

PURNELL COURSE CATALOG 2020-2021

DIPLOMA REQUIREMENTS

Graduates must complete 24 full credits to earn the Purnell School diploma. One credit is equivalent to two semesters of study. Each semester elective course counts for 0.5 credit. Additionally, each student must successfully participate annually in a Project Exploration offering and a seminar class. Participation in the Movement Studies Program is required for all students (Class of 2022 and on). Students are expected to enroll in 5 or 6 courses per semester. Students will also successfully complete all athletic requirements, and complete 10 hours of community service each year. Participation in both the Friday evening (6-8:30pm) and Saturday (9am-8pm) of Artist in Residency Weekend, as well as Martin Luther King Jr. Day are required each year. If a student is unable to attend these events **for any reason**, they will be required to complete an alternate assignment (assigned by and turned into the Academic Dean). Any student who fails to attend Purnell's event or complete the alternate assignment will not be eligible for a Purnell Diploma. At all grade levels, the Advisors, in consultation with the Academic Dean and Head of School, work with each student to create a balanced schedule. Transfer credits are assigned at the discretion of the Academic Dean. Departmental requirements are as follows

English Department Requirement: 4 full credits PLUS 1 credit of Humanities Electives (English/History Electives)

History Department Requirement: 3 full credits. 1 credit each World History, and US History & Government I and II (2-year course)

Math Department Requirement: 3.5 credits including Algebra I, Algebra II, Geometry, and Financial Literacy & Economics

Science Department Requirement: 3 full credits including Biology and Chemistry and one additional full credit

Performing Arts Department Requirement: 1.5 full credits Survey of Performing Arts

Studio Art Department Requirement: 1.5 credits Survey of Studio Arts, one Art History course, and one additional semester elective

Foreign Language Department Requirement: 2 full credits

Electives Requirement: 3.5 credits total (including 1 credit of Humanities) offered across the curriculum.

Project Exploration School requirement: 0.5 credits per year. For three weeks in March students take one class 6 to 10 hours a day. During their sophomore, junior, or senior year, they will have the opportunity to expand their global awareness through intensive travel abroad experiences designed around interdisciplinary themes that focus on community service, in-depth cultural and language studies, and environmental science and sustainable living. The program concludes with a Project Exploration Showcase, where students display their work and give presentations to the rest of the school and outside the community.

Physical Education Requirement: Each student must participate in an athletic sport -- competitive or non-competitive -- four times per week. Students are graded based on attendance, effort, dress,

attitude and sportsmanship, and technology use. Students receive a score based on the rubric below for each day of sport. This grade is reflected on their final transcript.

LETTER GRADE FOR ACADEMIC ACHIEVEMENT

The numerical breakdown of grades is as follows: A: 100-93; A-: 92-90; B+: 89-87; B: 86-83; B-: 82-80; C+: 79-77; C: 76-73; C-: 72-70; D+: 69-67; D: 66-63; D-: 62- 60; F: 59-0.

Purnell 2020-2021 Course Offerings

STEM: Science, Technology, Engineering, and Math

Peter Pasterczyk

Physics-1

Physics-2

Pre-Calculus

Financial Literacy

Erin Smith

Algebra I

Algebra II

Foundations (Algebra I/II)

Coding I and II

Bryanna Gallagher

Chemistry

Anatomy and Physiology

Geometry

Tracy Haswell

Chemistry

Biology

The Brain

Vicky Browne

The Business of Sport

STEM Courses at a Glance:

MATHEMATICS	Algebra I		Smith
	Algebra I Foundations		Smith
	Algebra II		Smith
	Algebra II Foundations		Smith
	Geometry		Gallagher
	Geometry Foundations		Gallagher
	Financial Literacy	Financial Literacy	Pasterczyk
		Intro to Discrete Mathematics: Logic, Probability, and Statistics	Gallagher (Alternate yr.)
	Pre-Calculus		Pasterczyk and Bendrick
	The Business of Sport		Browne
ENGINEERING & TECHNOLOGY	Computer Science I, II		Smith
SCIENCE	Biology		Haswell
	Chemistry		Haswell/Gallagher
	Physics (section 1)		Pasterczyk
	Physics (section 2)		Pasterczyk
	Anatomy and Physiology		Haswell/Gallagher
		Watershed Management	Alternate Yr.
		Environmental and Biological Ethics	Alternate Yr.
		Brain	Haswell
	Science Independent Study	Microbiology Engineering	Haswell/Gallagher

STEM Course Descriptions

Biology – Tracy Haswell

Biology is the study of life. This course will provide an introduction to the scientific method, cells, genetics, evolution, botany, zoology, and ecology. Course work will include projects and laboratories that further the study of living organisms. Students will be immersed in the exploration of life, characteristics, structure and function.

Chemistry – Tracy Haswell/ Bryanna Gallagher

Chemistry is a one-year introductory course which will explore the properties of matter, elements, atoms, chemical reactions and practical uses of chemistry in research and everyday life. Chemistry is an inquiry-based course, which means that students will complete hands-on interactive laboratories that examine matter and the changes it undergoes.

Conceptual Physics – Peter Pasterczyk

If a potted plant were to fall on your head, would it hurt more if the pot were to break or to bounce? Why does the earth orbit the sun? What causes the water level to rise and to fall at the beach? Why do you get that funny feeling inside when the elevator starts moving? This yearlong science elective is designed to be a study in the basic concepts of physical science and their application to our everyday lives, answering the questions above and many more. The class will focus primarily on the study of mechanics: linear and projectile motion, inertia, forces, impulse and momentum, work and energy, circular motion, center of gravity, rotational mechanics, universal gravitation, and gravitational interactions. Although successful mathematical application of the concepts covered is a must, emphasis is placed on each student's conceptual understanding of these concepts and on her opportunity to learn them through first-hand experience, experimentation and analysis. Student grades will be based on participation, homework, tests and quizzes, projects and presentations, and lab activities.

Prerequisites: Successful completion of both Geometry and Algebra I.

Anatomy and Physiology – Tracy Haswell/Bryanna Gallagher

This year-long course will look at practical applications for anatomy and physiology. Students learn the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, and reproductive. Some systems will be covered in depth, while others will be discussed at an introductory level. The course will investigate the body through lectures, hands-on activities, dissection, and field trips. Students will learn many different terms and their meaning and apply these concepts to real-life. For instance, you will learn about your blood pressure means, what your white count means, and why it's helpful to take different vitamins or medicines.

Prerequisites: Successful completion of Biology.

The Brain- Tracy Haswell (Spring)

This course will be a blend of current knowledge and research from neuroscience and psychology regarding the brain. Through a series of interactive activities, laboratories, and discussions, students will begin with an exploration of the structure of the brain, the neuron, and nervous system. Students will then progress through the study the basics of genetics and the nature/nurture debate, the language areas of the brain and how language begins, and develops, types of memory and the how memories are formed and stored, the stages of sleep and sleep needs, and disorders, the effect of drugs on the brain, as well as the neuroscience of learning differences, ADHD, dyslexia, dysgraphia, and dyscalculia.

Cell Biology - Alternating Years (2021)

In this semester long course, through a series of hands-on activities and laboratories, students will explore the biology of prokaryotic and eukaryotic cells. They will delve into the structure and function of cellular organelles, transport, receptors and cell signaling. Students will also learn about cell movements, the cytoskeleton, chromatin structure, as well as the structure and function of DNA and RNA. Their laboratories will include the study of bacteriology and the use of agar plates to culture bacteria, a comparison of plant and animal cells, the spooling of DNA from strawberries and gel electrophoresis.

Watershed Management - Alternating Years

Watershed Management is a half-year field and research-based course, will examine what a watershed is and how watersheds are affected by human activities. Students will study why watersheds are important and should be preserved and how we can help ensure watershed safety. This course will include learning basic cartographic techniques, testing water quality, studying pond habitats that exist in the Northeastern United States, particularly New Jersey. Students will learn about these habitats' natural cycles and human impacts. As the class continues, students will begin to focus on the Purnell pond as a habitat and as an integral part of a larger habitat and ecosystem. Students will research how to help native wildlife thrive through pond restoration, and how to build a healthy, sustainable habitat. This course will concentrate on field experiments, exploration, identification, data collection, and architecture of habitats. Additionally, through video, lecture, readings, class discussion and debate, critical aspects of watersheds like conservation, water cycles, uses of water, and importance of water will be examined. Another part of this course will involve hands-on fieldwork as the class uses their pond research to conduct tests, clean, remove invasive species, do plantings, and carry out other such restoration activities.

Prerequisites: Successful completion of Algebra I, Biology, and Chemistry.

The Business of Sport- Victoria Browne(Fall)

The Business of Sport is a one semester course. Many people participate in organized sports clubs, gyms, and attend major sports events. The commercialization of sport can be seen everywhere; well-known global sports brands have seen their products become fashion wear, and the sweatpants and sneakers have become a 'uniform' for many groups around the world. Sports businesses are always planning for growth, and in the future, there may be an expansion in the availability of services, facilities, and products. This elective looks at the skills needed to work in business and what makes a successful business. Areas of work could include professional sport, arenas, and recreation sports programs, the sporting goods industry, media, print, or broadcasting.

This elective develops learners' understanding of the core aspects of business. Students will examine the financial factors that influence sports businesses. They will also explore and lead in the use of market research, marketing and promotional planning which are essential in developing a successful customer-focused business.

Computer Science: Using Coding for Design Thinking I and II - Erin Smith

In this class, you'll learn HTML, CSS, Javascript, Wordpress, creating your basic app, website, games,

and possibly create the "Next Big APP." Elon Musk, Bill Gates, Adda Birnia, could be coming to you for answers! All you need to be successful in this class is a computer, positive attitude, be creative, and be ready have fun. This class is very all levels: beginners, intermediate, and advanced.

Engineering, Robotics, and Computer-Aided Design - Peter Pasterczyk (Alternating years-2021)

Engineering, Robotics, and Computer-Aided Design is a full-year course in which students will investigate engineering and the design process. Students will do this through regular exposure to current events in STEM, team instant design challenges, design case studies, and a look at current global design initiatives and relevant engineering research and development. Additionally, students enrolled in the course will gain skills in computer aided design using Autodesk Inventor, a state-of-the-art, 3-dimensional CAD interface. The second semester of the course will focus primarily on logical flow and basic robotics programming using the Lego Mindstorms NXT platform and will involve an introductory unit on electricity and magnetism wherein students will learn about and create simple electric motors and generators. Students will work to model, to build, and to program Lego robots to perform a variety of tasks and to solve simple design problems. Related topics introduced throughout will include torque, power, rotational and translational motion and simple gearing systems.

Prerequisites: Successful completion of Algebra II

Algebra I & Foundations - Erin Smith

In our Algebra I and Foundations class students will learn both algebra and numeracy in many different contexts. They will explore number sense, proportions, quantitative reasoning, inequalities, and solving equations. This course will give students a solid foundation in mathematics so that they can be successful in future courses and in their future careers.

Algebra II & Foundations - Erin Smith

Prerequisites: Successful completion of Algebra I.

Our Algebra II course builds on the foundation of algebraic concepts learned in Algebra I. Students will develop advanced skills including, polynomials, systems of equations, quadratics and trigonometry. Matrices and their properties will be introduced, and students will learn skills to use matrices in math problems.

Geometry & Foundations - Bryanna Gallagher

Prerequisites: Successful completion of Algebra II.

In this course students will learn about the properties and applications of geometric figures in 2D and 3D. We will study right triangle trigonometry and explore the Pythagorean theorem. Students will learn the process of writing proofs to solve/prove the properties of geometric figures. In class students will use hands-on interactive activities, math labs, and discussion to learn and reinforce concepts.

Pre-Calculus - Peter Pasterczyk and Kate Bendrick

Pre-Calculus combines reviews of algebra, geometry, and functions into a preparatory course for calculus. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The study of pre-calculus continues with an exploration of trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine.

Prerequisites: Successful completion of Geometry.

Intro to Discrete Mathematics: Logic and Statistics - Alternating years, Bryanna Gallagher

Discrete Mathematics is a half-year elective course offering in the spring semester that is a continuation of the logic and proof skills learned in geometry. The goal of this course is to introduce students to ideas and techniques from mathematics that are widely used in science and engineering. This course teaches students how to think logically and mathematically and apply these techniques in solving problems. To achieve this goal, students will learn logic, graphs, sets, number theory, combinations and permutations, probability, an introduction to statistics, and various types of proofs.

Prerequisites: Geometry (can be taken concurrently)

Calculus - Peter Pasterczyk (Alternating Years 2021)

Calculus introduces differential and integral calculus for functions of one variable, including algebraic and transcendental functions and culminates in the fundamental theorem of calculus. Includes basic rules and properties of limits and derivatives and applications of derivatives.

Prerequisites: Successful completion of Precalculus.

Financial Literacy - Peter Pasterczyk FALL and SPRING

Financial Literacy is a half-year elective course offered both in the fall and spring semesters that will introduce students to the very important role of personal money management. Topics will include preparation of a budget, saving and checking products, credit cards, loans, and apartment leases, doing the necessary research before purchasing major products, and preparation for life changes and for retirement. This course is designed to provide each student with basic and necessary life skills.

Prerequisites: Successful completion of Algebra I.

The Humanities- Teachers, Offerings and Course Descriptions

Jessica Moore

English 9

English 11

The Bronte Sisters (Fall)

Russian Romantics (Spring)

Tim Coughlan

English 10

English 12

World History

Zoe Hildebrand

US History I

US History II

Election 2020 (Fall)

Female Heads of State (Spring)

Matthew McConnochie

Spanish I

Spanish II

Spanish III

Humanities at a Glance

English and History	English 9		Moore
	English 10		Coughlan
	English 11		Moore
	English 12		Coughlan
	World History		Coughlan
	US History I and II		Hildebrand
	Bronte Sisters...	Russian Romantics...	Moore
	How to be a Citizen: Election 2020	Unapologetic Women Female Heads of State	Hildebrand
World Language	Spanish I		McConnochie
	Spanish II		McConnochie
	Spanish III		McConnochie
	Spanish IV and AP Spanish		McConnochie

English 9- Jessica Moore

English 9 lays the essential foundations of clear, competent communication through reading, writing, speaking, and listening, and interpreting and producing digital media while exploring the *Bildungsroman* or the overarching theme: "Coming of Age." Students will improve reading comprehension and literary analysis while evaluating plot, narrative, and character. Students will enrich their understanding of literature through historical and cultural context.

English 10- Tim Coughlan

Our tenth grade English class at Purnell builds on the essential foundations of clear, competent communication through reading, writing, speaking, and listening. "The Internal and External Human Struggle." Students will improve reading comprehension and literary analysis while evaluating plot, narrative, and character. Students will be able to enrich their understanding of literature through historical and cultural context.

English 11- Jessica Moore

The ultimate goal of English 11 is for students to become adept, original, confident communicators. Students will explore the different ways authors communicate in various genres including the essay, the novel, the graphic novel, poetry, and drama. Students will analyze the techniques that make a text

enduring. Students will use logic, research, and appropriate evidence to synthesize a skillful argument not only in traditional exposition, but through creative and multimedia means, as well. As writers, students will develop an awareness of their strengths and understand how best to employ the writing process and sophisticated vocabulary to create clear and persuasive prose.

English 12- Tim Coughlan

This course is designed to build on foundational understandings of language and the writing process. Aside from increased engagement in all aspects of the writing process itself, the course will examine elements of communication, be they written, spoken, or visual, at the mechanical level; more specifically, the course will ask students to examine argumentation critically and in detail, in their own work and in the works of others, in order to increase their awareness of language and rhetorical choices in effective communication. This course will also seek to develop integral skills of being a more cognizant communicator, particularly being a critical reader and thinker, but also as an active participant in discussions and workshops, as students engage with each other and with various styles of texts. Through the practice of writing, reading, and discussion, students will develop a wide range of skills and tools that will help them more effectively communicate in their writing, both in English class and across disciplines.

World History: Regional World Studies-Tim Coughlan

World History at Purnell is an introductory and integrated social studies course that utilizes a global approach to understanding recent history and current events. Rather than a chronological overview of prehistory to modern times, this survey class will examine political, cultural, and economic history in both a topical, issue-based structure while within the parameters of a specific country or region of study. This method provides more depth into a country, region, or issue. Exercises in basic social science skills will include the development of geography skills, research skills, and the demonstration of analytical, critical, and reflective thinking skills through oral and written presentations. These skills will be implemented while examining such major themes such as world, political and economic history and 20th century world conflicts.

US History 1 - Zoe Hildenbrand

U.S. History & Government I is the first of two classes that span the course of American History. In this class, our timeline is the pre-1600's to the early 20th century's most important moments, movements, and patterns that created the foundation of our present historical moment. In this class, you will focus less on political and military history, and more on questions of culture, especially in terms of gender, race, religion, class, and power. This class pushes back against the so-called "Master Narrative" also known as the neat and tidy history of textbooks that follows traditional political, economic and social histories, and leaves out persons of color, women, LGBTQIA+ and working-class folks, and people with disabilities.

US History- Zoe Hildenbrand

U.S. History & Government II is the second of two classes that span the course of American History. In this class, our timeline is from the early 20th century to 2020's most important moments, movements, and patterns that created the foundation of our present historical moment. In this class, you will focus

less on political and military history, and more on questions of culture, especially in terms of gender, race, religion, class, and power. This class pushes back against the so-called "Master Narrative" also known as the neat and tidy history of textbooks that follows traditional political, economic and social histories, and leaves out persons of color, women, LGBTQIA+ and working-class folks, and people with disabilities.

Humanities Electives

How to be a Citizen: 2020 Election - Zoe Hildenbrand, Fall

This class will begin as an overview of civics and government, with a focus on current events of the 2020 Election. We will look at the history of American elections and citizenship processes, the electoral college, the Bill of Rights, how to vote and register to vote, and decide what you care about based on party platforms. We will use our foundation of civics to identify and diplomatically engage with policy issues, both foreign and domestic, and hold logical, civil discussions in this age of conflict. In the course, you will write position papers, compose creative mock campaign advertisements, participate in open discourse while formulating opinions, make and enact laws, try and solve global calamities, and in so doing, understand how you too have the power to make a difference as an informed citizen. We will hopefully have a field trip to United Nations Headquarters in NYC, and students have the opportunity to participate in Model UN/Congress workshops as a class in the fall, and the NJ Model UN/Congress conference in Spring 2021. (*Global Citizenship Diploma-would love for this to be a pre-req possibly*)

Unapologetic Women: Female Heads of State- Zoe Hildenbrand, Spring

Unapologetic Women: Female Heads of State will be a global case study of women who have led countries, governments, and movements fearlessly. Prior to midterms, we will focus on four women leaders of the past, Cleopatra Queen of Egypt, Catherine the Great Empress of Russia, Elizabeth I, Queen of England and Mary Queen of Scots, and Catherine de Medici, Queen of France, using memoir, biography, graphic novels, cinema, and YA novels. Following Project Exploration, we will investigate Liliuokalani the last Queen of Hawaii, Indira Gandhi, the former Prime Minister of India, Margaret Thatcher, the former Prime Minister of England, and Jacinda Ardern, current Prime Minister of New Zealand using books, websites, social media, documentaries, scholarly research and articles. The students will embark on an independent research project in which they dive more deeply into a women leader who they admire, and in so doing, identify what kind of leader they themselves are, and will be in the future. We will plan virtual field trips to the NYC Historical Society to look at their new Women's History Museum, and the Metropolitan Museum of Art for their Nasty Women Tour that celebrates "feisty path-breakers who make themselves heard on the walls of the museum."

Mad Women in the Attic: The Brontë Sisters and the legacy of Gothic Romanticism- Fall

Jessica Moore

This course is an introduction to the historical and social conditions that led to the emergence of literary titans the Brontë sisters, beginning with their early experiments in criticism and poetry, followed by in-depth examinations of Charlotte and Emily's twin masterpieces, *Wuthering Heights* and *Jane Eyre*. Of particular interest is why women artists such as the Brontës burst to the forefront of the late Romantic and Gothic period, how they were initially received, and their profound and lasting impact on the world of literature both as art and social criticism. Additional readings will include poetry of the Romantic era, the post-modern prequel to *Jane Eyre*, *Wide Sargasso Sea* by Jean Rhys (written in 1966) and the short masterpiece *The Yellow Wallpaper* by Charlotte Perkins Gilman (1892).

Ghouls, Goblins, Ghosts, and Gogol: The Supernatural World of The Russian Romantics-Spring (Moore)

While Wordsworth and the Lake poets were writing poems about flowers, and the Brontes were writing novels about angry schoolgirls in love, the Russian Romantics were spinning tightly woven short stories of vengeful ghosts returning to punish those who had offended them in life, of appendages who escaped their bodies to join the middle ranks of the civil service, and of pacts with sinister little men...who just might be the Devil.

When Peter the Great turned his eyes to the West, Imperial Russia of the 18th and 19th century saw the old world colliding with the new, East with West, the country with the rapidly-developing city, folklore, myth, and the supernatural with the scientific, and the modern privileging of "reason". Into this tempest stepped authors such as the Russo-African Alexander Pushkin, and the madman, Nikolai Gogol, who resurrected old Gods and ghosts, even as they created new ones, and new fairytales. This course will be a close-reading examination of the supernatural short stories of Pushkin and Gogol, as well as of the historical, social, and political conditions in which they were produced.

Unsung Women: Revolutionary Activists and their movements- Alternate Years, Zoe Hildebrand

This class will be a study of unsung women activists and the movements they led. Rewriting history with our work, we will examine and research particularly women with intersectional marginalized identities (POC, LGBTQ+, dis/ability) not included in traditional textbook accounts, such as Sylvia Rivera, Dorothy Height, Marsha P. Johnson, Audre Lorde, bell hooks, and Grace Lee Boggs, through the lens of their revolutionary written works, literature, poetry, and advocacy work. Students will then embark on their own independent research into women activists they would like to be remembered and acknowledged, and how they too can lead revolutions and movements just like the Unsung Women of our class. We will hopefully have field trips to the Women's History Museum in NYC, and the MET for their Nasty Women Tour. (*Global Citizenship Diploma*)

Difficult Women: From Iconoclasts to Icons- Alternate Years, Jessica Moore

Difficult Women is a one-semester course that explores women authors who have historically been viewed as problematic--as trouble makers--in their own time, or throughout time, whether because of the content of their texts, their identity, or merely their audacity to be women who lived out loud. We will examine their lives through their essays, short fiction, and poetry, with attention given to their critical and social reception. Readings will include proto-feminist Mary Wollstonecraft's *A Vindication of the Rights of Women*, drama from Aurore Dupin, better known by her male pseudonym, George Sand, who was more famous than Victor Hugo in their time, Modernists such Virginia Woolf and Sylvia Plath, and contemporary authors and playwrights like Nikki Giovanni, Suzan-Lori Parks, and Roxane Gay, whose 2017 *Difficult Women* short story collection inspired and gave name to this course.

Spanish 1- Matthew McConnochie

This course is designed for beginning Spanish learners. These are students who enter at the Novice Low category according to the American Council of Teachers of Foreign Language standards. Over the course of the year, we will prepare learners to reach or surpass Novice High status. Interpersonal, presentational, and interpretive modes of communication are emphasized evenly. Students engage with authentic products, processes, and perspectives from a diversity of Spanish-speaking regions of the world. Authentic Spanish language texts, films, and videos, as well as student-generated cultural and social topics of interest, serve as the basis for communicative activities that develop proficiencies in listening, speaking, reading, and writing.

Spanish 2- Matthew McConnochie

This course is designed for the next stage of Spanish language development. These are students who enter at the Novice Mid or High categories according to the American Council of Teachers of Foreign Language standards. Over the course of the year, we will prepare learners to reach or surpass Intermediate Low status. Interpersonal, presentational, and interpretive modes of communication are emphasized evenly. The course is conducted primarily in Spanish. Rather than following a sequence of linguistic units, students create connections with other academic disciplines and investigate themes of social justice, travel, current events, recreation, and the arts. Authentic Spanish language texts, films, and videos, as well as student-generated cultural and social topics of interest, serve as the basis for communicative activities that develop proficiencies in listening, speaking, reading, and writing.

Spanish 3, 4 and AP Spanish- Matthew McConnochie

These courses are designed for more experienced Spanish learners. These are students who enter at the Intermediate Low or above categories according to the American Council of Teachers of Foreign Language Council standards. It is designed also for heritage learners and native speakers. Over the course of the year, we will prepare learners to reach or surpass Intermediate Mid status. Interpersonal, presentational, and interpretive modes of communication are emphasized evenly. The course is conducted primarily in Spanish. The content is organized around the themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These are the AP Spanish Language and Culture themes, so students motivated to take the AP Spanish Language and Culture Exam at the conclusion of the course will receive direct practice in preparation for the AP Exam. While there is no requirement that students take the AP Exam, their experience in Spanish 3 will prepare them well for it as well as for the study and use of Spanish in college and in their future lives.

The Visual Arts- Offerings, Teachers, and Course Descriptions

Fall 2020

Michael Krause

Art History: Ancient to Renaissance

Independent Study

2D ART: Visions, Emotions and Dreams

Digital Art in the Media Age: GIFS Memes and Beyond

Donna Andeskie

Handbuilding Ceramics

Wearable Art: Fashion and Costume Design
Independent Study

SPRING 2021

Michael Krause

Art History: Baroque to Contemporary
9's Art Survey
Experimental Animation
3D Design and Architecture

Donna Andeskie

Wheel Ceramics
Independent Study
Darkroom Photography

Fall

Art History: Ancient to Renaissance Western Art- Michael Krause

Creating art is an essential part of being human and works of art exist from the earliest creative efforts of mankind. This course will explore what it means to be human and what are the essential characteristics of various periods in Western Art History. Students will be able to identify significant works of European art from periods in art history beginning Paleolithic Art and ending with the Renaissance and understand what makes them important. Parallels in world art will be explored in order to provide a wider lens to the human creative experience. This course is taught in a hands on, interactive manner, using presentations, works of art and role playing as assessments.

Independent Study- Michael Krause

This course is geared for the student eager to learn how to organize and construct a publication from the beginning concept to submission and publication. The students will take photographs, design pages, and write copy while keeping an eye on the submission deadline ladder. Students will address the archival importance of this work as it relates to the preservation of history and tradition. They will also learn how to develop an integrated design, where each unit is visually connected to the whole.

2D Art: Vision, Emotions and Dreams- Michael Krause

The portrayal of the observed world, the expressive communication of emotions and the depiction of dreams and visions have been the foundation for much of the world's art. This course will explore these three, great sources for human inspiration and creativity using various mediums and will draw from multicultural references in order to broaden the student's knowledge of world art and culture.

Digital Art in the Media Age: GIFS, Memes and Beyond- Michael Krause

GIFS and Memes are used by everyone to express one's individuality and humor within digital communication. This course will teach students how to create their own GIFS and Memes using video, animation and 2D design editing techniques. Projects will progress from simple film clips to more complex animated projects. This course will allow students to work within new media technologies to uniquely express themselves.

Handbuilding Ceramics- Donna Andeskie

This course is an introduction to the medium of earthenware clay and various fired techniques for decoration. We will explore the processes of hand-building, using methods of pinch, slab, and coil. Projects will focus on making figures, vessels and a self-directed conceptual project. Artwork will include the creation of both functional and non-functional pieces, always with an emphasis on craftsmanship and overall design. Art history will be introduced in a project appropriate, non-linear fashion. Advanced students will be introduced to the use of the potters' wheel. Students will learn the basic steps necessary to integrate form and function. The first project will focus on creating the most basic form, the cylinder. Making sets of items such as cups, plates, and bowls, assist students in gaining strong craftsmanship. The final project will be a self-directed non-functional project, which stresses concept and its connection to form.

Jewelry Design (alternating years- 2021)

In this semester long course students create designs for unique forms of wearable art. Nature, architecture, art and history are the concept resources for inventive jewelry design. Students will develop the jewelry from concept through working drawings, final designs and then manufacture the artwork themselves. Jewelry is created from wire, string, and authentic silver clay. These materials can be used with semi-precious stones, beads and found objects to create inventive expressions of jewelry design.

Wearable Art: Fashion and Costume Design- Donna Andeskie

This semester long course begins with learning to draw the croquis figure in fashion proportion. Students learn how to render fabrics, textures and accessories using various art media. The students then create unique fashionable designs by using nature, architecture, art and other cultures as inspiration. Fashion is explored as 'wearable art' rather than utilitarian garments. The second half of the semester is filled with the construction of two garments that will be modeled on stage at the end of the semester. Emphasis is placed on creativity and unique forms of expression.

Spring

Art History: Baroque to Modern Western Art- Michael Krause

Baroque Art 'broke' away from the formal characteristics and conventions of the Renaissance with the bold and dramatic use of composition, light, color and imagery, opening the door for a multitude of styles. Explore how European Art embraced new ideas from Africa and Asia and how scientific discoveries changed visual language. This course is taught in a hands on, interactive manner, using presentations, works of art and role playing as assessments.

9's Survey of Studio Art- Michael Krause

Survey of Studio Art is a required introduction to the Johnson Art Center for ninth grade students. This semester-long course develops creative problem solving and fundamentals design skills through structured projects that range from 2-D to 3-D. Students learn the basic etiquette of working in an art community and the associated responsibility for giving and receiving critical feedback through critiques and collaboration.

Experimental Animation- Michael Krause

This semester long course explores the progressive concepts and film making practices that are the basis for the personal and philosophical content that is typical of experimental animation. This course will be student driven and tailored to the specific goals of the artist. It may include instruction in hand-

drawn or digital imagery, stop motion, and claymation to create linear or nonlinear visual stories. Students will ultimately develop a short film that has a distinct personal iconography or style and content.

3D Design and Architecture- Michael Krause

Three-dimensional art is all around us, from the chairs that we sit upon to the buildings that house us and the displays in stores. We buy items that are interestingly packaged and drive cars that have been carefully designed to aesthetically capture our interest. Students in this course will examine and create three-dimensional works of art that range from packaging design, beginning with shopping bags to 3D printed designs, fine art sculpture and architectural models.

Wheel Ceramics- Donna Andeskie

This course is an introduction to the use of the potter's wheel. Students will learn the basic steps necessary to integrate form and function. The first project will focus on creating the most basic form, the cylinder. Making sets of items such as cups, plates, and bowls, assist students in gaining strong craftsmanship. Proper studio practice and glazing techniques, with special consideration for food safety, will be covered. The final project will be a self-directed altered wheel project, which stresses concept and its connection to form.

Darkroom Photography- Donna Andeskie

This semester long course introduces the student to the art of film photography and development. Students will begin by learning paper development in the darkroom and then create a pinhole camera, developing the negative image and then using it to create a positive photo. Students will shoot and develop film, create contact sheets and then develop their own black and white prints. They will progress to more advanced darkroom techniques, such as filters, dodging and burning depending on their individual ability. Students will acquire in depth knowledge of photographic language, history and technique and 'learn to see' in a creative sense.

Mixed Media (Alternating years-2021)

This course explores the use of various combined media to produce two-dimensional and relief mixed media works of art. Students learn how to layer ink, pastel, watercolor, collage, and acrylic paint in projects that range from observational to imaginative invention. Historical and contemporary master artists are examined and discussed. Artwork varies in size from small-scale artworks to a large complex final project. Students are encouraged to express themselves in artworks that are rich in surfaces, technique, unique imagery and expression.

2D Design- Michael Krause

This semester long course will provide students with knowledge and experience in the layout and design of a variety of typography, flyers, brochures, signs, posters, and logos. Students will learn the criteria for a good layout, including how to use the elements and principles of design. While using a variety of traditional and digital media, students will practice on related assignments and have the opportunity to create finished products of their own designs. Emphasis will be placed on the design-process (problem solving), employing methods, strategies, research and techniques that encourage creativity, and may include an introduction to graphics design software. This course provides students with a foundation in graphic design, advertising design and concepts, communication design basics, two-dimensional design, color, and learning to think visually.

The Performing Arts and Movement

Fall 2020

Sascha Sternecker

Improv Theatre
9th Grade Survey of the Performing Arts
Acting 1
Playwriting

Hannah Castoro

Choreography
Ballet I
Dance History Non-Performance

SPRING 2021

Sascha Sternecker

Theatre Tech.
Independent Study
Acting II
By Women for Women

Hannah Castoro

Creative Movement Pedagogy
Ballet II
Dance History Non-Performance

Improv Theatre- Sascha Sternecker

Improv Theatre is designed to allow students to engage in the creative, curious, and uninhibited side of acting. Students will learn the history and practices of improvisational theatre as well as learning hands-on exercises and skills. Throughout the course, students will develop ability and ease of being onstage and interacting spontaneously with each other, strengthen acting skills, and learn to shed the inhibitions that stymie authentic performance. The course will also include reflective journaling to allow students to gain insight and receive feedback. In the event of remote learning, necessary adjustments will be made while staying as true to the course format as possible.

Playwriting- Sascha Sternecker

Playwriting is a course in which students will begin the semester learning about the elements and structure of the play, technical terminology, brainstorming, and writing exercises designed to aid the playwriting process. Students will then collaborate as a class and write a complete, original play. The semester will conclude with a reading of the play. In the event of remote learning, necessary adjustments will be made.

By Women for Women- Sascha Sternecker

By Women, For Women is a non-performance course that will examine theatre and musical theatre works written by women/women-identifying playwrights and composers for women/women-identifying performers. The class will read several such works, watch performances, and attend live performances depending on availability. They will also employ reflective and responsive writing, creative projects, and

interdisciplinary assignments.

SURVEY of PERFORMING ARTS- Sascha Sternecker

Survey of Performing Arts is designed to allow students to sample several performing arts disciplines while creating a cohesive original production. The performing arts faculty work collaboratively to show the students the correlation between the arts, as well as skills needed to perform on stage in front of a larger audience, placing emphasis on projection, confidence, and engagement of an audience. The course culminates in an original "One Act" show, performed in front of a full school audience. Students will not only perform in this show but will have contributed integrally to the development and writing of the show as collaborators. In the event of remote learning, performances will commence via live online platform, with necessary adjustments.

ACTING I and II- Sascha Sternecker

Acting I is designed for the student interested in the creative process that takes place between actor and character on stage. Students will be introduced to various improvisational techniques that encourage spontaneity and help with character development. Several acting techniques will be explored with special attention to voice and movement, environment building, and sensory perception. Students will learn and perform scenes, monologues, and additional material as time allows. Students will also participate in a final project of performing material learned throughout the course of the semester fully staged and blocked. In the event of remote learning, performances will commence via live online platform, with necessary adjustments.

Ballet I- Hannah Castoro

Throughout this course, students will explore ballet technique, vocabulary, and professional works of ballet. Some classes will begin with a warm-up followed by a full ballet technique class with barre work and traveling movements. Other classes will be designated to practicing vocabulary, watching dance videos, or researching about current ballerinas and ballet variations. This course is open to anyone who is interested in ballet and wants to learn more. While working individually or with others, students will gain a better knowledge about ballet while practicing life-long skills such as self-discipline, teamwork, and perseverance.

Ballet II- Hannah Castoro

This course follows Ballet I and is a more in-depth study of ballet works and performance. The class will review well-known ballets through romantic, classical, modern, international, and current lenses. We will study the history of these ballets and learn about changes that happened over time to make ballet what it is today. As a class we will practice dancing some of the more well-known ballets and explore how to make our own ballet variations with professional works as an inspiration. Some classes will be designated to analyze ballet performances and discuss the past, present, and future of professional ballet.

Choreography- Hannah Castoro

This course will cover the fundamentals of choreography. With this knowledge, students will gain creative tools to make their own dance phrases. This includes how to structure movement, exploring different ways to use space, and how to find inspiration for creating a dance. Students will work individually and in collaboration with others on different movement activities. Videos from a variety of dance styles will be shared and used as a resource for different artistic and creative processes. By the end of the course, students will be confident to structure their own choreography and present it to the class. Students have the option to be just the choreographer or the choreographer/dancer based on their experience and comfortability with moving.

Dance History- Hannah Castoro

Dance History is a non-movement dance course that will review dance forms such as West African dance, classic jazz, and old-fashioned court dances that have built the foundation of dance as we know it. Ballet, modern, hip hop, and contemporary dance forms have all developed as a result of these foundational styles. Throughout history, dance has changed significantly, but in some ways could still adapt more to represent our ever-changing society. Throughout the semester we will discuss ways in which dance can still be developed and how this can make a positive influence within the dance community and beyond.

Creative Movement Pedagogy for Pre-K and Elementary Ages- Hannah Castoro

This course is open to all students who are interested in teaching creative movement activities to young children between the ages of 3-10 years old. Throughout the semester, we will study different teaching methods and creative tools to help this age group develop their creativity. Students will gain practical skills for their future and learn to create simple lesson plans that are fun and engaging. We will discuss human developmental stages, plan appropriate activities, and practice teaching to our peers.

Movement Studies- Activity Block- Hannah Castoro

Movement Studies is an activity for the 9s and 10s that aims to support the development of cognitive skills through creative movement exercises. We will learn and practice different ways to move through space individually, with others, and to music. Collaborating with others and peer feedback in a judgement free environment supports the mind for better attention, focus, and problem solving throughout the academic day. In class we practice the 4 C's: citizenship, courage, creativity, critical thinking.