FORMAN

2020–2021
Curriculum Guide

Table of Contents

Introduction	2
Requirements for Graduation/Course Distribution	3
English Department	6
History and Social Sciences Department	14
Mathematics Department	22
Science Department	25
World Languages Department	36
Art Department	39
Thinking and Writing Department	50
Cognition and Learning Department	52
Perspectives in Learning Department/College Counseling	59
Health, Wellness, and Leadership Department	60

Introduction

As we began planning for the 2020-2021 academic school year, we focused on developing a schedule that provided flexibility, reduced overall person-to-person contact during the academic day, and supported our intentionally small class sizes. We also wanted to maintain our focus on academic skill development while providing students choice and versatility in their academic program. With these drivers in mind, we are moving from a semester block schedule to a modular course system. Instead of studying eight different courses during a semester, students will focus on just three to four courses for a three-week period. This new schedule will allow us to adjust quickly to major changes such as a closing of schools by the State of Connecticut or the need to deliver instruction in a hybrid fashion (i.e. some students in-person and some learning remotely while in quarantine). In addition, this schedule minimizes person-to-person contact and supports a reduction in class density. It preserves a high degree of student choice in daily schedules while ensuring our thorough focus on academic skill development is maintained. You may be already familiar with a modular schedule as it has been in place for decades at some independent schools and colleges. In addition, a number of colleges have moved to this model for the coming year in light of the pandemic.

In the Forman modular system, students will focus on in-depth learning experiences, meeting in each course five days per week, for an extended instructional block over a three-week period (or term). Modular courses emphasize depth of understanding rather than mere coverage of content. This emphasis lends itself to the development of the essential skills of a discipline. It also supports the development of the reading and writing expectations that students will face in college. This instructional time is equivalent to a quarter of a year-long course and students will earn a quarter credit for each modular course. Over the course of a year, students will typically take four modular courses per discipline, equating to a full-year credit. For example, students would be expected to take four modular courses from the English department over the course of the year to earn a full credit in English. Subjects that call for sequential, cumulative learning, such as mathematics or world languages, are taught in blocks that span consecutive terms. Cognition & Learning courses and Thinking & Writing courses are paired in the schedule for a cohesive program of skill development.

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

Modular Course (MOD):

A modular course is worth .25 credit

4 modular courses = 1 credit

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

Up to 0.5 credit of Thinking and Writing electives (optional)

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
Up to 0.5 credit of Thinking and Writing electives (optional)
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
Up to 0.5 credit of Thinking and Writing electives (optional)
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
0.5 credit of Thinking and Writing electives
.5 credit of Perspectives in Learning

Cambridge Assessment International Education Courses

Cambridge Assessment International Education advanced-study classes are offered in our Math department. 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.

ENGLISH DEPARTMENT

To meet the English credit requirement, students take four 3-week modular courses over the course of the year. If their schedule allows, they may take more. Underclassmen electives are mixed grade level, including 9th and 10th grade students. The same is true of the upperclassmen courses, with mixed 11th, 12th, and PG students. Returning students who receive the department recommendation of studying English at the “Honors” level will have more rigorous expectations to meet within their class. There are no separate “Honors” sections.

UNDERCLASSMEN ENGLISH ELECTIVES (9/10)

American Journey In Short Stories

In this course, students will explore some of the universal themes of the American experience conveyed in short stories that are considered important to the canon of American Literature. Source material will vary based on the teacher. Students will read and analyze these stories using methods of accessing texts and forms of verbal and written response. Assessment formats may include quizzes, short writing assignments, or formal discussions.

American Journey In Poetry

In this course, students will explore some of the universal themes of the American experience as conveyed in some of the poetry that is considered important to the canon of American Literature. Source material will vary based on the teacher. Students will read and analyze these poems using methods of accessing texts and different forms of verbal and written response. Assessment formats may include quizzes, short writing assignments, or formal discussions.

American Tragedy

Also available as an Honors level course

Why is the American Dream so hard for some to achieve? What personal and social barriers cause this struggle to achieve the promise of the American Dream? Do these struggles fit the criteria of a dramatic tragedy? In this course students will read two plays, *Death of a Salesman* and *A Raisin in the Sun*, and explore the characters' struggles with achieving the American Dream and whether these challenges fit the criteria of classic, dramatic tragedy.

Art of the Short Story and the Dramatic Read

This course will focus on short fiction while also introducing dramatic reads through the public radio program "Selected Shorts." Students will gain exposure to a wide range of literal and dramatic voices, while practicing both reading and listening comprehension. The course will culminate with practice of public speaking, as will students perform their own dramatic reads while exploring how dramatic elements can be utilized to influence their own interpretation of a work.

Defining Identity

Also available as an Honors level course

Our identity makes us who we are, but are we always the ones to decide our identity? Throughout this class, various components of identity will be examined. We will discuss racial implications in society and how unconscious bias can play a role in identity. We will investigate identity by looking at examples of real people, as well as short stories, poems, and mini-films. This course will challenge students to question identity and how it is negotiated within our society.

Folk Tales For The Modern World

Students will explore how folk and fairy tales can be modernized to tell the stories of the modern world. The class will read *Briar Rose* by Jane Yolan, which takes the fairy tale of *Sleeping Beauty* and applies it to a tale of Holocaust survival. Students will explore other modernized tales before trying their own skills at modernizing a classic fairy tale to tell the story of a contemporary historical event, issue, or struggle.

Food For Thought

Food is a universal component that has the ability to bring any culture or background together. In this course, we will examine how writers use the language of food to explore issues such as gender, race, socioeconomic status, and culture. Foods have various meanings and we will discuss how authors use these foods as symbolic representations. In this course, we will also

investigate how the food industry has been changed in America. We will read and watch various sources examining the food industry and how this plays a role in our understanding of foods.

Journalism: Writing For “The Roar”

Students will pitch, research, and write one article per week for the school’s regular student publication, *The Roar* (formerly known as *The Monthly Roar*). The goal is to have the publication continue throughout the year, with the revolving class of students being the contributors. Each article students write will have an investigative component, meaning they will have to include some kind of primary source, whether it’s a media resource or an interview. Students will also contribute to the publication’s overall mission, which means developing promotional material, executing a distribution campaign, and collaborating on different design and formatting elements.

Language Changes And Code-switching In America

Also available as an Honors level course

How is language part of who you are? Language can change based on situations, whether you know it or not, and it can impact how you are viewed in society. In this course, we will examine how language has changed in America over time due to various technologies and events that have occurred. We will also discuss how we alter our vernacular based on who we are talking with in specific settings. Communication is a crucial component to any relationship and in this course, we will examine our evolving language through various poems, TED Talks, short stories, and podcasts.

Living Out The American Dream

The “American Dream” was once the driving force for the ancestors of many Americans to make the decision of coming to the United States. In this course, we will examine if the American Dream is still alive today. Through various poems and short stories, we will discuss how the American Dream is affected and if it has changed since it was originally created. We will also examine the American Dream through your eyes and how you can be personally affected by this dream today.

Science Fiction Short Stories

In this course, students will explore a variety of short fiction in the science fiction genre. We will explore questions such as: What are the major themes of science fiction? Does older science fiction hold up over the years? What are the fears and dreams of the future that are represented in contemporary science fiction? How would you write a science fiction story? Students will use response blogs, comparison essays and conduct research into what from science fiction is real and what is not, what is still to come and what was completely wrong.

Shakespeare

Also available as an Honors level course

In this course, students will engage with a single Shakespeare play with the goal of helping students learn how to approach and appreciate the works of Shakespeare. The following questions will help guide our work: How to not be afraid of Shakespeare? What tools does one need to understand and enjoy the work of Shakespeare? Why are Shakespeare's themes still relevant today? Critical and creative writing, response blogs and perhaps even performance projects will be used as vehicles to explore the play.

Young Writers' Workshop

The Young Writer's Workshop seeks to help students find and develop their voice as it pertains to creative writing. Using poetry as a foundation, we will explore several forms of creative writing, but will limit what students can pursue should they find inspiration. The workshop will task students with drawing inspiration from all walks of life including, but not limited to, nature, art, school life, friendships, etc., as a means to construct a creative and positive outlet for themselves. Students will be tasked with writing poetry on a topic of personal interest/concern. They will be asked to write poetry in response to something, however, the term "something" is up to them - it can be an object, idea, person, event, etc. The scope of the module can be expanded to include public readings of their work, and automatic submission to Forman's *Literary Arts Journal*, courtesy of Beth Man, William Bucklin, and a team of dedicated Forman scholars.

UPPERCLASSMEN ENGLISH ELECTIVES (11/12/PG)

American Gothic Fiction

This course is designed to understand the intent and thrill of reading American Gothic Fiction and its place in the canon of American literature. Primarily reading short stories from the 19th through the 21st centuries, we will explore the historical context and social intent of stories from writers like Poe, Bierce, Gilman, Jackson, Jemisin, and many more. Students will display their mastery through class discussion and written assessments and will be given regular feedback via both written and verbal interactions.

Constructing Differences

In this writing course, students will examine how race, ethnicity, class, gender, sexuality, etc. are constructed and transformed into varying systems of inequality. We will come to terms with stereotypes and preconceived notions about people that arise based on these categories, and will explore how we as Americans rely on systems of categorization, recognizing the impact of

“othering” marginalized groups. This course will be discussion- and writing-based, and will include academic research on the core topics.

Dystopian Graphic Novels

Also available as an Honors level course

This course explores the idea of societal breakdown and rebirth through the interpretation of modern and contemporary authors and artists. Beginning with understanding the actions that led to the downfall of society in the story, students will learn about various issues that face both fictional and real societies and how those in control react to challenges to power. Students will read two graphic novels and several articles, reinforced by class discussion, written assignments, and regular feedback.

Identity In The Boarding School Community

As we continue to progress through 2020, diversity and inclusivity in civic discourse remain a necessity, especially for us as members of the boarding school community. This course offers students a window into the lives of other students heavily impacted by the racial tensions and prejudices rooted in American society. While we are all Forman Lions at heart, that does not account for the lives that we live at home and abroad. Using Renée Watson’s *Piecing me Together* as a reference, students will explore the life experiences of Jade as she pursues her dream of attending a private school. This course will engage students through daily conversations and writing exercises focused on questions related to empathy, solidarity and mutual respect in order to seek understanding for the situation that several of their peers may face on a daily basis.

Journalism: Writing For “The Roar”

Students will pitch, research, and write one article per week for the School’s regular student publication, *The Roar* (formerly known as *The Monthly Roar*). The goal is to have the publication continue throughout the year, with the revolving class of students being the contributors. Each article students write will have an investigative component, meaning they will have to include some kind of primary source, whether it’s a media resource or an interview. Students will also contribute to the publication’s overall mission, which means developing promotional material, executing a distribution campaign, and collaborating on different design and formatting elements.

LGBTQIA+ & Intersectionality: Progress And Regression

In this course, we will build an understanding of intersectionality and the role it plays in individual identity, as well as the historical and current state of LGBTQIA+ rights in the United States. Students will analyze the connection between these two topics while exploring who is represented in progressive movements, and who may be excluded. Students will have the

opportunity to consider these topics through the lens of multiple feats of progress and unfortunate regressions throughout the 20th and 21st centuries. The materials we use to explore these topics will include primary sources such as laws, news articles, and literature from those affected by, and involved in, the discussed events.

Lyric Poetry Writing

This creative writing course is an introduction to the genre of lyric poetry, which is a type of poetry that expresses personal emotions or feelings, typically spoken in the first person. Students will explore examples of the genre as they write their own lyric poetry.

Nature Writers: Living On The Edge

During this course students will review and examine how an individual's inalienable right "to life, liberty, and the pursuit of happiness" inspired a rich legacy of nature writings from Walt Whitman, Stanley Kunitz, and Mary Oliver, each famous American authors and nature activists in their own way. In this course students will explore what inspires individuals to isolate themselves from humanity in their efforts to get in touch with Nature.

Memoir: Who Do You Think You Are?

During this course, students will engage in a mindful study about how personal reflection permits the valuable exploration, discovery, and appreciation for one's true self. After generating a select body of written work through intentional writing prompts during the first half of this class, they will then focus their efforts to weave together a personal memoir that will be competently and confidently shared with the class in our final days together.

Nonfiction Writing

This is an introduction to the genre of creative nonfiction, which uses literary styles and techniques to create factually accurate stories. Students will explore examples of the genre as they write their own creative nonfiction stories. *Note: Only offered in Semester 1*

Personal Memoir Writing

This is a creative writing course that introduces students to the genre of memoir, which is a collection of memories that an individual writes about the moments or events that took place in their life. Students will explore examples of the genre as they write their own personal memoir. *Note: Only offered in Semester 1*

Perspectives On Protest

Also available as an Honors level course

This course will explore various historical and current protests in the United States, specifically those aimed at fighting racial injustice and inequality. Topics will include the historical context of each movement, the stated goals of the movements, and the narratives pushed by opposition to each movement. Changing narratives on historical protests will be integrated into our study of current movements. Exploration of modern movements will also include a focus on the role of mass media in creating, bolstering, and stifling various narratives. Students will consider the negative impact of a dominant group trying to dictate a marginalized group's form of protest, as well as the tactics used to try to delegitimize a movement. The materials we use to explore these topics will include primary sources such as news articles, newspapers, interviews with protesters and movement leaders, and interviews with movement opponents.

Post-apocalyptic Literature

This course explores the popular genre of apocalyptic literature, which generally focuses on human relationships and needs in a survival landscape. Students will be practicing and strengthening skills in critical thinking, collaboration, reading, writing, and communication through various assignments. Assessment formats are projects, essays, and formal discussions, and feedback will be given regularly via both written and verbal interactions.

Short Story Writing

This creative writing course is an introduction to the genre of short story, which is a type of prose fiction that typically can be read in one sitting and focuses on a single incident. Students will explore examples of the genre as they write their own short stories.

Songs For The Soul

During this course, students will closely examine the key factors that account for how music resonates with each of us - while perhaps differently, but ever so truly - down to our very core. After featuring one select TOP 10 list of songs, students will engage in an active exploration, collection, and critical treatment of various tunes that have shaped their individual journeys. While positively and regularly contributing to our daily discussions about the power of songs and their lyrics, class members will then identify, generate, and, most importantly, share their own personal TOP 10 list of Songs. Ultimately, this final course exercise will serve as not only a celebration of influential music and a mindful treatment of its profound impact on their lives, but also as a powerful reminder to keep an open mind to the power of ALL songs/lyrics from the past, present, and future.

Storyboarding Short Stories

In this course, students will be tasked with choosing a short story of interest to them and transforming it into a storyboard for a short film. In order to accomplish this, students will need to gain an in-depth understanding of the story itself and think realistically about the best way to represent the story visually. Students will have significant freedom in choosing how to transform their chosen story into a visual product. At the end of the course, students will present their work to their classmates.

Redefining America

In this course, students will examine how our Founding Fathers, with noble but privileged intentions, did compromise the very essence of democracy in the USA from the start. Through a respectful study of select documents, essays, poetry, and lyrics from 1776 through to today, this class will work to understand, account for, and address the systemic failings of our imperfect political experiment that actively threaten to divide these United States of America here and now. For the final course project, students will create and share their portfolio, a compilation of analytical and creative writing inspired by select works prescribed for this. Students are also asked to incorporate apt, original photographs and/or artwork to convey their personal resolve and conviction to promote an American experience truly equitable and available for all.

Tragedy And Identity

Also available as an Honors level course

Utilizing Elie Wiesel’s memoir *Night* as a foundation, this course will focus on the impact that experiences have on our identities. While reading *Night*, students will continuously engage with the question of how tragedy affects one’s identity. The historical context of the memoir’s events will be integrated into our analysis of Wiesel’s life and legacy. Students will also have the opportunity to explore the memoir’s continued relevance, as well as critique and analyze current perspectives on related issues. *Note: this course is open to new and returning students who have not already taken the “Germany and Rwanda” course in 19-20.*

Writers Of New England

Also available as an Honors level course

Through this course, students will experience a variety of writing styles and modes while focusing on the New England lifestyle from regional authors. Building from an idea of “poetry of place,” students will see the Northeast from the lens of writers such as Hawthorne, Frost, and Thoreau, among others. Students will be practicing and strengthening skills in critical thinking, collaboration, reading, writing, and communication through various assignments. Assessment formats are projects, essays, and formal discussions, and feedback will be given regularly via both written and verbal interactions.

HISTORY AND SOCIAL SCIENCES DEPARTMENT
UNDERCLASSMEN (9/10)

9TH GRADE: GEOGRAPHY

All 9th graders will take this series of 3-week modular courses that focus on different aspects and types of geography and area studies.

Climate and Culture of South America

How does a region's climate impact how people live? The course will investigate how factors like elevation, precipitation, and temperature shape the cultures and lifeways of people living in distinct environments. The indigenous peoples of the Andes, Paraguay, and Brazil provide the opportunity to study an array of lifestyles formed in part by the climates and physical geographies of the spaces in which they live. Students will leave this course with a better understanding of how humans and the environment interact in both ancient and modern life.

Impacts of Globalization

How does globalization impact our world? After providing a foundation of the history of globalization from the Columbian Exchange to the current day, this course will allow students the opportunity to explore whether ever-growing connectivity is a positive or negative phenomenon for the planet and for human civilization. By selecting an outcome of globalization to closely study, such as climate change, the role of the internet in society, or the exchange and dispersal of cultures, students will emerge from this course with a greater understanding of how nature, technology, and humans act upon and react to one another.

Mechanical Geography

Why is it important to have a solid understanding of how our world is organized, its natural resources, its climates, and what happens when the earth goes extreme? In this course students will gain a better understanding of the earth and how people live. We will also explore how the natural world impacts civilization. Central projects will be creating maps of the world, presenting on natural disaster/phenomenon and doing an environmental impact assessment.

The Places You'll Go: A Cultural Travel World Survey

In 2015, the average American lived only 18 miles from their mother. Most Americans never leave the country. Come travel with me exploring the six inhabited continents, learning about the people and culture around the world. During this class you will "travel" - exploring the nature

scape and how the people of an area live. The final project is the creation of a trip that will take you and others to a place they have never been to learn about a person you have never met. Pack your bags and let's go!

10th GRADE: UNITED STATES (US) HISTORY

All 10th graders who have not already earned a high school US History credit will take each of the following 3-week modular courses focused on different aspects of the history of the United States.

From Reconstruction to the Civil Rights Movement

Also available as an Honors level course

This course is an examination of post-Civil War America and the emergence of the Civil Rights Movement. It will begin with an examination of the 13th, 14th and 15th Amendments and their impact on the freed slave population. The course will then turn to the Reconstruction period and discover the reasons for the failure of Reconstruction. Attention will be turned to the systemic oppression of African-Americans through Jim Crow laws, the Ku Klux Klan and the principle of "separate but equal" as established by *Plessy v. Ferguson*. Finally the course will examine the emergence of organizations like the Freedmen's Bureau, NAACP, CORE and the principles of passive resistance as espoused by Dr. Martin Luther King, Jr. In conclusion, we will review the Black Lives Matter movement.

The "Harriets" Take On Slavery: Tubman and Stowe

Also available as an Honors level course

The course will examine the anti-slavery movement and the impact that these two women had on the United States. We will review the growth of slavery in the United States and the Abolitionist movement that attempted to counter slavery. The lives of each woman will be examined in depth, as well as the establishment of the Underground Railroad and the publication of Stowe's groundbreaking novel *Uncle Tom's Cabin*. Each woman's contribution to freedom will be evaluated regarding the lives of individual slaves and the fate of slavery in the United States.

American Symbolism

Also available as an Honors level course

The course will examine how symbols are created and which symbols are considered to be uniquely associated with the United States. Symbols to be examined include, but are not limited to, the flag, the dollar bill, the eagle, the Star Spangled Banner, Uncle Sam, etc. We will determine how the symbols came to be and why some exist to today, while others are not as prominent. Students will be asked to evaluate existing symbols and create their own symbols.

Jefferson: The Man, the Myth, the Conundrum

Also available as an Honors level course

Thomas Jefferson is often considered one of the greatest of the Founding Fathers. His tombstone reads, “Author of the Declaration of American Independence, of the Statute of Virginia for religious freedom & Father of the University of Virginia,” What it fails to mention is that he also owned upwards of 600 slaves in his lifetime. Can such a transgression be forgiven? Can he still be considered a great man with such a dark past?

UNDERCLASSMEN HISTORY/SOCIAL SCIENCE ELECTIVES (9/10)

Ethics: “Do the Right Thing”

This course will focus on building a capstone project rooted in a personal value statement and steps to exploring individual and collective agency through theory and practice. This course will examine the values and work of authors, poets, musicians, directors, and leading minds of our time through literature, film, and guest lecturers. Some of these leading minds will include, but are not limited to: Spike Lee, Toni Morrison, Oprah Winfrey, Ijeoma Oluo, Jason Reynolds, and Brene Brown. Topics of focus will include but are not limited to: self-reflection and assessment, individual and collective agency, cultural and personal blind spots, privilege, race, inherent racism, and hope. The charge of this class is for each individual student to build a toolkit for values-based assessment to be used as a resource in forever becoming a deeper and more diverse, analytical thinker.

Note: There will only be one section in one term of this class and it is open to all grade levels so space will be limited. If you request this class please select an additional elective.

Media Studies: The Potential of Podcasts

How does what we listen to impact our lives? The focus of this class will be listening to podcasts. For many, listening to podcasts has become a daily ritual. What is the history of podcasts and how did they become so popular? This course will dive into the art of storytelling and how it has played a huge role in the success of podcasts. Together, students will learn and work on the art of listening. We will explore how podcasts keep us informed about world events and the impact that listening to them may have on our lives. Students will learn how to reflect and journal in a way that works within their learning preferences, while focusing on two big questions: How can podcasts influence and shape our value systems, and how does one really listen?

Note: There will only be one section in one term of this class and it is open to all grade levels so space will be limited. If you request this class please select an additional elective.

UPPERCLASSMEN ELECTIVES (11/12/PG)

ART/MUSIC/FILM HISTORY

Music History and Evolution

In this course we will explore the central question of how music, as an entity, has evolved over time. Topics studied include the impact of ethnicity and socioeconomic factors on the development of music, whether music is a universal language open to all or are certain genres specific to a particular group of people? As a final project students will focus on a specific genre with which they identify, be it through personal interests, musical tastes or cultural familiarity.

Note: Staffing permitted, this class might be co-taught with Mr. Cattey from the music department.

U.S. Film History of the 70's

Students will watch, review, and discuss impactful movies from the 1970's. The course will focus on drawing parallels between the tumultuous social and political upheavals of the decade and the cinema that was produced during it. The class will cover five individual films, which students will watch, write feedback for, and discuss in class. For the final project, students will have to choose another movie from the time period we haven't watched, and write a short, persuasive essay as if they were submitting the movie to the National Film Registry, arguing for why it should be considered historically important. *Note: This course can also be taken as an Arts credit.*

ECONOMICS AND FINANCE

Capital and Personal Finance

This course explores what steps one may take to ensure financial security, to set short and long term goals and understand how to pursue them. Students will reflect on spending habits and contextualize what that money can be used for in different circumstances. We will study the nature of capital and how the value of goods and services change depending on market conditions. The course centers on two projects - one on market research and the other on creating and adhering to a personal budget, tracking expenses and making intentional and informed decisions.

Introduction to Microeconomics

The course will examine the actions of individuals and firms as they attempt to allocate scarce resources in the attempt to earn profit. Topics to be studied include supply and demand, competition (perfect competition, monopoly, oligopoly, etc.), cost, revenue and profit. In

addition to these topics, there will be an emphasis on reading the financial press and developing financial literacy. Students will learn the importance of mathematics in explaining rational economic decision-making processes involving equity, efficiency, productivity and profitability.

ETHICS AND MEDIA STUDIES

Ethics: “Do the Right Thing”

This course will focus on building a capstone project rooted in a personal value statement and steps to exploring individual and collective agency through theory and practice. This course will examine the values and work of authors, poets, musicians, directors, and leading minds of our time through literature, film, and guest lecturers. Some of these leading minds will include, but are not limited to: Spike Lee, Toni Morrison, Oprah Winfrey, Ijeoma Oluo, Jason Reynolds, and Brene Brown. Topics of focus will include but are not limited to: self-reflection and assessment, individual and collective agency, cultural and personal blind spots, privilege, race, inherent racism, and hope. The charge of this class is for each individual student to build a toolkit for values-based assessment to be used as a resource in forever becoming a deeper and more diverse, analytical thinker. *Note: This course can only be offered in one term, so spaces are limited. If you choose this course be sure to provide alternate choices.*

Media Studies: The Potential of Podcasts

How does what we listen to impact our lives? The focus of this class will be listening to podcasts. For many, listening to podcasts has become a daily ritual. What is the history of podcasts and how did they become so popular? This course will dive into the art of storytelling and how it has played a huge role in the success of podcasts. Together, students will learn and work on the art of listening. We will explore how podcasts keep us informed about world events and the impact that listening to them may have on our lives. Students will learn how to reflect and journal in a way that works within their learning preferences, while focusing on two big questions: How can podcasts influence and shape our value systems, and how does one really listen? *Note: This course can only be offered in one term, so spaces are limited. If you choose this course be sure to provide alternate choices.*

GLOBAL STUDIES AND INTERNATIONAL RELATIONS

African Empires

The richest man who ever lived ruled an empire in Northwest Africa 150 years before Columbus set sail from Spain. What resources and societal circumstances allowed him to amass such wealth? This course will explore the Ghana, Mali, and Songhai Empires and their interactions with outside societies. Students will gain an understanding of the flow of goods, ideas, and

peoples across the seventh to sixteenth centuries and appreciate the contributions these empires made to history.

American Imperialism

Also available as an Honors level course

What drove the United States to acquire imperial holdings at the turn of the twentieth century? This course will focus on the question of why the United States went to war with Spain in 1898 by studying the economic, political, and social climates of the day. Students will additionally consider the roles of Cuba, the Philippines, and Puerto Rico in historical interpretations of the United State's efforts to increase their global power. The question of whether 'the Spanish-American War' is poorly named will underlie readings, discussions, and writing assignments.

Global Peace-Keeping

Also available as an Honors level course

Can a global peace-keeping organization prevent all future wars? The international community has twice tried to put together a body to do just that in the ill-fated League of Nations and its longer-lasting successor, the United Nations. This course will explore the origins, aims, and structures of the League and the UN. Students will study successes and failures of both organizations and consider the role of the United Nations in the current day. The question of whether war can ever be avoided via international litigation will be revisited frequently throughout the course.

Holocaust and Resistance

Also available as an Honors level course

In the face of extraordinary hardship or persecution, how do people have the ability to fight back? While it is impossible to underemphasize the utter devastation of the Holocaust, it is important to know that there was significant resistance to the Nazi regime. Most people know Oscar Schindler, but have you ever heard of Raoul Wallenberg, Aristides de Sousa Mendes, or Monsignor Hugh O'Flaherty? Resistance to the atrocities being committed by the Nazi party were widespread, both within Germany and by righteous people around the world. During this course, students will examine the well known, and some of the lesser-known attempts, to resist the Nazi party's systematic attempts to eliminate the Jewish faith and examine the question: How do you stand up for what is right even when the majority thinks you're wrong?

Japan's Rise to Power

How did Japan transition from a feudal, isolated society to a major player in international politics? From 1871 to 1914, Japan engaged in a modernization process that put the country on a more equal field of strength as long-established European imperial powers. This course will

examine international relations in this age from the Japanese perspective. Essential questions will ask, What causes a nation to seek influence outside its borders, and what causes a nation to become isolationist or abandon isolationism?

Human Rights and the United Nations

Also available as an Honors level course

Following the atrocities of World War I and World War II, the United Nations, with the extraordinary guidance of Eleanor Roosevelt, crafted the first global declaration of human rights. The declaration includes a preamble and 30 articles outlining the rights of ALL people. During this class, students will examine how the world's nations, including the United States, are holding up to the standards set forth in the Universal Declaration of Human Rights. As the class's final project, students will identify and research a community/global need and create a plan to address the need that could be put into action.

Revolutions: From 1776 to the Arab Spring

The course will offer a glimpse into the revolutionary mindset. Revolutions to be examined during the course are: the American Revolution, French Revolution, Russian Revolution, Chinese Communist takeover, Hungarian Uprising, and the Arab Spring. What drives a nation, or a group of individuals within a nation, to radically change the structure of government? Who benefits? Why does it happen? Students will examine a revolution of their choice and write a research paper that will determine if the revolution was successful or not.

PSYCHOLOGY

Abnormal Psychology

In this course we will explore the current thinking about the causes, presentation and treatment of mental illness and chronic mental health problems and how this has changed (or not) over time. We will consider ethical questions around the use of psychotropic medications, the use of micro-dosing LSD, and the influence of class, gender and race on diagnosis and access to treatment.

Best Known Psychology Studies/Experiments

The course explores the best known psychology experiments and the major takeaways from those. Have the results stood the test of time? How relevant are they today and what do those results mean for us as a society? Experiments include the work of Pavlov, Harlo, Milgrim, the Kitty Genovese case, the marshmallow test, etc.

U.S. HISTORY AND AMERICAN STUDIES

This is America

America is often regarded as a melting pot of people and cultures across the globe. This course aims to examine what it truly means to be American, and how the diverse array of perspectives in America contribute to the overall culture of the country. Students will learn of, explore, and grapple with concepts such as intersectionality, privilege, and systemic oppression. Discussion of both historical and current events will serve as a mode for delineating such concepts. This class will also contain a significant writing component, as students are expected to complete a 3-5 page research-based reflection paper by the end of the course, with specific sections of the paper due at the end of each week.

American Political Culture

Political culture is often viewed as the “personality” of a nation, but how can we contextualize this personality when the televised nation stands divided as opposed to united on so many contemporary issues? This module seeks to understand the historical evolution of American political culture through the examination of social values, attitudes, and beliefs as expressed by various socio-economic, ethnic and political groups over time. Our scope and emphasis seeks to transcend traditional civics by incorporating political science in order to understand the reciprocal relationship between person and government. Students will learn about the foundations of the American system of government in relation to greater questions on the nature of liberty, civic duty, policy making and public opinion.

Constitutional Law

This course offers an examination of the historical and contemporary nature of the United States Supreme Court, with regards to how the judicial system has defined the socio-economic, cultural, and militaristic limits of the federal government and the Constitution. Students will explore a variety of topics including, but not limited to, judicial review, due process, protections and limits on freedom of speech, protections against searches and seizures, etc. The goal of this course is to provide students with an understanding of how the Constitution of the United States has been interpreted over time, how the existence of “landmark cases” has either assisted in or regressed the expansion of the federal government’s ability to exercise authority, and how the Supreme Court continues to redefine the boundaries of political life in America.

Immigration to the US: Then and Now

The course examines the history of immigration and its impact on the nation. It will span the time from colonization through the large numbers of immigrants in the nineteenth and early twentieth centuries, up to today. Why are some immigrants welcome and others are not? We will examine challenges immigrants faced, and continue to face, legal obstacles established to limit

immigration (e.g. - Chinese Exclusion Act, immigration quotas, etc.) as well as social obstacles to acceptance as an American. Students will learn to trace their ancestry through available public records.

The US in the Caribbean: Unspoken World Wars

This course will examine the rich history of the Caribbean during the late 19th and early-mid-20th centuries. Using Haiti, Cuba, and Puerto Rico as case studies, students will explore the impact of both World Wars on the Caribbean. The role of the United States in the Caribbean will be a focal point of that history, contextualized within the end of the Spanish-American war, carrying through both World Wars and culminating in discussions of their aftermaths. This class will contain a significant writing component, as students are expected to complete a 3-5 page research paper by the end of the course, with specific sections of the paper due at the end of each week. *Note: This course is cross listed in International Relations.*

The US Presidency

While they each got there in very different ways, 45 people have been President of the United States. Who were some of the greatest Presidents in US History? Who were complete failures? This class will examine significant historical elections, Presidents from significant eras in our history, look at and debate the qualifications of the office, and discuss if the process for electing a President should be changed. We will also examine the upcoming election and discuss the big ticket issues the candidates are facing. As a final project, students will deliver a stump speech for the candidate they think should be the next president of the United States.

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

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

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: Algebra II

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

Prerequisite: 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

Prerequisite: Algebra II and 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

Prerequisite: Pre-Calculus and 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/HONS

Grades 11, 12, PG. By teacher recommendation

Prerequisite: Pre-Calculus or Pre-Calculus Honors

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.

MATH ELECTIVE COURSES (9-12)

Number Fluency

This one term course is designed to teach students how to think like mathematicians when using numbers instead of relying on older strategies such as time tables and rote memorization. As students move into more challenging mathematics it becomes more important to be able to do simpler work quickly and efficiently. Students will learn the same techniques but will apply them to different subject areas (ex: pre-algebra, algebra and geometry) where their core math class lies. By the end of the unit, students will be able to do computations in their selected areas without the use of calculators or scrap paper, giving them deeper insight into mathematics.

SCIENCE DEPARTMENT

UNDERCLASSMEN (9/10)

9TH GRADE: INTEGRATED SCIENCE

All 9th graders will take this series of 3-week modular courses that focus on different aspects of scientific exploration and study

The Scientific Method

This is a consumer product PBL introducing graphing, data collection, and literacy, along with a structured student-centered experiment that emphasizes numeracy and creative process. This is not intended to be a lab science although labs and lab reports may be part of the curriculum.

The Mechanisms of Animal Behavior

Students will explore the species' interaction, geographical adaptations and evolution of a species leading to diversity and adaptation. This is not intended to be a lab science although labs and lab reports may be part of the curriculum.

Freshwater Ecology

This course is designed to study the stream ecology of the streams running through the Forman campus. Freshwater Ecology is designed around the stream ecology unit already in place, but we will also be looking at lakes, ponds, marshes and their ecosystem functions. This is not intended to be a lab science although labs and lab reports may be part of the curriculum.

Sustainable Development

How do we sustain humans' unappeasable appetite for energy? The course will explore topics on solar energy, recycling, food systems and the water and carbon footprints of the Forman campus. This is not intended to be a lab science although labs and lab reports may be part of the curriculum.

10TH GRADE: BIOLOGICAL SCIENCE

All 10th graders will take this series of 3-week modular courses that focus on different aspects of biology.

Marine Biology

Also available as an Honors level course

In this introductory course students will study marine organisms and their behaviors and interactions with the environment. The course will introduce aspects of chemical, physical, and geological oceanography to understand marine organisms. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

DNA and Genetic Engineering

Also available as an Honors level course

This course will take a deep dive into the history, application and ethics of genetic engineering. The Human Genome Project, which began in 1990 and was declared complete in early 2003, was a pioneering project to sequence gene pairs for all the genes in the human cell. Since publication, this international project has been the springboard for new research into the recombination and editing of those genes. We will begin our studies with a history of the scientists and discoveries

that lead to humanity's current understanding of the structure and function of DNA and then move on to early experiments in cloning and gene modification. Finally, students will look into the applications of new technologies such as CRISPR and debate the future of genetic engineering. This course will give students a look into what's next for gene manipulation and bring into question the ethical implications of modification. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Introduction to Microbiology

Also available as an Honors level course

Earth is fundamentally a microbial planet. Anton van Leeuwenhoek's 1675 discovery of microbes using a microscope of his own design, set the stage for the study of this invisible world. Microorganisms can be found all over earth, even in the most extreme environments, and are essential for sustaining life. These microbes play key roles in nutrient cycling, biodegradation, climate change, food spoilage, the cause and control of disease, and biotechnology. Thanks to their versatility, microbes can be put to work in many ways: making life-saving drugs, the manufacture of biofuels, cleaning up pollution, and producing/processing food and drink. Students will analyze the influence of microbiology and 21st century challenges and opportunities that arise from our changing relationship with and understanding of the vast world of microorganisms. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

The Origin and Evolution of Life from Mud to Modern Day

Also available as an Honors level course

Students will begin with a study of the possible origin of the earliest life on earth. From that, they will develop a possible map of the sequence of life's earliest developments, including the first possible cells, and including bacteria and archaea. The history of evolutionary thought will be traced, from Aristotle to Darwin, including early explorations in geology and human population dynamics. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

UNDERCLASSMEN SCIENCE ELECTIVES (9, 10)

Underclassmen who have room in their schedule may take more science classes if they like and may choose from the upperclassmen electives with the exception of Physics, Human Anatomy and Physiology and Field Ecology. They may also choose one or more of the following robotics courses.

ROBOT ENGINEERING AND DESIGN

How to design a robot to do specific tasks and do that process through building one. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms.

CODING ROBOTS

In this course students will learn to code robots to accomplish great feats by applying the C++ language with the new Vex game "Change up", a game of strategy and skill.

UPPERCLASSMEN SCIENCE ELECTIVES (11, 12, PG)

CHEMISTRY

- Students interested in earning a Chemistry credit take all four of these 3-week modular courses.
- Students who want to only take one or two Chemistry courses can take the “Foundations” courses.
- Students interested in “Applications” must take at least one “Foundations” course.
- Students interested in “Reactions” must first take both “Foundations” courses.

Chemistry: Qualitative Foundations

Also available as an Honors level course

The course will cover an array of topics including properties of matter, chemical reactions and atomic theory, bonding. Students should leave this course having mastered fundamental concepts of chemical change, acquired essential lab skills, and have developed critical thinking, problem-solving skills, experimental design, and data analysis are emphasized. This is intended to be a lab science. Labs and lab reports will be part of the curriculum. Lab reports will require students to use spreadsheets and graphing programs and to use a standard scientific calculator.

Chemistry: Quantitative Foundations

Also available as an Honors level course

The course will explore the importance of the periodic table as a tool to predict chemical bonding, chemical formulas, mole relationships, and stoichiometry. This course will explore the properties of a solid, liquid, and gas, if time permits. Students should leave this course having mastered fundamental concepts of quantitative chemistry, acquired essential lab skills, and have developed critical thinking. Problem-solving skills, experimental design, and data analysis are emphasized. This is intended to be a lab science. Labs and lab reports will be part of the curriculum. Lab reports will require students to use spreadsheets and graphing programs and to use a standard scientific calculator.

Chemistry: Applications

Also available as an Honors level course

Prerequisite: either Qualitative or Quantitative Foundations

Students will examine the role that chemical principles play in their daily lives. Students will be introduced to a variety of problems and examples that affect all of us so that they can understand the key role that chemistry plays in our world and the interaction of chemistry and society. For example: What is the chemistry behind climate change and what are some potential solutions? What makes recycling plastics so complicated and how do you do a life cycle analysis of materials? What is the chemistry behind solar energy, biofuels, and nuclear energy? Students will learn basic chemical principles, work collaboratively in the lab, and have the opportunity to choose some topics of specific interest to them. This is intended to be a lab science. Labs and lab reports will be part of the curriculum. It is suggested that students have a prior course in chemistry.

Chemistry: Introduction to Reactions

Also available as an Honors level course

Prerequisites: Qualitative and Quantitative Foundations

In this course, students will examine the properties and reactions associated with acids and bases, oxidation and reduction, and exothermic and endothermic reactions. Essential lab skills, critical thinking, problem-solving skills, experimental design, and data analysis are emphasized. This is intended to be a lab science. Labs and lab reports will be part of the curriculum. Lab reports will require students to use spreadsheets and graphing programs and to use a standard scientific calculator. The student will need to take Qualitative Chemistry Foundations, and Quantitative Chemistry Foundations prior to this course.

ECOLOGY

Sustainable Development

In this course students will explore challenges that face human society as climate change puts pressure on food, water, and energy systems. We will examine case studies from around the world that show how different communities have been adapting to changes in these systems in order to create a more sustainable environment for themselves. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. Labs and lab reports will be part of the curriculum.

ECOLOGY: FORMAN BUILDS A FARM

Students interested in taking one or more “Forman Builds a Farm” classes should, schedule permitting, take the “Foundations” course.

Forman Builds a Farm: Foundations

The 21st century world has wedged a gap between western culture and the food that we eat every day. With the advent of processing plants and transportation it is often difficult to recognize where our food actually comes from. Through study in this course, students will gain an understanding of the methods and science behind organic farming as they work to propose and design a working fruit and vegetable farm on campus. Concepts covered in this course include soil chemistry, plant physiology, and horticulture, while broader themes of study include sustainability, climate change, and ethical land use practices. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. Labs and lab reports will be part of the curriculum.

Forman Builds a Farm: Soils

This introductory course in soil science introduces students to the study, management, and conservation of soils as natural bodies, as media for plant growth, and as components of the larger ecosystem. Through study in this course, students will work to evaluate locations on the Forman Campus that would be most suitable for cultivation. Labs and lab reports will be part of the curriculum.

Forman Builds a Farm: Introductory Botany

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Labs and lab reports will be part of the curriculum.

Forman Builds a Farm: Invasive Species

Invasive species are the leading cause of extinction today, accounting for about 40% of known species extinctions on Earth. In the United States, invasive species cause major environmental damage and losses that account for billions of dollars lost each year. There are currently around 50,000 non-native species in the USA, and the number is increasing. Through study in this course, students will explore the biological, economic, political, and social impacts of invasive species, and work to identify and eradicate harmful, invasive species on campus. Labs and lab reports will be part of the curriculum.

FIELD ECOLOGY

The Field Ecology courses are designed as an alternative to Forman's Tropical Ecology Seminar program for the 20-21 year. Students interested in this discipline and being eligible to participate in either the Rain Forest Project in Costa Rica or a more local version of this research endeavor during spring break must take International Field Methodology and at least one other course.

Reptiles And Amphibians

In this course we will learn about the anatomy of "herps" and which species live on campus. To that end, students will do a field study and survey of reptiles and amphibians on campus. They will find, collect, identify, measure and record all these species. This is intended to be a lab science. Labs and lab reports will be part of the curriculum. This course will likely be offered in term 1 or 2.

Mammalogy: Biology And Habitats

In this class, we will survey mammals on campus through the use of Havahart traps, camera traps, prints, and scat. There will be a special concentration on bobcats and their GPS locations. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

International Field Methodology

In this class we will be in the field gathering information on a locally listed plant or animal. Students will learn how to collect the data and interpret the results. Sometimes you just don't know what your data shows until you enter the numbers in an Excel Spreadsheet, or plot on a graph, both of which students will learn to do. This class is a field class and will be focusing on the rarest species on campus. Labs and lab reports will be part of the curriculum.

International Conservation Law

Laws governing wildlife flora and fauna are often overlooked but are why many of our wildlife species still exist, like the Bald Eagle. In this course we will look at laws that govern endangered

species in the United States, as well as other countries. Wildlife such as the African Lion, African Elephant, Siberian Tiger and the Jaguar will be a few that we will focus on. This course will be engaging, interactive and discussion-based, using five case studies. This is not a lab science course. *Note: This course is a prerequisite for participating in the Rain Forest Project during Winterim, global COVID conditions and travel restrictions permitting.*

FORENSIC SCIENCE

Criminalistics: Understanding Evidence

Criminalistics is the study and evaluation of physical evidence at a crime scene. Students will learn what evidence investigators look for, how they collect it, how it is analyzed, and how reliable the evidence is. Fingerprints, hair, fiber and trace evidence are examples of the data that will be collected, analyzed and discussed. This course will focus on labs as the driving force of investigating and learning.

DNA: Can DNA Demand A Verdict?

This course will examine how DNA is used in Forensic Science, how to build and analyze a DNA profile, and how DNA is used in investigations and trials. A combination of case studies, labs, discussions and debates will be used to learn about the technology of DNA profiling as well as the pros and cons of DNA profiling. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Blood's Role In Forensic Science

This course will cover the importance of blood in the field of Forensic Science, specifically blood pattern analysis. Students will learn about the Biology of blood typing and toxicology, and the Physics of blood spatter through hands-on labs and activities, and case studies. In this course students will be able to “follow the blood’ from the crime scene to the trial. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Forensic Psychology: Can You Trust Your Eyes?

This course will cover the effectiveness of eyewitness testimony and interrogation techniques based on the psychology of perception and memory. Perception and memory will also be used to

examine bias in law enforcement and profiling. Students will learn about these topics through hands-on activities and discussions, and will demonstrate their knowledge through labs and debates. Labs and lab reports will be part of the curriculum.

GEOLOGY

Students interested in taking one or more geology courses should, schedule permitting, take the “Foundations” course.

Our Dynamic Earth: Foundations

Students in this course will focus on understanding and describing geologic processes such as plate tectonics, deformation and weathering as well as earth materials including rock and mineral identification. The course focuses on the fundamentals of earth processes to help students begin to understand the geologic processes that influence the landscape around them, the kinds of ongoing research in the many sub-disciplines of the earth sciences, and the relationships between earth processes and current social issues. Particular attention will be given to the geology of northwest Connecticut and the rocks and minerals that can be found throughout the Forman campus. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Introduction to Volcanology

Volcanology is concerned with the detailed study of volcanoes, magma, lava and other geochemical, geological and geophysical elements related to volcanoes. Through study in this course students will develop an understanding of the types, origin, activity, products, and hazards of volcanoes as well as the technology that goes into tracking and predicting eruptions. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Sedimentology & Fossils

Sedimentology is the study of sediment, particularly focusing on how it is transported, and deposited. The history of the earth is to a large degree written in sedimentary rocks. This history includes the story of life, the development of very important economic deposits (including petroleum, coal, and uranium), and the development of a global climate favorable for the development of life as we know it. Through this introductory course, students will learn to

identify different sedimentary rocks as well as the fossils contained within them. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Natural Disasters

This course is designed to provide an overview of natural disasters, including an examination of some major disasters from recent history, plate tectonics, volcanism, tsunamis, hurricanes, tornados, climate change, floods, and fire among others. An emphasis will also be placed on understanding the mechanisms of why natural disasters occur and what scientists can do to predict them and protect humans from future disasters. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

HUMAN ANATOMY AND PHYSIOLOGY

Brain And Nervous System Anatomy

This class will learn by dissecting the brain of a fetal pig. How much of the brain is responsible for your personality, your hearing, your eyesight? How does the brain send out signals? Can we test it? This lab class will answer these questions and foster many "Ah-ha" moments. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Eye And Ear Anatomy

In this course students will learn more about the inner workings of the eye and ear through diagrams and dissection. Students will dissect a sheep's eye and find all the parts that make an eye function. We will also take an intricate look at the ear and dissect the inner bones that make our ears function, by using a pig's ear. This is the ultimate in lab-based science.

The Skeletal System

In this class we will learn all the bones of our skeleton and their function. We will then put together mouse skeletons in 3-D in small lab groups and identify as many bones as possible. This is a lab-based class.

The Muscular System

In this course we will learn the major and minor muscles that help us function and play sports; how they work and where they are in the body. This class will learn by dissecting a fetal pig and finding and labeling the muscles used in five different sports. This is a lab-based class.

Embryology

In this class we will be looking at the fetal development of a chick and compare it to that of a developing human. We will do this by incubating and candling chicks, and watching their development over a 21-day period. Students will keep a journal on daily development. When the chicks hatch we will look at Mendel's Laws of dominant and recessive genes through the feather color to find out who the parents are. Labs and lab reports will be part of the curriculum.

Note: this course will only be offered during the 4th term, which will be digital learning.

PHYSICS

Students interested in earning a Physics credit take all four of these three-week modular courses.

Physics: Projectiles

Also available as an Honors level course

This course will study the ways that humans have used various forms of energy to move objects over long distances. This course will begin with an introduction to Two-Dimensional Motion and Vectors, exploring the ways that vectors can be applied to all types of motion. Close attention will be paid to the addition and subtraction of vectors using simple geometric calculations. This will allow us to mathematically define the free-body motion of all objects, from the simplest to the most complex. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. Labs and lab reports will be part of the curriculum.

Physics: Electricity

Also available as an Honors level course

This course will study the place and role of electricity in the home and in our modern society, from generation to consumption. The class will begin with an exploration of basic electricity terms and relationships in simple series and parallel circuits. The nature of different conductors and how they are used to move electrical energy will be examined, relative to large scale power transmission as well as in typical homes. Students will understand the creation and use of electromagnetic fields and how they are linked to power generation. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium,

and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Physics: Waves And Their Interactions

Also available as an Honors level course

This course will begin with an analysis of Simple Harmonic Motion, the principles of conservation of energy and their relation to waves. Students will learn the basic properties of all waves, including their period, wavelength, frequency, amplitude and speed. Students will explore the nature of sound wave cancellations and reinforcement, including noise cancellation and beat frequencies. Finally, students will investigate the reflection, transmission and refraction of light. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

Physics: Motion

Also available as an Honors level course

How can physics define one-dimensional motion using the mathematical relationship between distance, speed, acceleration and time? This course will begin with an introduction to one-dimensional motion and the scalar values that we use to explore it. As all motion is relative, a careful look at frames of reference for everyday life will be followed by an overview of Einstein's Theories of Relativity. Open-ended lab work will be used to explore the motion and acceleration of frictionless vehicles, using various ramp angles to predict the value of acceleration due to gravity. The vertical acceleration of objects due to gravity will be measured and calculated. Photogate timers will be used to capture critical time values. Freefall and the terminal velocities of various objects will be included in an exploration of friction. Surface friction and drag due to fluids will be applied to the everyday motion of various vehicles. Kinematic equations will be given for needed problem solving, along with an analysis of motion using graphs. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

ROBOTICS (9-12)

Robot Engineering And Design

How to design a robot to do specific tasks and do that process through building one. Students will demonstrate their learning through activities such as structured experiments, modeling, a poster symposium, and other summative assessments in various forms.

Coding Robots

In this course students will learn to code robots to accomplish great feats by applying the C++ language with the new Vex game "Change up", a game of strategy and skill.

WORLD LANGUAGES DEPARTMENT

The World Languages 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

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

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

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 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 ninety-five 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

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 V Honors: Spanish Language Literature

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 and requires department or Director of Studies recommendation.

American Sign Language I

Students are introduced to the fundamentals of this visual-gestural language (receptive and expressive), as well as 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 use 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

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

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

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.

ART DEPARTMENT

Most courses in the art department are open to students in all grades and all levels of experience. Music courses are the one exception to this, but we have indicated the appropriate level in each of the descriptions.

ARCHITECTURE

Architecture: Artistic Geometric Space

Architecture is defined as the art or practice of designing and constructing buildings. While this definition does a good job at describing the geometric fundamentals of architecture, there is more to it than meets the eye. In this course we will be looking at the historical and cultural importance of architecture and relating these ideals to the technical and logical understanding of the practice. Students will identify geometric shapes within an environment, adding into their schema the practice of seeing art and placing those artistic forms within the world. With this foundation, students will connect their aforementioned understanding of the cultural importance of architecture and physical logistics into a culminating final project. *Note: if staffing permits this course may be co-taught by a math teacher.*

Design, Fabrication, and Marketing

The Design, Fabrication, and Marketing course is a chance for students to create a design from scratch or modify an existing design. After utilizing digital design software such as CAD, students will then make their design come to life using the vast array of tools and machines available in the Ingenuity Lab. They will finally design a business plan using a web-based application, LivePlan, that would take their product to the consumer. They will come away with answers to the driving questions:

1. Can you create a new design, or improve upon an existing design for an item?
2. Can you fabricate that item using your design?
3. Can you create a business plan to effectively sell your product?
4. What went well in the process, or what could have gone better?

This three-week journey will leave students with a greater understanding of the design and prototype process, and with new tools to carry forward with them.

CULINARY ARTS

Fire

In this course we will explore fire, which is at the very root of what makes us human and is also responsible for how we got to where we are today in our modern civilizations, cuisines and cultures. We will consider some of the ethical implications implicit in everything we study such as human evolution, food culture, agricultural system, and the African Diaspora. We will read from a variety of authors, including Michael Pollan, Francis Mallman and study ideas and writings by Doctor Mike Hyman. The final project will consist of cooking a meal over fire, while incorporating all of our knowledge gained from our studies.

Water

In this course we will explore the evolution of pot cooking with water responsible for our modern day processed food industry and what effect it has on our health and environment. We will explore authors such as Michael Polan, and Dr. Mark Hymann and watch the documentary "Cooked." We will also learn pot cooking beginning with ceramic pots over fire, then onto metal pots over stove burners and finishing with cooking Sous Vide. We will study braising meats, stocks, sauces, and ice cream, as well as research how long it takes for ultra processed food to actually go bad. We will consider some of the ethical implications in everything we study, including the agriculture system, health care system, nutrition/health, obesity in America which extends to developing countries, and the importance of WWII on the change in the Global Food system. The final project will consist of us cooking a meal from different forms of pot cooking and incorporating all of our knowledge gained from our studies.

Air

This course will explore air and its connection to the destruction of all our ecosystems through agriculture, from the desertification of the fertile crescent to our modern day American "Dust Bowl." We will explore whether gluten is bad, or if not, then why and how did we begin to think this way? We will read authors such as Michael Pollan, Wes Jackson, Dan Barber, Dr. Mark Hymann and research from Washington State Universities Bread Lab and U.C. Berkley's Edible 101. To dive deeper into the subject we will be milling grains grown by multiple small American mills and farms and learn about creating and maintaining a Sourdough mother, and making sourdough bread, pizza, and pasta. We will consider some of the related ethical implications of agriculture systems, seed biodiversity and stewardship, health/nutrition, desertification, holistic land management, regenerative agriculture, landraces, and carbon sequestration. Our final project will be baking different forms of sourdough bread and eating them while incorporating all of our knowledge gained from our studies.

Earth

In this course we will explore the question of whether we are everything we eat, drink, and breath in the amalgamation of trillions of microbes that create life. We will study authors such as Michael Polan, Dr. Mark Hymann, Dan Barber and Sandoor Katz, among others. To take a deeper dive into this question, we will cure and taste meats, make and taste cheeses, make ferments, such as kimchi, sauerkraut, kombucha, yogurt, and hot sauces. We will also consider some of the ethical implications like the interconnectedness of life, health/nutrition, microbiome, agriculture systems, and regenerative agriculture. Our final project will be a feast of our ferments as we discuss the knowledge we gained in our studies.

CERAMICS

Ongoing in all ceramics courses will be our attention to the basic elements of design — shape, form, color, texture — as students learn how to apply the fundamentals to the various elements of their own work. With creativity and self-expression always encouraged, students will explore their artistic freedom as they embrace the criteria of each assignment. Students will complete the course with a portfolio of finished works, all of which will be photographed and saved in a permanent online file.

Ceramics: Big and Small

This course will explore how the parameters of scale impact a work of art. For inspiration students will craft and combine forms to create unique finished clay works of dramatically varied sizes. In addition to learning to make use of the potter's wheel to generate component parts, students will study and emulate the works of various artists, including, but not limited to, those of contemporary ceramicists Peter Voukos and Viola Frey.

Ceramics: Blaze Your Way in Clay

Students will study and emulate the work of established ceramics artists to gain insight and inspiration for original works. By adopting and adapting various traditional and unique elements and by combining them in new ways, students will learn to expand upon their ideas and construct entirely original works of art. Special emphasis will be placed on broadening students' abilities to use the potter's wheel and hand-building skills as they work to create their own artistic identities.

Ceramics: Set The Table

Students will learn to create individual shapes and forms that work in harmony with one another to create a cohesive artistic display. One example of this is a table setting, another a sculpture display. Students will make use of the potter's wheel and of traditional hand-building skills as

they investigate the way in which shapes and colors interact and explore ways to combine ideas around their chosen themes or intents.

METALSMITHING

A Ring to “Rule Them All”

This class is focused around the meticulous step-by-step process of metalsmithing rings. Students are challenged with a safety-oriented understanding of molding and working with metal. Utilizing various types of metals such as bronze and copper, students will learn how to create delicately fabricated rings. Methods introduced will be supplemented with fundamental vocabulary, the history of metalsmithing, and hands-on demonstrations. In short, this course is centered around students crafting and finishing stylized rings that they can be proud of.

The Art of Metalsmithing

This class focuses more on the in-depth analysis of sculptural metalsmithing. Jumping right into the safety and basics of creating with such a medium, students will be challenged with visually designing and implementing methods to create a personal project. Three projects will be introduced at the beginning of the course and students will individually choose which to focus on. While this course is individually tailored, fundamental vocabulary, historical understanding, and demonstrations will lead the classroom community to success.

MUSIC

Private Music Instruction

Students may begin or advance their vocal and/or instrumental studies through private lessons while at Forman. Lessons take place outside of the academic day and have an additional cost that is billed to the family, so parent permission is required. Please contact Mr. Cattey directly at jerrod.cattey@formanschool.org for more information and for scheduling. *Note: private music instruction does not earn academic credit at Forman and lessons may have to be delivered virtually, depending on the health alert level in place at school.*

COURSES FOR NON-MUSICIANS

Electronic Music

This course is open to any student and will be of special interest to those interested in how contemporary music is created electronically. We will explore music-making possibilities within Logic Pro X's to create sessions, access loops, and adjust parameters. Students will design their own drum machines and synthesizers in order to make unique beats and compositions. One of the major projects will cover the basics of sampling, a technique that is widely used and has been

crucial to Hip-Hop since its inception. The individualized nature of the class will allow students to create music that matches their personal interest.

COURSES FOR STUDENTS WITH PRIOR MUSICAL EXPERIENCE

Rock and Blues Band

This class is for beginner to intermediate instrumentalists. It is not appropriate for students who have no musical experience. Students do not have to have a formal background but need to have learned parts or whole songs, chord progressions, beats and strumming patterns. The course will prepare students to play Rock and Blues songs for a performance at the end of the term and can be taken more than once. Each term offered the course will focus on a different musical theme in Rock and Blues such as 50's Rock, Electric Blues, 90's Grunge, and will cover not only the essential technical aspects of these sub-genres but also historical context. Guitarists, Bassists, Drummers, and Keyboardists will learn essential scales, riffs, chord progressions, and repertoire throughout the course.

Music Essentials

This class is designed for 11th and 12th/PG intermediate through advanced musicians interested in taking steps toward basic music literacy and may act as a primer for a Music Theory course. It is not a performance class. It is recommended for any serious music student with a limited background in notation, ear training, and composition or anyone interested in understanding the basics of the music language. Topics will include melodic, harmonic, and rhythmic notation in multiple clefs, scale and chord building, common progressions, key signatures, and solfege. Most work takes place away from the instrument, though all students will learn basic piano scales and chords. The final project will be short student compositions that show an understanding of all the basics covered throughout the course.

Musical Performance Workshop

This class will prepare students for solo and small group performances at an Open Mic event at the end of the mod. It is intended for intermediate to advanced instrumentalists who are eager to perform and capable of learning entire songs. Vocalists at all levels are welcome to take the course as well. The course will cover selecting, rehearsing, and arranging repertoire dependent on skill level. There will also be independent work time where students may work on writing their own music for these events. Additionally, the class will cover basic microphone technique as well as care and maintenance of instruments and sound gear. Addressing an audience, stage presence, and basic public speaking skills will be addressed in the course as well. Students can expect to participate in activities with the whole class, in small groups, and independently.

Vocal Music: Group Harmony and Choral Technique

While we typically remember the melody of our favorite songs, the harmony is what really makes them special. This class will give all level of singers the opportunity to participate in choral singing in a variety of genres with the goal of one performance at the end of the mod. Vocal health, technique, and warmups will be covered daily and students will implement these routines into individual practice sessions outside of class. As a group, in addition to selected repertoire, we will cover common progressions in major and minor keys and all students will gain experience singing bass, inner, and melody parts in choral exercises. In addition to working toward the short-term performance goals, singers will gain confidence and stronger ears and musical fluency through the study of vocal harmony.

Jazz Studies and Performance: 1959-1964

Many consider that February 3rd, 1959 was the day the music died. Clearly, they weren't that hip, because the next five years marked an incredible time for America's original artform, Jazz. The Post-Bop era was responsible for landmark recordings from John Coltrane, Sonny Rollins, Bill Evans, Herbie Hancock, and Art Blakey to name a few. Students can expect to learn this amazing music and its history primarily through listening and performance. This course is for intermediate to advanced students who have performed whole songs in various styles and has a performance component. Each musician will have unique outcomes, including a deeper understanding of Jazz styles, instrumentation, harmony, phrasing, and rhythm.

Brazilian Drumming: Escola de Samba

This class will introduce all levels of students with prior musical experience to the exciting culture of Brazil through its music. Being located in the Americas Brazil's music can be looked at with the Melting Pot analogy - a merging of people and ideas to something totally unique, much like Jazz in the United States. The class will cover essential components and rhythms of Samba and significant Brazilian artists who implemented these rhythms in their music throughout the 20th century. A samba school is traditionally a large group of drummers at various ability levels and ages working together to create exciting percussion-based compositions. While our group will be much smaller, we will learn all of the basic techniques and rhythms essential to this style of drumming.

Audio Recording

This course is suited to students in 11th and 12th grade interested in the audio engineering side of musical production. Musicians who take this course will have their performing talents utilized for recording, though the performance aspect will not be the primary emphasis. Students will learn to build sessions using Pro Tools, the industry standard for audio recording. The hands-on recording lab will give students a detailed understanding of analog and digital connections, microphone types and placement for recording a variety of instruments, and basic mixing

techniques. The outcome will be a student-engineered recording and participation in a live music event where they will set up and run the digital sound board.

PHOTOGRAPHY

Ongoing in all digital photography classes will be our attention to the basic elements of design — shape, form, color, texture — as students learn how to apply the fundamentals to the various elements of their own work. With creativity and self-expression always encouraged, students will explore their artistic freedom as they embrace the criteria of each assignment. Students will complete the course with a portfolio of finished works, all of which will be saved in a permanent online file.

DARKROOM PHOTOGRAPHY

Photography: What's your Point?

Students will explore how perspective impacts an image's message by producing a series of images taken from extreme points-of-view. They will also learn to make use of a full darkroom and manual 35 mm camera. In addition to taking and producing images in the darkroom, students will study a series of photographers for ongoing inspiration.

DIGITAL PHOTOGRAPHY

Photographic Portraiture: Human Connection

This course will explore different styles of portraiture from studio to environmental. We will learn how depth of field, image composition and distance to the subject can play important roles in the final portrait. Students will understand how, as photographers, they can visually describe a subject through a portrait. We will study work by photographers Annie Leibovitz, Yousuf Karsh and Matika Wilbur.

Stopping to Look: Seeing Visual Possibilities

In this course we will explore many different ways of looking at a photographic scene. Students will photograph from different perspectives, angles, heights by stopping and "seeing" all the visual possibilities a scene can present. By spending more time on one scene and taking multiple photographs, students will be able to select the image(s) they believe best tell their photographic story from that moment in time. We will study work by photographers Valda Bailey and Guy Tal.

Documentary Photography: Telling a Visual Story

This course will explore the different stories we want to capture through photographs. We will make the connections between each image to allow the viewer to interpret the story being told with only photographs. Each student will utilize different styles of photography such as portraiture, landscapes, abstract, etc. to create their documentary photography series. We will study work by photographers Gordon Parks, Dorothea Lange and Edward Burtynsky.

Phone vs. Digital Cameras: Testing Possibilities

This course will explore the strengths and limitations of phone and digital slr cameras. We will examine if we can "see" and photograph the way we want to with both of these two cameras. As photographers, we are one of the most important elements because we decide how we want our photographs to look. Deciding on the best tools to photograph with, such as the type of camera we use, will help us capture a photograph a certain way. We will study work by photographers Dina Alfasi, Angélica Dass, and Zak Noyle.

STUDIO ARTS

Ongoing in all studio arts courses is the attention paid to the basic elements of design — shape, form, color, texture — as students learn how to apply the fundamentals to the various elements of their own work. With creativity and self-expression always encouraged, students will explore their artistic freedom as they embrace the criteria of each assignment. Students will complete the course with a portfolio of finished works, all of which will be photographed and saved in a permanent online file.

Beyond the Sky: Creating Our Own Universe

This course will allow our imaginations to run wild by using elements of art to create our own version of outer space. Students will look beyond current images of the night sky and create their own version of stars, planets, comets, etc. Emphasis will be placed on abstract painting and drawing to create depth within the finished piece. We will study work by artists Vincent van Gogh, Georgia O'Keefe and Frederic Edwin Church.

Drawing and Painting: Mini-Murals

This course will guide students in visually expressing an important message using drawing and painting. Students will create miniature sized murals about topics that are important to them. Understanding the scale of the mural created at a smaller size, the impact of and placement of the visual elements and the use of color and line will be essential components. We will study work by artists Diego Rivera, Faith Ringold and Jane Kim.

Drawing through Observation

This course will explore basic drawing skills such as shading, perspective, cross hatching, etc. Students will use observation to draw basic shapes of objects, landscapes and buildings. Emphasis will be spent on drawing the way we see things from a precise replica to a creative interpretation. We will study work by artists Michelangelo, Pablo Picasso and Dana Zaltzman.

Introduction to Printmaking

Students will be introduced to the expansive world of printmaking in this course. Through mostly hands-on and interactive, this course will be supplemented with art history and contemporary artist discussions. With these conversations, we will open up topics such as how art is politicized, the westernization of the medium, and how mass-media was shifted by printmaking. Students will have the opportunity to experiment with multiple forms of printmaking: linocut, woodcut, and monoprint, while participating in perspective-shifting discourse.

Multiple Mediums: Drawing, Painting and Photography

This course will combine parts of our own photography, drawing and painting into a finished artwork. We will explore spatial relations, how we can blend three mediums into one work and whether it results in a more impactful finished piece. Keeping all three mediums on the same 2D surface, students will decide which part of the photograph they will keep as a photograph and which part they will create into drawing and painting. We will study work by artists Ben Heine, Mary Iverson, and Aliza Razell.

Painting The Fall

This course will explore color theory and how we can create different colors of paint than what we have in our current palette to recreate the browns, yellows, oranges, reds and many other fall colors. Students will use watercolor or acrylic paint to capture the splendid fall colors and scenes on campus. We will study work by artists Henri Matisse, Claude Monet, and David Hockney.

THEATER AND DRAMATIC ARTS

The Art of the One-Act Play

Through readings, discussions, and rehearsals of one-act plays, students will explore foundation acting skills. Students will engage in group work, memorization, and public presentation as they work toward a common goal of a course-end performance of their one-act.

Psychology and Acting

“What’s my motivation?” a common and cliché sentiment asked by actors everywhere! In this course we will begin to explore how psychology connects to the craft of acting and how theatre can be used as therapy. It blends the psychological theories of Freud, Ribot and Jung with the acting methods of Stanislavsky, Meisner and Strasberg. The course will serve to begin to bridge the gap between playing a role and truly understanding character.

Performance Through Current Events

In this course we will read and discuss current events and then use those current events to develop performance pieces. These pieces may be written by the group based on information surrounding the current events, or taken directly from the current event itself. This course allows students to acknowledge and discuss the importance of what is going on in the world today and creates a safe space for creative expression.

Improvisation

In this course we will explore the art of improvisation through the use of a variety of theatre games and exercises. We will watch shows such as ‘Whose Line Is It Anyway’, ‘SNL’ and ‘What Would You Do’ and use them as guides for creating our own sketch comedy and invisible theatre projects. This course helps to build skills surrounding listening, public speaking, group interaction, and creative expression.

VIDEO, FILM, AND JOURNALISM

Documentary Production

Students will develop and produce an original short documentary on a member of the Forman community. They will choose a subject with a particular point of interest for the documentary to focus on. Students will perform research before conducting an interview with the subject, and then shoot and edit all necessary footage. This includes the interview, as well as any B-roll or additional footage that would be needed. Once completed, students will distribute and share their documentaries with the community. Students will also study professional documentaries to study the format and improve their own projects.

Journalism: Writing for "The Roar"

Students will pitch, research, and write one article per week for the school’s regular student publication, *The Roar* (formerly known as *The Monthly Roar*). The goal is to have the publication continue throughout the year, with the revolving class of students being the contributors. Each article students write will have an investigative component, meaning they will

have to include some kind of primary source, whether it's a media resource or an interview. Students will also contribute to the publication's overall mission, which means developing promotional material, executing a distribution campaign, and collaborating on different design and formatting elements. *Note: This course can also be taken either as an arts or an English credit.*

Music Video Production

Students will develop, plan, and produce an original music video. They'll either produce an original song, or select one that they have clearance to use (either made by a friend, or found through a legitimate free-to-use resource). They'll research music videos they like, examining and breaking down what techniques and styles they employ to visually represent the music. They'll then see the production all the way through, from pre-visualizing the shots to shooting the footage to editing and releasing the final product. Students will also learn how to promote and distribute their work, as if they were trying to advertise an actual artist (and maybe they will be!).

Podcasting

Students will develop, plan, and produce three episodes of an original podcast. Based on the amount of students, they'll be either paired up or put into groups of three. The groups will then agree upon a subject, and then research the topic to build and substantiate planned conversations. They'll then learn how to use audio and video equipment and editing software to record themselves, edit the recordings, and distribute them to the student body. They'll also study distribution and promotion methods to do their best to advertise their program. As part of their research, students will listen to and dissect various episodes of other podcasts to better understand the format.

Screenwriting

Students will conceive, develop, and write an original, 25-30 page screenplay. The first part of the class will cover basic storytelling paradigms, and then move into the popular story-structures for screenplays and the specifics of screenplay formatting. Students will create their own stories, complete with original characters and theme-motivated plotting. They'll write their scripts, and then share them with the class during group "table reads." There will also be one or two assigned movies to watch, for which they'll study the screenplay and examine how it was translated into film.

U.S. Film History of the 70's

Students will watch, review, and discuss impactful movies from the 1970's. The course will focus on drawing parallels between the tumultuous social and political upheavals of the decade and the cinema that was produced during it. The class will cover five individual films, which

students will watch, write feedback for, and discuss in class. For the final project, students will have to choose another movie from the time period we haven't watched, and write a short, persuasive essay as if they were submitting the movie to the National Film Registry, arguing for why it should be considered historically important. *Note: This course can also be taken for a History & Social Sciences credit*

THINKING AND WRITING DEPARTMENT

All new 9th, 10th, and 11th grade students take four 3-week modular courses over the course of the year in Thinking and Writing, equivalent to one credit.

New PGs will take both electives. Returning students are welcome to take elective courses as well.

Required Courses for New 9th, 10th, and 11th Graders

Thinking and Writing I: The Writer's Toolkit

Grade 9, 10, 11

This first 3-week modular course aims to introduce new students to the principles and strategies of effective written expression in academic contexts, with focus on strategies for the standard writing process and paragraph development, such as COPS editing strategy and CAST writing strategy. In addition, students build strong grammar foundations and follow MLA format for academic writing through interactive instruction and guided practice. Informed 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.

Thinking and Writing II: Shaping Structure

Grade 9, 10, 11

The second 3-week modular Thinking and Writing course aims to construct effective multi-paragraph essay structure in common academic writing modes, with equal focus on macro-level composition skills, such as thought organization and transitions, as well as micro-level skills, such as sentence structure and concision. Through interactive instruction and assistive technology, students learn to create mind maps, formulate a thesis statement, compose a structured multi-paragraph essay, and utilize ARRR strategy (Add, Rearrange, Remove, and Replace) to revise for organizational flow.

Thinking and Writing III: Finding Voice & Choice

Grade 9, 10, 11

The third 3-week modular Thinking and Writing course is designed to expand students' repertoire of academic writing skills, with the focus on varying word choice, exploring literary devices and styles as well as developing research writing skills that involves finding, evaluating, and synthesizing relevant information. Differentiated instruction guides students through the writing process to foster independence in purpose-driven written expression by consciously engaging in substantive revision, which requires critical thinking and decision-making in the use of word precision and textual evidence while accurately documenting and citing in MLA format.

Thinking and Writing IV: Blocking Writer's Block

Grade 9, 10, 11

The fourth 3-week modular Thinking and Writing course focuses on writing support for subject-specific tasks across the disciplines as well as application of differentiated strategies to build on individual strengths in the writing process, including task initiation and management. Additionally, students expand their perspectives as writers through the writing technique of RAFT (Role, Audience, Format, Topic) where students learn to consider the diversity of purposeful communication and meet the challenges of approaching a writing task outside of their own personal experience.

THINKING AND WRITING ELECTIVES (RETURNING 10, 11, 12, PG)

Evidence-Based Writing

Evidence-Based Writing is an intense, three-week modular course that aims to provide detailed instructions on managing the steps of expository and persuasive writing tasks. Through feedback-based individual coaching, students are guided to apply the writing strategies taught in a Thinking and Writing class to resolve individual issues in the standard writing process, and exercise independence and foster confidence in managing writing tasks. The process encompasses selecting an appropriate 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 research projects assigned by content teachers. Through differentiated instruction and guided individual practice, students learn to apply helpful tips for evidence-based writing to demonstrate proficiency outlined in assessment rubrics aligned with national standards.

Writing Visually

This intensive 3-week course is founded on the premise that the flow of a writer's word is as much a product of visualization as of abstract thought. The word "imagination" comes from the

Latin verb *imaginari*, meaning to picture mentally. Writing Visually is devoted to building students' strength in letting the visual brain supercharge the verbal brain. With guided practice, students will explore a variety of brainstorming techniques, using both hand-drawn and electronically-created graphic organizers, in addition to drawing inspiration from photos in drafting and revising. By tapping into the power of visualization techniques, students can envision successful writing outcomes, energize themselves as writers, and learn to be fearless in putting themselves on the page.

COGNITION AND LEARNING DEPARTMENT

Academic Reading Course Outlines and Descriptions

Reading Principles

Reading Principles is designed to help students develop basic reading and word attack skills using an individualized, multi-sensory, phonetic, and sequential approach. Course work in Reading Principles 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. Additionally, students will delve into assistive technology options and resources throughout their time in this course.

Reading Skills and Development

Students that are placed in Reading Skills and Development will be exposed to a variety of different Mods that each have a separate and unique set of skills and strategies that are addressed. Each Mod has its own overarching theme that runs throughout the course. Course content and focus is derived from that theme.

Mods offered for students in this track:

Foundations of Fluency: In this course, students will improve their fluency skills through the Wilson Fluency program. This program encourages students to read with accuracy, automaticity and expression. Students will practice these skills with sight words and leveled reading passages. In addition, students will also receive direct instruction for decoding, spelling, and understanding multisyllabic words through the Megawords workbook series.

Character Development: In this course, students will explore character development in a literary context by reading a short novel. Students will also engage in annotations and in-class discussions to help monitor their comprehension. This course will give students the skills to be

able to identify how characters change over time, what influences this change, and how this impacts the plot of the story.

Vocabulary Comprehension: In this course, students will be introduced to specific word learning strategies that they can apply to a variety of words in order to build unknown vocabulary attack skills and strategies. By looking at the morphology of words as well as learning Latin and Greek roots, prefixes, and suffixes students will improve their decoding skills. This course will give students the ability to use a toolbox of skills in order to use word-learning strategies independently.

Reading for Meaning: In this course, students will focus on the Reading for Meaning Strategy. This reading and reasoning strategy helps them understand new ideas, make inferences, and support their thinking with evidence. Students will increase their reading proficiency by using a specific set of thinking skills to build a deep understanding of the texts that they read. They will apply those skills in the pre-reading, reading, and post-reading phases.

Art of Annotations: In this course, students will learn and practice a variety of annotation techniques. Students will be able to determine which method works best and can be carried over to content classes. This skill will be practiced by reading a short novel and participating in class discussions. The goal of this course is to have students learn what it means to be an “active” reader through the process of annotating the text.

Reading with a Critical Eye: In this course, students will delve into critical reading in a scholarly context and manner. Specific focus will be placed on identifying a text or author's viewpoints, arguments, evidence, potential biases, and conclusions. Students gain skills and strategies centered on evaluating the credibility and validity of literature by evaluating and weighing scholarly articles and periodicals from the social sciences. Ultimately, the goal is to have students evaluate text for more than simply *what* it says, but rather *how* and *why* it says it.

“Knowing Thyself” Course Outlines and Descriptions

Philosophy and Theory of the “Knowing Thyself” Courses

These courses are intended to provide students with an introduction to the knowledge, skills, and strategies needed to successfully navigate the academic realm of adolescence and beyond. The goal of these courses is to provide students with the tools necessary for getting to truly know themselves as learners. Courses in this Modular track will show learners that they can be in control of how they study, how they organize their work, and how they reflect upon it. Students will understand that learning simply does not “happen,” but is rather an “active” process. By delving into such topics as adolescent brain development, the goal setting process,

metacognition, personal introspection, study strategies, organizational skills, and time management, students will become aware of how they best learn and communicate. Through the process of understanding oneself as a learner, students will explore different ways to approach a problem and learn how to gather information in order to make informed decisions and choices. Self-awareness serves students for life. The Knowing Thyself modular course of study gives students the tools to advocate for themselves academically and socially. The goal is that students leave these courses with an in-depth understanding of both themselves and their learning profiles. Self-reflection that encourages students to recognize their learning strengths and vulnerabilities is an essential element of courses in these modular courses. Upon the conclusion of these courses, students will leave with a newfound confidence in their academic abilities.

Introductory MOD that all *new* Forman students in the “Knowing Thyself” track must take:

Understanding Myself as a Learner

In this course, students will begin to explore who they are as a learner. Major emphasis is placed on having students understand that they can “drive their brains,” and become self-directed learners. Students’ self-concepts and beliefs about who and what they want to become in the future will be delved into and explored. By completing their own personal goal assessments, students will learn how they can direct the kind of goals that they establish and then create action plans for reaching those goals. Students will discover their learning strengths, interests, and challenges through work with the *Possible Selves* curriculum developed by the University of Kansas Center for Research on Learning. The goal of this introductory course is for students to understand that learning is an “active” process that simply does not just “happen.” Additionally, understanding and reflecting on the ideas of learning independence, dependence, and interdependence and how they fit into the academic realm of Forman will be explored. Lastly, students will be introduced to the basics of brain science in order to understand that All the parts of the brain work together, but each part has its own special properties. This course is designed to serve as an introduction to topics that students will explore in a more in-depth fashion in subsequent modular classes in the “Knowing Thyself” curricular course of study.

MODs offered to all students in the “Knowing Thyself” track
(Please note that a number of courses are specifically designed for students in grade 11,12, and PG):

The Science of Studying: Studying Smarter, Not Harder

In this course, students will learn research-based strategies for planning when to study, developing an understanding of the studying process, and reinforcing knowledge. Strategies such as spaced practicing, interleaving, elaboration, dual coding, and retrieval practices will all be

taught in order to help students prepare for tests and quizzes in content area classes. Students will also learn multiple strategies on how to prepare for and take objective style tests as well as essay style tests, in order to understand how to plan their time during a test, reduce anxiety and create a proper essay for various assessments. These skills will first be introduced with controlled practice worksheets before learning how to generalize these skills into content area courses. The goal of this course is to teach students how to study properly in order to become successful in their classwork while in high school and beyond. At the conclusion of this course, students will have determined which strategies work best and how to transfer them to other classes.

Find Success in Organization

In this course, students will learn different methods for recording their short and long term assignments. Students will experiment with electronic and paper planners and identify a method that they will implement throughout the course. The goal is for students to identify and successfully implement their chosen method in their content classes. In addition, students will learn how to organize their Google Drive, and Gmail. Additionally, students will be introduced to and encouraged to use various assistive technology-related applications that are designed to improve their organizational skills.

The Art of Listening and Notetaking

In this course, students will delve into strategies and skills centered on improving their ability to listen while taking notes. Students will learn techniques for how to enhance their ability to be “active listeners” who are able to focus on their listening, think about what they are hearing, take effective notes, and remember much of what they have heard. *Listening and Note-Taking* is an easy-to-learn strategy that helps students identify and quickly capture important information during a lecture, sort main ideas and details as they write, and study their notes to earn the best assessment grades possible. Upon conclusion of the course, students will leave with the ability to take more comprehensive and thorough notes while they are listening to course material. Additionally, students will be introduced to various assistive technology-related note taking applications.

Going for Gold: Long Term Planning and Project Analysis

In this course, students will focus on a specific research topic over a multi-week period. Ultimately, the research that the students conduct will be framed around the creation of a culminating project that responds to an essential question or theme related to their specific topic. Using a digital delivery platform, diverse technology tools, and guided portfolio assessments students will be asked to create a formal presentation to peers and other faculty at the conclusion of the course. The metacognitive process will be integrated into a design thinking framework from start to finish. Students ask questions, choose research strategies, and actively monitor their progress by engaging in self reflection. By working on a multi-week project students learn how

to manage their time effectively, prioritize tasks, break down large tasks into manageable parts, and organize their thoughts and ideas. Self-assessment, project management, and student-teacher conferencing will all be emphasized throughout the course. In completing these projects, students will be able to explore each strategy, tweak it, and individualize them to fit the student's specific needs. At the conclusion of the course students will engage in a self-evaluative process whereby they are asked to be introspective and analytical about their work throughout the course. Students will leave with the ability to determine which skills and strategies work best for them and transfer these skills and strategies to their content classes.

Learning and the Brain

Understanding how the brain works, particularly how it grows and evolves during the adolescent years, underpins our inquiry in this course. This course is designed to give students details on what the brain needs and then provide skills and strategies for making learning easier. In-depth research on adolescent brain development and functioning will be explored. What is learning? How does it work in a neurological sense? Students will explore how they can use the science of learning to inform their academic habits of mind. Students understand what it truly takes to learn new information as well as key strategies and habits they can employ to find success.

Comprehension Strategies

In this course, students will learn how to improve their comprehension in general by learning various strategies that focus on the understanding of textbooks, presentations, and lectures, as well as how to use graphic organizers within a class. As part of improving a student's overall comprehension, students will learn various visualizing strategies such as the Recall Enhancement Routine to improve understanding of concepts in content area courses, the Lexicon Strategy for expanding and assimilating vocabulary needed for understanding text, and high stakes tests, and learn how to create meaningful graphic organizers that can be used prior to writing a summary. And finally, students will learn how to take notes from both structured lectures and reading material. The purpose of this course is to teach students various strategies in order to improve their overall comprehension of information from various different sources.

The Rubber Band Brain: Cognitive Flexibility and You

In this class, students will delve into the world of Cognitive Flexibility. Cognitive Flexibility, a.k.a. flexible thinking is the ability to switch up one's thinking as the situation demands and plays a key role in all types of learning. This course will cover strategies for increasing students' ability to take different perspectives, shift priorities, and redirect attention from one thing to another. These skills will be practiced through a variety of games, class discussions, and journal entries. Upon conclusion of the course, students will be better equipped to handle all that school (and life!) has to throw at them.

What We Think About When We Think About Race

In the current political climate, many students are feeling frustrated and helpless. They know that racism is wrong and that racism is all around them, but they don't know what to do about it. In this course, students will be exposed to the tenets of Anti-Racism through metacognition. Metacognition is the awareness of and ability to analyze one's thoughts and learning processes. First, students will learn about how people develop in terms of learning about race and racism. Then, they will delve into their thoughts, beliefs, and experiences about race and racism in the United States. Using metacognitive strategies, such as journaling and having critical conversations, students will interrogate those thoughts, beliefs, and experiences so that they can then explore how they are personally learning about race. Upon conclusion of the course, students will leave with a new understanding of race, and how to be an anti-racist.

Train Your Brain/Hocus Focus

Develop your ability to control your attention while building self-awareness and self-regulation. With mindfulness exercises, movement games, meditation, research readings, and individual reflections, students will improve their ability to focus on the present moment without judgment, regulate their emotional response, make thoughtful decisions, and manage stressful situations. Students will observe their thought patterns and habitual automatic reactions. By building awareness, noticing stimuli, and learning to pause, students will have the freedom to choose what to focus on and how to respond rather than being controlled by their emotions and automatic reactions. In this course students will learn about changes in the brain during times of stress. What happens when you flip your lid and the amygdala runs wild? Cortisol in your system slows down your ability to learn and remember information and can lead to a compromised immune system. When in fight-or-flight mode, the amygdala prevents input from being passed along to the prefrontal cortex where executive function, reason, and higher-level thinking occurs. Students will gain an understanding of the impact of mindful practices on their physical and mental health, as well as their executive functioning while building resilience and taking greater control of their learning. Group discussions, physical movement, individual reflections, and one-on-one coaching will make this a dynamic and collaborative learning experience.

Techsploration: Educational Technology

In this hands-on lab experience, students will explore technology tools to facilitate deeper learning/remembering/academic performance. Students will use and evaluate technology tools both during the lab and in their current classes. These tools will focus on supports for reading, writing, and executive functioning skills. Students will assess the learning curve, relate usefulness to their learning styles and different learning modalities, and teach other class members how to use them. Course time will also include one-on-one coaching. This dynamic and collaborative component of the class will allow students to examine and evaluate technology tools from a personal perspective. Essential questions that will be explored throughout the

experience include: Why should I use technology for school and life? What types of tech are out there? How do I evaluate tech to decide if it's really for me? How does tech help - it just seems like more work? What tech(s) meets which learning modalities? Can this help me succeed in life outside of/after Forman? Additionally, students will delve into ethical questions, including technology and teaching styles; stigma and judgment issues; accessibility and curriculum, "independent and appropriate;" knowing my learning self well; fair is not always equal. Resources to be utilized: SETT Framework; WATI; ATEval2Go; various hardware, apps, and software; CAST; SIFTS.

EF Approaches for College Success

In this course, students will gain insight into the ways in which executive functions can impact their experience in college. The goal of this course will be to prepare and build a greater sense of ownership of the ways in which students can take control of EF challenges as they transition to college and a much less structured environment. This mod will consist of discussions, guest speakers, topical readings, as well as using different tools/technology to address EF challenges often experienced in college. The culmination of this Mod will be each student developing an action plan, which will be unique to their EF needs and the college they'll be attending. The intention of the topics/speakers that will be covered in this Mod is for the purpose of students building a greater sense of agency, that can lead to a successful transition to college. Course time will also include one-on-one coaching. This dynamic and collaborative component of the class will allow students to individualize topics covered in the mod.

Speakers/topics:

- EF challenges and the impact in a less structured environment
- The power of asking for help: taking control of your college experience
- Alumni speaker panels: Hearing from the experts-recent graduates from Forman
- Psychologist: Understanding psychoeducational evaluations: Is there really anything I can learn about myself that I don't already know? How is this information useful to me and the college I will attend?
- How are accommodations in college determined/what are the laws that protect students with ADHD/& LD?
- A panel of directors of college programs for LD/ADHD (Questions developed from students in the Mod)
- Professor (guest lecturer-relevant topic)
- Identifying resources on campus: who provides what

Executive Function Coaching

Executive Function Coaching is an action-oriented partnership between the student and coach that serves as a collaborative learning "lab" and a catalyst for sustained cognitive changes and performance enhancement. The student develops an understanding of self, their strengths, and

EF difficulties. Coach and student work together setting short & long term goals, creating action steps, anticipating roadblocks, and designing approaches to manage performance-related challenges using the student's current course work. Coaching provides a non-judgemental space for students to explore EF challenges and learn skills to better navigate areas that have long since been challenging such as getting started and finishing tasks, breaking down a long term project, how best to retain information, regulate emotions, plan, and prioritize. Coaching provides structure and support as students gain a deeper understanding of themselves and develop personalized approaches. A critical component of coaching is accountability, a measuring tool for action, and support as a student moves forward with a plan outside of the session. Students who are willing to fully engage in coaching experience greater autonomy and increased self-determination.

PERSPECTIVES IN LEARNING DEPT/COLLEGE COUNSELING

All students in grade 11 and 12 take two 3-week modular courses each year of Perspectives in Learning, which is designed to support all facets of decision-making and preparation for students' post-secondary future. Juniors take this two-term course in the spring semester. Seniors take it in the fall. This course is graded on a Pass/Fail basis and receives .5 credit.

Spring Semester

Perspectives in Learning I/Grade 11

This course, which is divided into two intensive 3-week modular courses, is taken in the spring semester, is designed to work in unison with the college counseling process and help guide our students in successfully determining their postsecondary 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.

Fall Semester

Perspectives in Learning II/Grade 12

This course, which is divided into two intensive 3-week modular courses, is taken in the fall semester. It 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.

HEALTH, WELLNESS, AND LEADERSHIP DEPARTMENT

HEALTH AND WELLNESS 9

All 9th graders take both of the following three-week modular courses in the fall semester as a graduation requirement. 9th grade Health and Wellness students will understand how self awareness promotes happiness and diminishes stress. They will develop mindfulness-based stress reduction techniques, and effective communication skills, as well as other self-care strategies to promote their lifelong journey of healthy self-examination. These courses are graded Pass/Fail.

Introduction to Self-Awareness

In this course, students examine who they are emotionally, physically, and socially. Areas of focus are personal values, empathy, body image, nutrition, social media, bullying, and social justice.

Introduction to Sexual Awareness

In this course, students examine who they are as a sexual individual and partner. Topics include body awareness, gender identity, sexual response, intimacy, pornography, consent, substance use, sexually transmitted infections and diseases, contraception, and unplanned pregnancy.

HEALTH, WELLNESS, AND LEADERSHIP 10

All 10th graders take both 3-week modular courses in the spring semester as a graduation requirement. These courses are graded Pass/Fail.

Emotions Matter

Students will explore how emotions have the ability to shape their identities and daily lives. They will discover ways to use emotions to promote health and wellbeing. Topics will include the physiology of mental health and techniques for stress reduction. Sections of the curriculum are adapted from the RULER program out of Yale University's Center for Emotional Intelligence.

Healthy Choices and Relationships

Students will unpack the process by which they make choices and the relationships they have with others. They will discover ways to align their values with their choices. Topics will include substance use and maintaining physically and emotionally healthy relationships. Sections of the curriculum are adapted from the RULER program out of Yale University's Center for Emotional Intelligence.

HEALTH, WELLNESS, AND LEADERSHIP 11

All 11th graders take the following 3-week modular course in the fall as a graduation requirement. This course is graded Pass/Fail.

Living with Intention

In this course, students will reflect on aspects of their identity that influence decision making. Through taking self assessments on personality, motivation style, learning preferences, and leadership strengths, students will create a personal profile and apply it to daily choices that affect their health and wellness. Students will discover ways to implement their own unique style through practicing assertive communication skills.