



FORMAN

2022–2023  
Curriculum Guide

# Forman School

## Curriculum Guide

### 2022-2023

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#### Introduction

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 the course of each term. Courses in the modular schedule 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 one-third of a year-long course and students will earn one-third of a credit for each modular course. Over the course of a year, students will typically take three modular courses per discipline, equating to a full-year credit. For example, students would be expected to take three 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 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.

**Course Drops and Changes**

Schedule changes may occur throughout the year with permission from the Director of Studies. The Add/Drop period for each term ends after the third day of the term. All course changes must be made through the Academic Office, and parents are included in this process.

**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.

The course credit distribution for 2022-23 in our six-term modular schedule is that one course is worth 0.33 credit; three courses = 1 credit. Credits are earned upon completion of each course.

**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, Biology required

1 credit of Thinking and Writing

1 credit of Cognition & Learning

1 credit of Post-Secondary Planning

2 credits of Art

2 credits of a World Language are strongly recommended

1 term course of Health and Wellness, per year

0.5 credit Winterim, per year

15 hours of Community Service, per year

### Typical Course Load For Each Year

#### **Ninth Grade Course Expectations:**

1 credit of English  
1 credit of Cognition & Learning  
1 credit of Mathematics  
1 credit of 9th grade history  
1 credit of Integrated Science (lab-based)  
1 credit of Thinking and Writing  
1 credit of a World Language or elective  
1 Art course  
1 term course in Health, Wellness, and Leadership  
0.5 credit Winterim  
15 hours of Community Service

#### **Tenth Grade Course Expectations:**

1 credit of English  
1 credit of Cognition & Learning  
1 credit of Mathematics  
1 credit of U.S. History  
1 credit of Biology  
1 credit of Thinking and Writing (by recommendation)  
1 credit of a World Language or elective  
1 Art course  
1 term course in Health, Wellness, and Leadership  
0.5 credit Winterim  
15 hours of Community Service

#### **Eleventh Grade Course Expectations:**

1 credit of English  
0.5 credit of Post-Secondary Planning I  
1 credit of Mathematics  
1 credit of History  
1 credit of Science  
1 credit of Thinking and Writing (by recommendation)  
1 credit of World Language or elective  
2 Art courses  
1 term course in Health, Wellness, and Leadership  
0.5 credit Winterim  
15 hours of Community Service

**Twelfth Grade Course Expectations:**

1 credit of English  
0.5 credit of Post-Secondary Planning II  
1 credit of Mathematics  
1 credit of History  
1 credit of Science  
1 credit of Thinking and Writing (by recommendation)  
1 credit of a World Language or elective  
1 term course in Health, Wellness, and Leadership  
2 terms Art  
1 credit of Electives  
0.5 credit Winterim  
15 hours of Community Service

**PG Year Course Requirements:**

1 credit of English  
1 credit of Thinking and Writing  
0.5 credit of Post-Secondary Planning  
1 term course in Health, Wellness, and Leadership

**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 PG at the Honors level. 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 or 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 Credits**

Course credits are earned upon completion of each course; if a student does not fully complete a course, no partial credit is earned.

## **Forman Curriculum Guide 2022-2023**

### **THINKING & WRITING DEPARTMENT**

All new 9th, 10th, and 11th grade students take Thinking & Writing I, II & III over the course of the year in Thinking and Writing, equivalent to one credit.

Returning students are welcome to take elective courses also.

#### **REQUIRED COURSES FOR NEW 9th, 10th, and 11th GRADE STUDENTS**

##### **Thinking and Writing 9**

Offered all year long, every other day on a two week cycle

Credit: 1

This semester-long foundation course in academic writing aims to introduce freshmen to the principles and strategies of effective written expression in academic contexts, with a focus on paragraph development and essay structure. Interactive instruction guides students through the writing process, which requires critical thinking and decision-making in the use of evidence, in-text citations, and effective writing modes. Through differentiated teaching and assistive technology, students build a strong grammatical foundation, learn strategies to compose structured multi-paragraph essays to support thesis statements for varied purposes, and utilize technology to plan, draft, revise, edit, and share texts, while accurately documenting and citing in MLA formatting.

##### **Thinking and Writing 10**

Offered all year long, every other day on a two week cycle

Credit: 1

This semester-long intensive academic writing course, required for new sophomores, aims to reinforce effective writing habits and fundamental composition skills for academic purposes, with the focus on exploring literate practices across a range of academic domains and developing research writing skills that involves finding, evaluating and referring to relevant information. The course places equal emphasis on macro-level composition skills, such as paragraph development, essay structure, coherence, style, as well as micro-level skills, such as sentence structure, grammar, vocabulary, spelling and formatting. Through differentiated instruction, students receive feedback on writing, learn strategies for approaching common writing modes, engage in critical inquiry of non-fiction analysis, follow the standard writing process, and observe language conventions and MLA formatting.

**Thinking and Writing 11**

Offered all year long, every other day on a two week cycle

Credit: 1

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

**ELECTIVE COURSES****Research Writing (T&W)**

3 term course, every other day on a two week cycle

.5 credit

Research Writing—a highly individualized elective for returning students and PGs—aims to provide profile-specific instructions on managing the steps of expository and persuasive writing tasks in preparation for evidence-based writing in higher education. Through feedback-oriented individual coaching, students are guided to apply targeted writing strategies to resolve individual issues in the standard writing process, exercise independence, and foster confidence in managing writing tasks. The process encompasses selecting an appropriate (ideally passion-driven) topic, planning a detailed outline, formulating a strong thesis statement, identifying reliable source materials, 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 utilize resources and apply helpful tips to demonstrate proficiency in idea development, organization, language conventions, and process management as outlined in assessment rubrics aligned with national standards.

## COGNITION AND LEARNING DEPARTMENT

Forman School's foundational mission is to be a center for scientific and practical studies of the best ways to teach students with learning differences. The Cognition & Learning Department is a natural extension of that mission. All first-year students are required to take a course within the department. Subsequent to their first year in the department, a student's course placement is determined on an individual basis and in consultation with the student's previous C & L teacher, as well as other faculty that worked closely with the student in the past. For students, the department assigns the following courses based on their unique learning profiles:

### **Reading Principles**

Offered all year long, every other day on a two week cycle

Credit: 1

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. Students working on decoding and phonemic awareness skills, have direct instruction, if necessary, based on the principles of the Orton-Gillingham approach as well as the Wilson Reading System, the Lindamood Phoneme Sequencing Program, and other multisensory strategies. Additionally, students will delve into assistive technology options and resources throughout their time in this course.

### **Reading Skills and Development**

Offered all year long, every other day on a two week cycle

Credit: 1

This course is designed to help students who would benefit from continued development of their decoding and language comprehension skills. Development in these two areas are the building blocks of reading comprehension; readers must be able to decode the print and possess sufficient oral language comprehension in order to extract meaning from a text. The course focuses on advanced decoding/word attack and active reading strategies to improve automaticity when decoding, overall comprehension skills, and vocabulary development. In addition, more advanced morphology including Latin and Greek roots, prefixes and suffixes, and accenting rules targeting advanced decoding will be covered. Students focus on the active reading process, including the integration of paraphrasing, summarizing, and interacting with text. Students read and peruse a variety of academic materials relevant to their individual reading levels. This course further develops vocabulary, spelling, and specific comprehension and encoding. Particular emphasis is placed on the multi-sensory development of decoding skills through the review of linguistic structures (phonetic and meaning-based patterns in words of Anglo-Saxon and Latin origins, along with basic grammar).

As the course progresses, greater emphasis is placed on reading a variety of different types of literary genres in order to increase one's understanding of text. To put learned skills and strategies into practice, students will explore character development in a literary context by reading multiple level appropriate pieces of literature, including short stories, nonfiction, media, and novels. Additionally, students will also



engage in annotations and in-class discussions to help monitor their comprehension. One of the primary goals for students in this course is to 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.

### **Reading Fluency**

Offered all year long, every other day on a two week cycle

Credit: 1

Reading Fluency is often defined solely as reading accurately with speed and proper expression, emphasis, phrasing, and intonation. In many ways, fluency can be viewed as the bridge between word recognition and reading comprehension; it is the gateway to comprehension. Fluency is critical to a student's ability to comprehend text and feel confident reading aloud. Reading a text with disfluency, making word recognition errors, and reading without prosody and expression all negatively hamper one's ability to comprehend text. Students will improve their fluency by learning how to read with accuracy, automaticity, and expression in this course. Students in this course have a foundation in phonemic awareness and segmentation and are in the process of strengthening their ability to consistently decode text; however, their reading speed and accuracy is a significant area of challenge. As a result of investing much time and cognitive energy to consciously decode the words they encounter when reading, one's ability to focus on the more important task of comprehending the text is hampered. Ultimately, the overarching goal of this course is centered upon students working to improve their ability to read text accurately at an appropriate rate. Learning to recognize (decode) words in a passage automatically (effortlessly) as well as accurately and to express or interpret those words in a meaningful manner when reading orally is an additional underlying goal of this course. These skills will be reinforced by reading different literary genres both in and out of class. Additionally, students will engage in repeated readings of text through performance activities as well as wide-reading of independent level material and guided reading of instructional-level material.

### **Reading with a Critical Eye**

Offered all year long, every other day on a two week cycle

Credit: 1

This course is designed to assist students as they further develop reading comprehension and analysis of a wide variety of textual materials while taking advanced academic coursework. 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. The underlying skills and strategies that permeate throughout the course include morpheme analysis, semantic mapping, utilization and implementation of active reading strategies, and vocabulary development. Lastly, the skills and strategies presented in this course are meant to encourage deeper and in-depth reflective writing about specific texts and literary pieces.

### **Executive Function Learning Lab**

Offered all year long, every other day on a two week cycle

Credit: 1

The EF (Executive Function) Learning Lab is a course for the development of skills and strategies that can be practically applied with core course material throughout a student's academic career, as well as life outside of the classroom where EF challenges are also often experienced. One of the underpinning goals of this course is centered on fostering the ability for students to evaluate and then individualize the EF approaches and strategies that work best for them. By examining their own cognitive strengths and challenges, the course provides students with the ability to practice metacognitive awareness and self-reflection. The application of EF skills, using a student's current class content (in this case, a student's English classes), is essential for meaningful understanding and owning/individualizing EF approaches. By intentionally analyzing one's current learning strategies as they are applied in a specific class, students will identify what is working well and what is not, and come up with new, more effective study techniques and approaches. Students will learn the strategies and techniques needed to access a variety of important executive function processes.

Executive function is an overarching term for the goal-directed processes that are essential for success in an academic setting. The executive function processes that the course focuses on include direct instruction of planning and prioritization of assignments, organizing of materials and ideas, time management, thinking flexibly, task initiation and completion, and self-advocacy and self-monitoring strategies. The overarching goal of this course is for students to develop self-understanding and awareness to know which strategies work best for them as well as why, where, when, and how to use and apply these strategies in their academic work as well as student life areas.

### **Brain Matters: The Teenage Brain and Executive Functions**

Offered all year long, every other day on a two week cycle

Credit: 1

In this course, students will gain insight into how executive functions can impact their overall experience as lifelong learners. Additionally, students will delve into the neurocognitive networks of executive functions. The goal of this course will be for students to prepare and build a greater sense of ownership over the ways in which they can take control of EF challenges as they transition to college and a much less structured environment. In order to better understand themselves as learners, students will delve into the neuroscience of adolescence with a particular focus on how the brain works; specifically how it grows and evolves during the adolescent years.

Brain plasticity, neurocognitive development, and motivational systems will be explored. Questions such as: what is learning and how does it work in a neurological sense will underpin inquiry in this course. Students will explore how they can use the science of learning to inform their academic habits of mind. Students will understand what it truly takes to learn new information as well as key strategies and habits they can employ to find success. The intention of the topics and research that will be covered in this course is for the purpose of students building a greater sense of agency. Students will delve into and discuss current scholarly articles surrounding research on neurodevelopment. As the course progresses, students will examine and discuss the policy implications of neuroscience research on young people today.

By emphasizing the neurodevelopmental changes that occur during adolescence, students will gain a holistic understanding of this developmental window. Understanding changes in teens' brains and the impact that it has on one's cognitive, personal, and social development is one of the primary goals of the course. By better understanding themselves as learners and the way in which their brains process information, students will gain skills and strategies to prepare them for the transition to college.

### **Empowered Brain: Cultivating Self-Awareness in Learning**

Offered all year long, every other day on a two week cycle

Credit: 1

This course is 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-setting process, metacognition, personal introspection, study strategies, organizational skills, listening and notetaking, and time management are all explored. The course is designed on the foundation of providing students with the tools necessary for getting to truly know themselves as learners and feel empowered to navigate their own learning as a result. The primary goal of this course is to 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. 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 discussed. Self-awareness serves students for life, and this course serves as a catalyst for having students be introspective with regard to their learning strengths and challenges. This course is taken over three terms, with each term having a specific area of focus that underpins much of the content.

During the first stages of this course, 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. 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.

As the course progresses, 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. Students will delve into adolescent brain development. Understanding how the brain works, particularly how it grows and evolves during the adolescent years, underpins much of the inquiry during the middle stages of this course. Students will delve into how they can use the science of learning to inform their academic habits of mind, specifically in the realm of study skills and strategies. 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. The goal of this section of the course is to have students understand what it truly takes to learn new information as well as key strategies and habits they can employ to find success.

By the end of the course, students will have the tools to advocate for themselves academically and socially. The goal is that students leave this course with an in-depth understanding of both themselves and their learning profiles. To that extent, the final stages of this course ask students to 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 members. 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. 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.

### **Executive Function Coaching**

Offered all year long, every other day on a two week cycle

Credit: 1

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 and 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.

## **POST-SECONDARY PLANNING**

### **College Counseling Department**

All students in grades 11 and 12 take the Post-Secondary Planning course, which is designed to support all facets of decision-making and preparation for students’ post-secondary future. This course meets every other day, is graded on a Pass/Fail basis, and receives .5 credit. Juniors take a three-term course in the

spring semester. Seniors take a two-term course in the fall semester. Seniors have the option of continuing with the PSP course for a third term if desired.

### **Post-Secondary Planning I - Grade 11**

Juniors Spring Semester, three Terms

Offered every other day on a two week cycle

Credit: .5 Pass/Fail

This course is designed to work in unison with the college counseling process and help guide our students in successfully determining their post-secondary future. The goal of this course is to help students make informed and knowledgeable decisions regarding their future educational and career choices, so they are better able to identify and articulate their personal needs and desires for their life after Forman. Students will be provided tools to gain a better understanding of themselves as learners and as individuals, while also building a foundation of skills to navigate their post-secondary planning process. Incorporated into this unique curriculum are inventories assessing personality traits, interests, and careers, along with direct instruction on navigating the college application and research process.

### **Post-Secondary Planning II - Grade 12**

Seniors Fall Semester, two Terms

Offered every other day on a two week cycle

Credit: .5 Pass/Fail

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

## **ENGLISH DEPARTMENT**

### ***Freshmen Experience English Courses***

#### **English 9**

3 Term Course

Credit: 1

Ninth grade English is a survey course designed to challenge students as thinkers, readers, and writers. The course is designed to foster growth and development in several academic major areas including but not limited to a student's written, verbal, and audio skills, as well as grammar and vocabulary. The material selected is intended to help our students develop a sense of empathy and connection to their peers, the Forman campus, and communities abroad. Using the Shared Inquiry model, students will participate in formal roundtable discussions in order to gain confidence and learn how to plan effectively for these events using the Great Books Foundation's Roundtable series to guide students through this process. Towards the later half of the course, students will progress onto George Takei's *They Called Us Enemy*, a graphic novel situated in World War II America. Accompanying each unit, students will be

tasked with composing several writing assignments, ranging from short responses and “pithy” commentaries up to an essay. The writing standards of the course will follow suit with the skills and methods students learn in their Thinking & Writing courses. Additionally, a major component of a student’s success at Forman is their ability to create, manage and maintain healthy habits that foster learning in and outside of the classroom. Part of this course will emphasize the consistent use of daily planners (physical and digital), backpack checks, and other activities related to organization and time management.

## ***UNDERCLASSMEN ENGLISH COURSES***

(10th Grade)

### **Art of Conversation**

1 Term Course

Credit: .33

The art of conversation: a disguise for public speaking! Students will practice public speaking through a series of activities that involve debate, discussion, recitation, and presentation. We will use conversation starter cards, current events from society, arts and entertainment, and sports as the basis for our daily activities. Some projects will include interviews, delivering a newscast, reciting a dramatic reading, in-class debates on randomly chosen topics, and giving a presentation on a topic of the student's choice. This course will help students strengthen important conversational skills such as projection, expression, eye contact, listening, and responding.

### **Historical Monuments/Travelogues**

*Dual Credit in History and English*

2 Block Course

Credit: .33 English, and .33 History

This is a two-period course which is a combined History and English Department class that is worth  $\frac{1}{3}$  History credit and  $\frac{1}{3}$  English credit. The course will combine the study of regional history and the landmarks and monuments that connect the past to the present and personal and creative writing as students document the experience of traveling to these historical destinations in the form of travelogues. The History portion of the course will focus on exploring the historical context of the landmarks the class will visit and the English portion of the course will focus on the craft of writing and editing travelogues through both reading examples of the genre and the writing students will create based on the course field trips. This course will include multiple field trips that will take place both during the regular class day and on the weekends. As a capstone to the class’s experience, students will create a proposal for a new local monument or public history exhibit and publish an anthology of the class’s travelogue writing from the term.

### **Identity Changes Over Time**

*Also offered at the Honors level*

1 Term Course

Credit: .33

Throughout this class, various components of identity will be examined. We will become familiar with The Harlem Renaissance and see how racial identity plays a role in this time. 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. Students will be challenged to look at code-switching and how we alter our vernacular based on who we are talking with in specific settings. This course will challenge students to question identity and how it is negotiated within our society.

### **Importance of Memories**

1 Term Course

Credit: .33

Throughout this course, students will learn about a specific type of writing genre: a memoir. The students will investigate the components that make up a perfect memoir and why they vary from other types of writing. The students will demonstrate their cumulative learning by writing their own polished memoirs focusing on a specific memory. The students will focus their learning on the literary device of symbols. They will learn and demonstrate what symbols are, where they can be found within texts, as well as other elements of literature that should be learned in beginning courses.

### **Make Em' Laugh**

1 Term Course

Credit: .33

What is funny? What makes people laugh? This course will explore the psychology of humor and whether what critics list as the funniest writing ever is actually funny. The class will read from a variety of genres of literature and discuss and write about what makes these works funny. \*Course may also explore the craft of stand-up comedy and comedy improv in conjunction with the Theater Department.

(Potential Texts: various essays, selections from Jeeves & Bertie novels/short stories, "The Hitchhiker's Guide to the Galaxy," "Three Men in a Boat," "Sellout: A Novel, My Sister, The Serial Killer")

### **Psychology of Fairy Tales**

1 Term Course

Credit: .33

What do fairy tales mean? Psychologists like Bruno Bettelheim and Carl Jung argued that fairy tales hold deep meaning for children and present universal truths that aid in the process of maturing. This course will explore these scholars' theories and apply them to a variety of fairy tales and folk tales from around the world. Students will read the theories of Bettelheim and Jung and apply these theories to both original and modernized fairy tales.

### **Food for Thought**

1 Term Course

Credit: .33

Throughout this course, we will begin to uncover some of the truths about common foods. The students will learn about the food industry through various articles and Michael Pollan's nonfiction work, *The Omnivore's Dilemma*. The students will take their knowledge a step further and analyze advertisements through the use of persuasive strategies.

### **Short Fiction Workshop**

*Also offered at the Honors level*

1 Term Course

Credit: .33

Short fiction writing has been a popular staple of creative writing among students. In this class, students will engage creativity and collaborative skills through writing realistic fiction short stories and giving peer feedback. This course will focus on the basic building blocks of short stories—setting, character, conflict, and dialogue.

### **Ultimate Investigation**

*Honors level course*

1 Term Course

Credit: .33

Finding effective sources while completing research can be a very challenging task. There are many steps to accomplish when searching for appropriate sources to use in a project. Throughout this course, the students will practice their academic writing skills as they complete their own choice of research. As the students investigate and locate strong sources, they will also be practicing their citation skills and completing various writing pieces to demonstrate their learning. The students will analyze and investigate multiple mediums to become stronger investigative writers.

### **Journalism: Writing for "The Roar"**

1 Term Course

.33 credit in Art or English

Students will pitch, research, and write one article per week for the school's regular student publication, *The 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.

### **Screenwriting**

1 Term course

.33 credit in Art or English

Students will conceive, develop, and write an original, 25-30 page screenplay. This class will dive into the many different elements of dramatic narrative. 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.

The class will provide students with the time, structure, feedback, and theory to hone their writing skills with a particular focus on story and character development. Students spend time workshopping and



critiquing their own and each other's work, as well as analyzing films to discover what works and what doesn't.

## ***UPPERCLASSMEN ENGLISH COURSES***

(11th, 12th, and PG)

### **20th Century American Nature Writers**

1 Term Course

Credit: .33

This one-term course will mindfully examine select works from a variety of 20th century nature writers, ranging from Emerson, Thoreau, the Alcotts, Whitman, and Muir. In the process, students will also explore, consider, and identify select works by these nature writers to recite, react to or inspire original work, which everyone will then feature in their course portfolios. For the final course projects, students will share select work from this polished material to reveal their enhanced appreciation for the essential bond between humanity and nature.

### **American Journey through Poetry**

1 Term Course

Credit: .33

Students enrolled in this course will follow poetic form and social usage throughout American history, from the colonial era to the present. Topics will include the Women's Suffrage Movement, The Harlem Renaissance, the Beat Generation, and the Civil Rights Movement. Poems and assignments will be chosen at the discretion of the instructor.

### **Art and Literature**

1 Term Course

Credit: .33

This course is an investigation of the connection between literature and visual art, looking at how literature is used to describe art, how art responds to literature, and how these two different forms of expression can address similar ideas in very different forms. Creative and analytical sections of the course would be combined together in projects asking students to read stories and respond in their own artwork, to look at artwork and respond with written analysis or creative writing, and to have multiple students explore the same topic in different ways using different forms of expression.

### **Drama Theory and Modern Drama**

*Honors level course*

1 Term Course

Credit: .33

Students who are passionate about drama can take a deep dive into the underpinnings of the topic, engaging with complicated philosophical arguments about the role, purpose, and forms of drama in different contexts and periods. The course will begin with a study of Aristotle's Poetics, helping us think about traditional expectations for how plays unfold and what they look like. We will then jump to much more contemporary authors like Bakhtin and Brecht, paying attention to theories of performance, reception, and influence. Students will be asked to do in depth analyses of plays of their own choosing, ideally ones they have already encountered in previous courses. There will also be scenes introduced throughout as case studies for major ideas.

In addition, this course will study a wide range of dramatic works from the 20th and 21st centuries, allowing students to get a taste for the breadth and complexity of themes, topics, and techniques present in modern drama. Authors may include Henrik Ibsen, Samuel Beckett, Eugene Ionesco, and Tony Kushner. The course will put particular emphasis on the different elements of drama, examining the convergence of text, staging, acting, and direction. Along these lines, students will be expected to perform sections of various plays in class and to reflect on these experiences in a critical and thoughtful way. We will engage in a number of close readings and scene studies, taking slow and methodical approaches to key passages and considering a range of potential interpretations and presentations.

### **History of Myths**

1 Term Course

Credit: .33

Students will learn about the evolution of mythology through the Paleolithic and Neolithic Eras. Through archaeological evidence, students will trace the expansion of religious beliefs from hunter-gatherer societies to agrarian societies, learning about tool-making, warfare, and other aspects of the lives of early humans and how those activities were reflected in their stories, deities, and heroes. Students will also strengthen their critical thinking skills as well as their writing skills, and will participate in regular in-class discussions and projects.

### **Epic Heroes**

*Also offered at the Honors level*

1 Term Course

Credit: .33

Prerequisites: History of Myths

Joseph Campbell purported that all mythical heroes have similar experiences and that this was a universal concept among all human societies. He called this the Monomyth, or the Hero's Journey, and this course will learn about that concept through the reading of three Indo-European hero myths. Students will also strengthen their critical thinking skills as well as their writing skills, and will participate in regular in-class discussions and projects.

### **World Mythology**

*Also offered at the Honors level*

1 Term Course

Credit: .33

Prerequisites: History of Myths

Students will learn about the concept of universal myths, study pantheons from across the globe, and work on a project compiling different versions of universal myths. Students will also strengthen their critical thinking skills as well as their writing skills, and will participate in regular in-class discussions and projects. Students are encouraged to complete the class Epic Heroes this year or during the 21-22 school year in order to be enrolled in this course.

### **Experimental Feminism**

*Honors level course*

1 Term Course

Credit: .33

This course is designed as a seminar-style course for juniors and seniors. It would place a major emphasis on preparing students for college-level English courses, including research, analytical writing, and significant discussion components. The course would look at feminist authors in the 20th and 21st centuries in order to understand both the arguments they made and the ways in which they utilized experimental forms of literature to reinforce and express their ideas. Ranging from more philosophical to primarily literary, the course will also examine the boundaries between philosophy and literature and practice finding theoretical arguments about social and political issues in literary texts. Authors will include Jean Rhys, Clarice Lispector, Helene Cixous, Mina Loy, H.D., Virginia Woolf, bell hooks, Simone de Beauvoir, Han Kang, and Audre Lorde, and we will also cover a variety of media including visual art, drama, and poetry. Students will be expected to complete extended research and develop papers over the course of several weeks, including a significant revision component.

### **Junior Honors Seminar (offered in the Spring Semester)**

*Honors level course*

3 Term Course

Credit: 1

An in-depth study of a genre/topic with intense rigor and a focus on in-class discussion and analytic writing—similar to Cambridge English (without the exam). The Junior Seminar will be held in the spring to allow students to include this course on their transcripts for college. This course is only taught at an Honors level. Students will also strengthen their critical thinking skills as well as their writing skills, and will participate in regular in-class discussions and projects. The topic for the 2023 Spring semester is Dystopian Literature.

### **Lives in Literature**

1 Term Course

.33 credit in English or History

This course is an exploration of the way authors and biographers can depict lives on the page, using language to transmit moral messages, histories, and the complexities of individual people. The course would start by looking at famous examples of biographical work including “Lives” by Plutarch and Vasari before turning to more contemporary examples like Kennedy’s “Profiles in Courage.” We may even consider how biographical information is presented online as well as in biopics. On this last front, we will watch some movie and video clips to further explore the complexities of biographical representation. Major topics will include consideration of how biographies can be written and shaped to emphasize certain qualities, cover up unfavorable elements, and make moral and political arguments. Students will be asked to compose their own short biography of a chosen figure at the end of the class.

### **Mindfulness for Creative Writing**

1 Term Course

Credit: .33

Mindfulness is very useful for creative writing. By learning to be more fully present, we become more aware of what is happening right now both physically and emotionally. This awareness is vital to the

creative process. Learning to observe the present more fully, and then how to express those observations creatively, are the goals of this course.

### **Storytelling through Songs**

1 Term Course

Credit: .33

Storytelling through Songs, will study a range of musical artists and genres while identifying the various ways each one tells its particular story. In the second half of the class, students will select two separate artists, whose music especially resonates with them, and then thoroughly examine their personal bios and professional careers to demonstrate the multiple means through which they reveal themselves and the social media that shaped them. As a final course exercise and assessment, each class member will deliver their findings in a final presentation, which can take the form of a standard slideshow or some pre-approved medium [such as, a podcast, TikTok or YouTube publication.]

### **Senior Honors Seminar (offered in the Fall Semester)**

*Honors level course*

3 Term Course

Credit: 1

An in-depth study of a genre/topic with intense rigor and a focus on in-class discussion and analytic writing—similar Cambridge English (without the exam). The Senior Seminar will be held in the fall to allow students to include this course on their transcripts for college. Students will also strengthen their critical thinking skills as well as their writing skills, and will participate in regular in-class discussions and projects. The topic for the 2022 fall semester is Supernatural Horror in Literature.

### **The American Dream II**

*Honors level course*

1 Term Course

Credit: .33

Prerequisites: You must have read *The Great Gatsby* or taken American Dream last year

Is the American Dream still alive today? After reading *The Great Gatsby* and analyzing the American Dream's presence in the past, the current times will be investigated. The students will read the graphic novel, *American Born Chinese*. The students will read, analyze, and reflect on the American Dream and how it remains in our current society. We will also examine how language has changed in America over time due to various technologies and events that have occurred. 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.

### **The British Romantics**

*Also offered at the Honors Level*

1 Term Course

Credit: .33

This course will focus on selected poetic works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Students will learn poetic terminology and analyze the political and emotional meanings of several works by each poet. Students will strengthen analytical writing skills, as well as discussion and research skills.

## **Short Fiction Workshop II**

1 Term Course

Credit: .33

Short fiction writing has been a popular staple of creative writing among students. In this class, students will engage creativity and collaborative skills through writing short stories and giving peer feedback.

This course will build on the first course by focusing on theme, symbolism, and motif. Students *\*must\** complete the first Short Fiction Workshop class (either this year or in 21-22 school year) before enrolling in this course.

## **The Ebb and Flow of our American Democracy**

1 Term Course

Credit: .33

The Ebb and Flow of our American Democracy, will closely examine select historical documents, speeches, and documentaries that reveal our great Democracy in its most challenging times. In the first half of the term, this class will study several historical periods throughout 1776-1887: The Colonies standing up to England; 1861-65: A House Divided by Civil War; 1906-12: Teddy Roosevelt's Bull Moose Party; 1960-73: Civil Rights, Vietnam, and Watergate—after first discussing the impact of January 6, 2021 and how the Capital Riot reflects another moment in our nation's history. In the second half of the term, class members will select one of the aforementioned pivotal moments to compare and contrast with January 6th's recent test of our founding principles. For the final course assessment, each student will deliver their findings in a final presentation, which can take the form of a standard slideshow or some pre-approved medium, such as a podcast, TikTok, or YouTube publication.

## **Journalism: Writing for "The Roar"**

1 Term course

.33 credit in Art or English

Students will pitch, research, and write one article per week for the school's regular student publication, *The 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.

## **Screenwriting**

1 Term course

.33 credit in Art or English

Students will conceive, develop, and write an original, 25-30 page screenplay. This class will dive into the many different elements of dramatic narrative. 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.

The class will provide students with the time, structure, feedback, and theory to hone their writing skills with a particular focus on story and character development. Students spend time workshopping and critiquing their own and each other's work, as well as analyzing films to discover what works and what doesn't.

## **HISTORY and SOCIAL SCIENCES DEPARTMENT**

### ***Freshmen Experience History Courses***

#### **Global Studies**

3 Term Course

1 Credit

#### **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 disasters/phenomena, and doing an environmental impact assessment.

#### **Eastern Civilizations**

While civilization was growing in the west, it was also burgeoning across Asia and the Pacific. The Indus, Ancient China, and the Aboriginal peoples of Australia created lasting civilizations of their own. During this class, students will examine the government, religion, law, and social structure that developed in these regions and in some cases, spread around the world.

#### **Western Civilizations**

Government, religion, law, and social structure are all parts of modern society, but they all came from the ancient world. This class will delve into the ancient world of Mesopotamia, Ancient Greece, Ancient Rome, and Lost Civilizations in an attempt to figure out how our modern world became what it is today.

### ***UNDERCLASSMEN HISTORY COURSES***

(10th Grade)

#### **U.S. History**

*Also offered at the Honors level*

3 Term Course

1 Credit

#### **Founding Principles**

The American colonies and thus the United States were founded on conflicting principles. Even today, historians, political scientists, and the citizens at large debate the intentions of the Founding Fathers and seek to justify or critique the gap between the values they espoused and their actions in their personal lives. Founding Principles will examine the establishment of the United States and the

contradictory foundational principles of representative government, religious freedom, and chattel slavery.

### **Flawed Greatness**

The highlight reel of United States history presents stories of progress, victory, and strength. What is often missing is the valleys that contextualize those peaks. This course asks students to look closely at the mythologized elements of the country's history since the Revolutionary War to determine what is indeed worthy of praise and what is in need of reconciliation. Focusing on touchpoint figures through time, such as the much-lauded and much-maligned Thomas Jefferson, will anchor the course of study. Students will emerge from the course having honed their abilities to think critically, source and assess evidence, and support narratives based off of corroboration.

### **American Expansion & Imperialism**

From its conception with the Declaration of Independence in 1776 to the modern-day, the United States has grown from a small amalgamation of 13 former British colonies to a global “empire”. How did the United States grow into an international superpower? What were the costs of this process of expansion? In this course, students will examine the processes of westward expansion and overseas imperialism, looking at how this process came about, what effect it had on American life and character, and who suffered as a result.

## ***UPPERCLASSMEN HISTORY COURSES***

(11th, 12th, and PG Grade)

### **AMERICAN HISTORY ELECTIVES**

#### **Significant Cases of the Supreme Court**

*Also offered at the Honors Level*

1 Term Course

Credit: 33

Since its first decision in 1791, the Supreme Court has been setting precedents. They have been getting it right and getting it wrong. This course will look at some of the most impactful decisions in United States history, from Marbury v. Madison, to Dred Scott v. Sanford, to Brown v. Board of Education and more, and we will examine the impact the Court has had on U.S. culture.

#### **The Presidency**

*Also offered at the Honors Level*

1 Term Course

Credit: 33

While they each got there in very different ways, 46 people have been President of the United States. This class will examine historical elections, Presidents from significant eras in our history, and look at and debate the qualifications of the office. We will also examine upcoming and/or recent national elections.

### **March! Social Movements**

1 Term Course

Credit: 33

African Americans undoubtedly have fought endlessly for human rights. In this course, students will revisit these crucial moments of unrest in the form of a famous graphic novel series: *March* by John Lewis and Andrew Aydin. This award-winning historical series will help students understand the importance of the 1960s protests. At the end of the course, students will better comprehend the importance of these human rights movements and how they shaped society.

### **The Fourteenth Amendment in Action**

1 Term Course

Credit: 33

The Equal Protection Clause of the 14th Amendment to the US Constitution prohibited any state from making or enforcing “any law which shall abridge the privileges or immunities of citizens of the United States.” In the years since the 14th became law in 1868, many marginalized groups fought for their rights under the language of Equal Protection. Driven by an intersectional framework, this course will explore how Black people, women, members of the LGBT community, and immigrants have used the 14th Amendment to secure legal victories and demand the rights of citizenship.

### **Civic Engagement and Citizenship**

1 Term Course

Credit: 33

What does it mean to be a responsible US citizen? Voting, paying taxes, jury duty, etc. What about being an informed citizen and voting? How about stepping up and helping your fellow man when and where you can? Civic Engagement will help prepare students to be empathetic, caring, and engaged citizens of the United States and the world. The student’s final project will be to research and deliver a presentation on an issue facing “their world,” including a proposal to address the issue.

## WORLD HISTORY ELECTIVES

### **Japan’s Rise to Power**

*Also offered at the Honors Level*

1 Term Course

Credit: 33

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?



## **African Empires**

1 Term Course

Credit: .33

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.

## **Resistance During the Holocaust**

1 Term Course

Credit: .33

Oscar Schindler wasn't the only person to resist the Holocaust. Many individuals and groups stood up against and resisted Adolf Hitler and the Nazi party's attempt to rid the world of the Jewish race and what they perceived as other human imperfections. In the face of extraordinary hardship/persecution, how do people have the ability to fight back? When you see something ethically wrong, what do you do?

## **Empires of China**

1 Term Course

Credit: .33

The Chinese empires were among the most enduring empires on earth. How did each one rise and fall? What were some similarities and differences among them? In this course, students will explore Chinese history to develop a better understanding and appreciation of Chinese culture, traditions, and impacts of Chinese civilization.

## **20th Century Fascism**

*Also offered at the Honors level*

1 Term Course

Credit: .33

Between World Wars I and II, fascism changed the political momentum of the twentieth century as it began taking root in Europe. This course will look at the rise, development, and outcomes of fascism in Germany, Italy, and Spain between 1920-1945. Beyond focusing on international relations in this era, students will gain an understanding of the characteristics of fascism and fascist leaders and apply their definitions to governments of the past century.

## **Historical Monuments/Travelogues**

1 Term Course

2 Block Course

Dual Credit in History and English

Credit: .33 English and .33 History

This is a two-period course which is a combined History and English Department class that is worth  $\frac{1}{3}$  History credit and  $\frac{1}{3}$  English credit. The course will combine the study of regional history and the landmarks and monuments that connect the past to the present and personal and creative writing as students document the experience of traveling to these historical destinations in the form of travelogues.

The History portion of the course will focus on exploring the historical context of the landmarks the class will visit and the English portion of the course will focus on the craft of writing and editing travelogues through both reading examples of the genre and the writing students will create based on the course field trips. This course will include multiple field trips that will take place both during the regular class day and on the weekends. As a capstone to the class's experience, students will create a proposal for a new local monument or public history exhibit and publish an anthology of the class's travelogue writing from the term.

## OTHER ELECTIVES

### **Introduction to Economics**

1 Term Course

Credit: .33

Prerequisite: Integrated Math II

Economics is the study of how societies manage their scarce resources. In this course, students will be able to look at the building block of economics. Topics include supply and demand analysis, elasticity, taxation, international trade, consumers, producers, and market. This course is to prepare students for further study in the field. Students will learn the importance of mathematics in explaining rational economic decision-making processes.

### **Macroeconomics**

*Honors Level Only*

1 Term Course

Credit: .33

Prerequisite: Introduction to Economics.

Corequisite: Enrolled in a mathematics class.

Macroeconomics is the study of economic-wide concepts of inflation, unemployment, and economic growth. In this course, students will be able to take a deeper look at this branch of economics. Topics will include measuring a nation's income, cost of living, production and growth, unemployment, the monetary system and inflation. Students will learn the importance of mathematics in explaining rational economic decision-making processes.

### **Microeconomics**

*Honors Level Only*

1 Term Course

Credit: .33

Prerequisite: Introduction to Economics.

Corequisite: Enrolled in a mathematics class.

Microeconomics is the study of how households and firms make decisions and how they interact in markets. In this course, students will be able to take a deeper look at this branch of economics. Topics will include externalities, firm behavior, the organization of industry, the economics of the labor market, and the theory of consumer choice.

## **Capital and Finance**

1 Term Course

Credit: .33

This course explores the theoretical and practical steps to ensure long-lasting financial security. Students will be tasked with establishing short- and long-term goals, how to pursue them, and how to adjust them, should a challenge present itself. Students will reflect on their spending habits in order to understand and contextualize the value of time and money, and examine how money can be used productively. We will study the nature of capital; how the value of goods and services change depending on market conditions, as well as investment strategies one can utilize to ensure one's financial security over the long term. This course is project-based, commencing with an initial worksheet on goal setting, the creation and maintenance of an investment portfolio, studying real estate opportunities, and creating a resume. Each project will be designed to have practical applications to real-world scenarios; the goal being that one day a student may recall this knowledge when they are faced with such decisions.

## **Lives in Literature**

1 Term Course

.33 credit in History or English

This course is an exploration of the way authors and biographers can depict lives on the page, using language to transmit moral messages, histories, and the complexities of individual people. The course would start by looking at famous examples of biographical work, including "Lives" by Plutarch and Vasari, before turning to more contemporary examples like Kennedy's "Profiles in Courage." We may even consider how biographical information is presented online as well as in biopics. On this last front, we will watch some movie and video clips to further explore the complexities of biographical representation. Major topics will include consideration of how biographies can be written and shaped to emphasize certain qualities, cover-up unfavorable elements, and make moral and political arguments. Students will be asked to compose their own short biography of a chosen figure at the end of the class.

## **The History of Rock 'n Roll**

1 Term Course

Credit: .33

This course explores the history, music, and cultural impact of rock and roll from the 1920s to the present. It involves the student in critical listening and analysis of the fundamental elements of music and technology used in the changing styles of rock and roll. Students will also examine the human experience and creative process in music through an historical examination of the lives and work of some of the great artists of rock and roll culture. Influences of era, social context, and life experience on the artist, as well as the artist's influence on others, will be considered in the totality of the medium and, finally, where rock and roll are in present-day society.

## **Rethinking Art History**

1 Term Course

.33 credit in Art or History

The course will take students through centuries of art, starting with renaissance movements and continuing with contemporary movements. Each student will create a short presentation about their

favorite piece of art or artist at the end of the course by recreating a piece of art, creating a PowerPoint, or another expressive outlet.

### **Philosophy through Film**

*Also offered at the Honors Level*

1 Term Course

Credit: .33

The big questions that philosophy tries to answer (What is the meaning of life? What are the right and wrong ways to behave? Why do bad things happen to good people?) can often feel overwhelming. When we try to answer these questions, the solutions can seem difficult to determine. Many traditional philosophy courses help students think more systematically about these questions, but they can also feel too academic and removed from our daily lives. The writing of many of the greatest philosophers are often dense and difficult to easily understand. They can make the study of philosophy seem overly challenging and something only experts should attempt. But, thinking philosophically is something we all do on a regular basis. It is one of the key elements that make us uniquely human. This course aims to help students think through some of the big questions of philosophy in an accessible and practical manner. Utilizing a variety of popular films that raise these questions, we will wrestle with possible solutions to these issues.

Students will watch a new film each week that raises an important issue of philosophy. Class time will be spent in Socratic dialogue and workshopping written responses. Students will be responsible for producing a short paper on each topic weekly. The course is fast-paced and lively. We will explore the ideas of many of the major philosophers, but through the medium of film.

## **SCIENCE DEPARTMENT**

### ***Freshmen Experience Science Courses***

#### **Integrated Science 9**

3 Term Course

Credit: 1

Integrated Science is the required 9th-grade lab science. This course integrates the main concepts of chemistry, physics, and biology and serves to build a foundation for future science classes. Students will leave the course with an understanding that the main disciplines of science are interconnected. Integrated Science will focus on topics such as matter, energy, and the characteristics of life. These topics will be tied together as we end the semester studying ecosystems and the cycles of matter and energy through the organisms in an ecosystem. Through labs and activities, students will improve their scientific practices of asking scientific questions, designing and executing experiments, analyzing data, group collaboration, and problem-solving.

## ***UNDERCLASSMEN BIOLOGY COURSES***

(10th Grade)

### **Biology 10**

*Also offered at the Honors level*

3 Term Course

Credit: 1

#### **Cells and Energy**

This is the first Biology course in the 10th-grade science curriculum. Cells manage a wide range of functions in their tiny package—growing, moving, housekeeping, and so on—and most of those functions require energy. But how do cells get this energy in the first place? And how do they use it in the most efficient manner possible? What even is energy? We will begin the course with a review of what it means to be a living organism and life's smallest unit, the cell. After strengthening that foundation, students will investigate the structures and processes involved in the production, storage, and eventual use of cellular energy, and how that energy is stored and released in fossil fuels. Labs and lab reports will be part of the curriculum.

#### **DNA & Genetics**

This is the second Biology course in the 10th-grade science curriculum. An understanding of DNA and its applications is necessary to distinguish fact from fiction, make informed decisions, and take full advantage of emerging DNA technologies. This course will begin with the fundamental concepts related to DNA, including its history, sequences, and structure. The course will then talk about how DNA can be coded into inherited traits that can be predicted across multiple generations through diagrams called pedigrees. After developing an understanding of the connection between DNA and physical characteristics, we will explore multiple issues and topics that are found in genetics and DNA technology, including the causes and treatments associated with genetic disorders and the creation of genetically modified foods.

#### **Evolution & Species**

This course is a foundational topic for 10th-grade biology students and is the third and last course in the 10th-grade Biology curriculum. This course will introduce and strengthen the students' understanding of evolutionary and ecological factors and how these factors influence the diversity of life. The course will begin with examining the Tree of Life and developing taxonomic terminology for classifying species. We will then transition into discussing the core components of evolutionary theory including speciation and adaptation. The class will also cover how to map the evolutionary history of groups of genetically related organisms. Students will demonstrate their learning through activities such as structured experiments, modeling, and a final project symposium where the students will explain and illustrate the evolutionary history of a species of their choice

## ***UPPERCLASSMEN SCIENCE COURSES***

(11th, 12th, and PG Grade)

### **BIOLOGY COURSES**

#### **Genetics**

*Also offered at the Honors level*

1 Term Course

Credit: .33

By studying genetics, students will gain an understanding of heredity and the impact it has on an organism's function and appearance. This is built on preexisting knowledge of cells and chromosomes and builds on the concept of cell division. Students will learn topics such as Mendelian inheritance, how to use and interpret Punnett squares, and will discuss new and upcoming topics in gene editing.

#### **Human Evolution**

1 Term Course

Credit: .33

What makes us human? Is it biological or social? This non-lab course dives into the timeline of human evolution, which is estimated to span upwards of seven million years. Students will learn about humans and their ancient hominid relatives and why anthropologists today study primates for answers about our ancestors. Students will leave the course with the understanding that human evolution is a fascinating blend of history and biology while utilizing core concepts of the scientific method and evolutionary biology.

### **PSYCHOLOGY**

#### **Scientific Approaches to Psychology**

1 Term Course

Credit: .33

Scientific Approaches to Psychology is designed to give students their first exposure to the field of Psychology. We will begin the class by discussing the competing perspectives in psychology that drive the debates and discussions on the subject. We will then actively practice the scientific method with psychology-focused questions. In this section of the course, we will learn how to organize, visualize, and analyze data from research studies. In addition, there will be a focus on identifying the limitations of psychological research both in terms of its validity and ethics. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

#### **Neuroscience Psychology**

1 Term Course

Credit: .33

Psychology and the Human Brain will focus on the biological perspective in the field of psychology. The course will cover neural and brain anatomy with a focus on how parts of the nervous system impact our behavior. Students will demonstrate their learning through activities such as structured experiments,

modeling, and researched-based projects on parts of the nervous system. The course will then connect our brain anatomy to our own cognition, with a specific focus on our memory both for the short term and the long term. This is intended to be a lab science. Labs and lab reports will be part of the curriculum.

### **Social Psychology**

1 Term Course

Credit: .33

Social psychology is the study of how people think about, evaluate, and respond to their social experiences. In much of your waking life, you are interacting with others. This class will explore theories and concepts that help explain questions such as: Under what circumstances are people more likely to conform to social pressures? How can people overcome their biases and stereotypes? Students will be encouraged and challenged to think critically about how their personal experiences can be better understood with social psychology theory. This course will touch on more specific fields of psychology that are integral to society, such as sports psychology and forensic psychology. This class is intended to be a lab science. Labs and lab reports will be part of the curriculum.

## **CHEMISTRY**

Three courses are required to earn one full credit and taken in sequence.

### **Chemistry I: Qualitative Chemistry**

*Also offered at the Honors Level*

1 Term Course

Credit: .33

Co-prerequisite: Integrated Math III

The course will cover an array of topics including properties of matter, chemical reactions, atomic theory, and bonding. Students will demonstrate mastery of fundamental concepts of chemical change, acquire essential lab skills, and develop critical thinking and problem-solving skills. Experimental design and data analysis are emphasized. Labs and lab reports will be part of the curriculum. Lab reports will require students to use spreadsheets, graphing programs, and a standard scientific calculator. Topics of study include: The Scientific Method, Properties of Matter, Atomic Structure, Periodic Table, Chemical Bonding, Nomenclature, qualitative chemistry labs, and demonstrations. Honors level only: To accelerate the pace of the course, students will be expected to read and practice concepts for homework. Students will be expected to summarize and present findings to the class.

### **Chemistry II: Quantitative Chemistry**

*Also offered at the Honors Level*

1 Term Course

Credit: .33

Co-prerequisite: Integrated Math III

Prerequisite: Qualitative Chemistry

This course will explore how the periodic table is a tool to predict chemical bonding, chemical formulas, mole relationships, and stoichiometry. Clear expression of the “logic” of periodic table organization will be assessed through written and verbal assessments. Students will explore the properties of solids, liquids,

and gases. Students will demonstrate mastery of fundamental concepts of quantitative chemistry, acquire essential lab skills and develop critical thinking and problem-solving skills. Experimental design and data analysis are emphasized. Labs and lab reports will be part of the curriculum. Lab reports will require students to use spreadsheets, graphing programs, and a standard scientific calculator. Topics of study include: Measurement, Moles, Chemical Reactions, Stoichiometry, States of Matter, Gas Laws, quantitative chemistry labs, and demonstrations. Honors level only: To accelerate the pace of the course, students will be expected to read and practice concepts for homework. Students will be expected to summarize and present findings to the class.

### **Chemistry III: Chemistry Reactions**

*Also offered at the Honors Level*

1 Term Course

Credit: .33

Co-prerequisite: Integrated Math III

Prerequisite: Qualitative and Quantitative Chemistry

In this course, students will examine the properties and reactions associated with acids and bases, oxidation-reduction, and exothermic and endothermic reactions. Essential lab skills, problem-solving skills, experimental design, and data analysis are emphasized. Labs and lab reports will be part of the curriculum. Lab reports will require students to use spreadsheets, graphing programs, and a standard scientific calculator. Classic Chemistry reactions, titrations, redox, exothermic and endothermic reactions. This class will teach students the full continuum of lab skills: understanding the purpose and chemical reactions of a lab, handling of equipment from set up to tear down, collecting, measuring and mixing chemicals, data interpretation and justification for chemical reaction results. Honors level only: To accelerate the pace of the course, students will be expected to read and practice concepts for homework. Students will be expected to explain the chemistry that underlies each reaction type listed above. Students will be expected to summarize and present findings to the class.

## **PHYSICS**

Three courses are required to earn one full credit and taken in sequence.

### **Physics I: Motion I**

*Also offered at the Honors level*

1 Term Course

Credit: .33

Co-prerequisite: Additional Math

This course introduces the underlying principles of all types of movement and the forces that generate them. Following a brief look at the language of physics, the first focus is on motion in one dimension. An understanding of displacement and velocity will lead to acceleration and, in particular, the behavior of falling objects. Laboratory exercises will develop a hands-on grasp of real-life applications. The study of two-dimensional motion and vectors will then allow students to investigate an even greater variety of real-world situations. Projectile motion, for example, will demonstrate a combination of vertical and horizontal velocities. All learning will be supported by the appropriate formulas for more accuracy. Labs and lab reports will be part of the curriculum.



**Physics II: Motion II***Also offered at the Honors level*

1 Term Course

Credit: .33

Co-prerequisite: Additional Math

Prerequisite: Motion I

This course will further identify and apply the rules of object motion learned in Motion I. It will begin with the forces that can cause matter to change speed or direction, resulting in acceleration. A thorough look at Newton's three Laws of Motion and how they fit into every corner of our lives will be a cornerstone of this course. An understanding of the physics of driving will play heavily into many themes. The concept of energy and the work that it can do will be scientifically defined along with various lab investigations. The critical aspects of any two colliding objects will be calculated as part of momentum and its conservation, the critical characteristic, impulse, and the potential damage an auto accident can create. As a follow-up to linear two-dimensional motion, circular motion topics will be explored, including motion in space, and torque. Labs and lab reports will be part of the curriculum.

**Physics III: Waves***Also offered at the Honors level*

1 Term Course

Credit: .33

Co-prerequisite: Additional Math

Prerequisite: Motion I &amp; II

Because waves can take so many forms and affect us in so many ways, this course begins with an extensive introduction to transverse and longitudinal waves. Waves as carriers of energy is the unifying theme, with a variety of applications, such as sound, earthquake effects, and all of the electromagnetic waves and their behaviors. The behavior of sound waves will be closely studied, relating, in particular, to hearing and to the music created by different musical instruments. Earthquakes, their causes, and their effects, will be researched and discussed as a team seeking better building standards. The concepts of reflection, refraction, and diffraction will be explored to better understand their impact on our everyday lives. The behavior of light will be a focus, including the refraction of eyeglass lenses and the reflections of plane, concave and convex mirrors. The relationship between wave velocity, frequency, and wavelength will be a starting point throughout the many evaluations of different wave types. Labs and lab reports will be part of the curriculum.

**FORENSICS****Forensic Psychology**

1 Term Course

Credit: .33

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.

## **Forensic Anthropology**

1 Term Course

Credit: .33

This course will cover the use of skeletons in investigations. Students will learn basic skeletal anatomy as well as how bones are found, collected, and analyzed. Students will investigate just how much scientists are able to learn from bones and how this information is useful in an investigation. Labs and hands-on activities will drive this class, and will be accompanied with presentations, discussions, and case studies. Lab reports will be part of the curriculum.

## **Criminalistics**

1 Term Course

Credit: .33

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, blood, 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.

## **TROPICAL ECOLOGY SEMINAR**

Students enrolled in this seminar must take each class.

Students will earn 1.5 Science credit, and includes the expedition to Costa Rica during Winterim.

Open to Grades 11, 12, PG only via an interview process.

Tropical Ecology Seminar focuses on current global environmental issues by studying how they have impacted the tropical rainforest and how the tropical rainforests affect world climate. Students focus on one of five ongoing research projects in class and in the rainforest of Costa Rica. Utilizing college-level material, the curriculum addresses four major areas: field research skills, critical thinking skills, an in-depth view of tropical biology, and the complex issues of tropical deforestation. Each unit demands a considerable amount of time outside the classroom conducting independent research. Students interested in taking this seminar must participate in a rigorous interview process. The interview committee, composed of student members and the seminar faculty facilitators, will determine participants in this seminar for the 2022-23 academic year. Initial courses in the seminar are devoted to the study of the world's rainforests and internationally accepted methods for collecting data. This course content is put into practice during two weeks of field study in the rainforest of Costa Rica. The results of this field study will be presented to local community groups and data will be sent to interested universities. The trip to the rainforest of Costa Rica during the Winterim time period incurs an additional cost and takes the place of a Winterim course.

***The following course offerings are only available to students enrolled in Tropical Ecology Seminar and participating in the Forman Rainforest Project expedition to Costa Rica.***

### **Wildlife Populations (Term 2)**

This class will take place in the field, doing a population inventory of wildlife species on campus.

Students will learn how to be wildlife technicians, using data collection methods that are acceptable to University and conservation databases all over the world. Students will learn how to collect data and

interpret the results. Data will be used in algorithms, which help to understand wildlife populations and whether laws are needed to protect those populations. Sometimes you just don't know what your data shows until you enter the numbers in Excel or plot them on a graph. This class is a field class and will focus on the rarest species in the tropics and on campus. This class will prepare students to collect data on wildlife in the jungles of Costa Rica.

### **Rainforest Ecology** (Term 3)

Tropical Ecology Seminar focuses on current global environmental issues by studying how they have impacted the tropical rainforest and how the tropical rainforests affect world climate. The curriculum focuses on four major areas: field research skills, critical thinking skills, an in-depth view of tropical biology, and the complex issues of tropical deforestation. Each unit demands a considerable amount of time outside the classroom conducting independent research. Students focus on one of five ongoing research projects in class and in the rainforest of Costa Rica. The first semester is devoted to the study of the world's rain forests and internationally accepted methods for collecting data, culminating in two weeks of field study in Costa Rica.

### **International Conservation Law** (Term 4)

What laws govern endangered and threatened species? This course looks at laws governing wildlife all over the globe. These laws, while often overlooked or not remembered, are why many of our species have survived (i.e., the Bald Eagle). We will look at 5 case studies including: Amur Tiger, African Lion, African and Asian Elephants, Jaguar, and our local Bobcat. This discussion- and project-based class will provide a stimulating view of how the laws of conservation help species in peril, with whom we share the planet. This training is essential to prepare students to collect data on endangered species in the jungles of Costa Rica for university and conservation databases.

### **Wildlife Analytics and Presentation** (Term 5)

After the return from Costa Rica, students will analyze their results and look for data patterns and population numbers in the species they studied. This class has often yielded new information on species that sheds light on their current population status or behaviors not yet seen in science. Members of the Forman Rainforest Project have found amphibian and reptile species thought to be extinct, have documented rare behaviors of migrant birds, and have documented new information on spider silk. Some of this information has put us on the world stage as experts in the field. In addition, students will learn how to enter data into university and conservation databases. Students will present their data to an audience in a scientific and entertaining manner. This class is an exciting opportunity to make a difference in Wildlife Conservation as data is quickly used by algorithms and disseminated as the students educate the general public in a professional way. Finally, students will present their data in a scientific paper, entering it into the Forman Rainforest Project's website. This website has been acknowledged by some of the largest conservation sites in the world, such as the BBC.

## ANATOMY AND PHYSIOLOGY

(will satisfy Biology requirements, if needed)  
Three courses are required to earn one full credit.

### **The Skeletal System**

1 Term

Credit: .33

In this unit, students will understand the function of bones and learn the 206 bones of the body. Students will dissect owl pellets, identify rodent bones, and make a 3D model of the skeleton of the rodent, with all bones in the proper location. Labs and lab reports will be part of the curriculum.

### **The Brain and Nervous System Anatomy**

1 Term

Credit: .33

In this course, students will learn about the lobes of the brain and their functions. Each laboratory group will have the use of a fetal pig that will be used to augment each of the anatomical units. In the beginning of the term, we will dissect the brain from the fetal pig to begin a foundation for the study of the body's control center. The students will learn which part of the brain controls which parts of the body. They will begin by controlling cockroach legs with music stimuli and to look at nervous system phenomena. Labs and lab reports will be part of the curriculum.

### **Ear and Eye Anatomy**

1 Term

Credit: .33

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 pig's ear. They will understand how each functions by removing parts of the eye and ear and processing them under the microscope. Labs and lab reports will be part of the curriculum.

### **Embryology**

1 Term

Credit: .33

In this class, we will be looking at the fetal development of chicks in our incubator over a 21-day period. We will watch the daily milestones and compare the chicks' development to human development in the womb. Students will keep an embryology journal to track daily development. We will also study the evolution of vertebrates, highlighting how, for the first eight weeks, many vertebrates have the same characteristics...like a tail! This class is a lab class and will use equipment such as incubators, egg candlers, and microscopes. Labs and lab reports will be part of the curriculum.

## **FORMAN BUILDS A FARM**

### **Agriculture (Term 1)**

1 Term

Credit: .33

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. Labs and lab reports will be part of the curriculum.

### **Soils (Term 2)**

1 Term

Credit: .33

Prerequisite: Agriculture

From the food we eat to the air we breathe, soil shapes our lives. Soil forms in response to local conditions, recording regional climate variability (if you know how to look). Soil is also one of the most important carbon sinks, so the way we interact with soil has the potential to seriously impact our changing climate. However, as an important agricultural resource, we must continue to utilize soil to feed Earth's growing population. 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.

### **Fermentation and Preservation (Term 3 or 4)**

1 Term

Credit: .33

Prerequisite: Agriculture

Fermented foods are the healthiest, cheapest, and some of the most delicious superfoods available in the world and have allowed humans throughout history to keep food edible through times of scarcity. Through study in this course, students will learn the history and science behind fermentation and preservation. Labs and lab reports will be part of the curriculum.

### **Population Ecology (Term 5)**

1 Term

Credit: .33

Prerequisite: Agriculture and one other course in the FBAF curriculum.

The course introduces central theories within population ecology which include the importance of abiotic factors, competition, predation, herbivory, dispersal, diseases, and harvesting strategies for fluctuations in population sizes. Topics of study include food chains, food webs, invasive species, density and distribution, and community interactions. Labs and lab reports will be part of the curriculum.

**Botany (Term 6)**

1 Term

Credit: .33

Prerequisite: Agriculture

Humans have been cultivating land for thousands of years. What began as herbalism, the study of medicinal plants and their properties has evolved into the intricate science of how plants grow, utilize nutrients, reproduce, and provide humans with vital sustenance. 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.

**International Conservation Law** (separate from TES, Term 4)

1 Term

Credit: .33

What laws govern endangered and threatened species? This course looks at laws governing wildlife all over the globe. These laws, while often overlooked or not remembered, are why many of our species have survived (i.e., the Bald Eagle). We will look at five case studies including: Amur Tiger, African Lion, African and Asian Elephants, Jaguar, and our local Bobcat. This discussion- and project-based class will provide a stimulating view of how the laws of conservation help species in peril with whom we share the planet.

**ROBOTICS and TECHNOLOGY****Robotics**

1 Term

Credit: .33

This modular and project-based curriculum teaches the design process in an engaging, hands-on manner to help teachers challenge, motivate, and inspire their students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level. Students will walk through the design and build a mobile robot to play a sport-like game. Each year the game changes and is announced at the "world competition" in April. During this process, the students will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the VEX Robotics Competition.

**Advanced Robotics**

1 Term

Credit: .33

*Prerequisite: Robotics*

This course is geared toward competition and builds on the programming skills learned in the previous course. In this course, students use their engineering notebooks each class to record each design both mathematically, sketches, and narratively. Students become active in the engineering process and design.

They become more aware of strategic planning and design and compete in the Vex games earlier and more often.

### **Geographical Information System Mapping** (spring 2023)

1 Term

Credit: .33

Geographical Information System or GIS is a mapping program that creates and allows you to analyze all sorts of data from a given geographical area. Are you interested in rock types, vegetation types, streams, and rivers, or maybe archeological information and land use? In this class, we will use a drone to take photos and videos of Forman School's 150 acres. Using GIS, we will map the school property and analyze the area for rock type, vegetation and more. Thousands of organizations in every field are using GIS to make maps for communication, perform analysis and share information. GIS is the way of the future. Hundreds of thousands of organizations are already using GIS mapping for communication, analyzing certain geographical regions, sharing that information, and solving problems around the world. GIS helps us make better decisions based on geography.

## **HEALTH, WELLNESS CLASSES**

All students will take one Health class per year. The objective of these courses is to help students build a strong sense of who they are, to examine their core values, and to recognize the outside forces that can reinforce or challenge those central beliefs. These courses are graded Pass/Fail.

### **Health Classes 9th, 10th, and 11th**

1 Term each year

Credit: .33

The health curriculum is designed to help students explore topics that they are faced with in their early-to mid-teen years. Each class focuses on one specific theme including but not limited to the following: media literacy, healthy/unhealthy relationships, sexual education, eating disorders, intuitive eating, substances, harm reduction strategies, and mental health. Students will be engaged in class through discussions and will reflect upon each topic by keeping a journal (checked weekly). Our goal is to provide students with the necessary tools to help navigate life in all subject areas.

### **12th Grade Senior Health Seminar**

1 Term

Credit: .33

The 12th-grade senior seminar will explore life after Forman. Students will be offered tools to help navigate their new experiences in college or life ahead. The class will be in workshop form and will include topics such as resume writing, sexual education, personal safety, bystander interventions, Title 9, harm reduction strategies with substances, where to get support for mental health and addiction, non-traditional student programs, and more.

## MATHEMATICS DEPARTMENT

The Mathematics Department provides a stimulating and challenging curriculum for students with a wide range of mathematical backgrounds. 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.

### STANDARD Math Classes

#### **Intro to Secondary Math**

3 Term Course

Credit: 1

This class covers mathematical content that students will need in order to begin their secondary mathematics education. In order to best serve students with gaps in their mathematical learning, this class focuses on pre-algebra concepts, thus preparing them to take Integrated Mathematics I the following year.

#### **Integrated Mathematics I**

**Prerequisite: Introduction to Secondary Mathematics or equivalent**

3 Term Course

Credit: 1

Integrated Mathematics I replaces Algebra I as a class by integrating algebra 1 concepts with geometry concepts for a more streamlined approach to math. Students will learn about graphing, solving equations, data interpretation, as well as geometry concepts such as angles, planes, and shapes, which will prepare them for Integrated Mathematics II the following year.

#### **Integrated Mathematics II**

**Prerequisite: Integrated Math I or equivalent.**

*Also offered at the Honors level with department recommendation*

3 Term Course

Credit: 1

Integrated Mathematics II expands the study of quadratics, absolute value, and other functions. Exploration of Geometry topics extends to polygons, trigonometry, circles, and three dimensional figures. Algebraic skill reinforcement is used throughout this course.



### **Integrated Mathematics III**

**Prerequisite: Integrated Math II or equivalent**

*Also offered at the Honors level with department recommendation*

3 Term Course

Credit: 1

This is the third course of the integrated mathematics sequence and continues to build upon the work done in the previous two courses. In this traditional mathematics sequence, the work done will continue to reinforce the concepts previously covered which allows for more complex and challenging types of problems. Topics covered in this course include geometric modeling, linear and quadratic functions, polynomials, radical functions, exponential functions, logarithmic functions, rational functions, sequences and series, trigonometric functions, and data analysis.

### **Additional Mathematics**

**Prerequisite: Integrated Math III or equivalent and department recommendation**

*Also offered at the Honors level*

3 Term Course

Credit: 1

This course 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; trigonometric functions and identities; sequences and series; an introduction to derivatives; as well as other skills students will need for success in calculus.

### **Applied Calculus**

**Prerequisite: Additional Mathematics or equivalent and department recommendation.**

*Honors level course*

3 Term Course

Credit: 1

A very important question most Forman students ask in class is, “when am I going to use this in real life.” That question will be answered daily in this course. Calculus is the backbone of mathematics and is used in explaining concepts in economics, business, biology, and the social sciences. The three main parts of calculus, limits, derivatives, and integrals, will be studied and applied to the real world.

### **Pure Mathematics I Honors**

2 Term Course

Credit: .66

This calculus-based course covers the content contained in the Pure Mathematics 1 section of the Cambridge Assessment International A Level Mathematics syllabus. Many of the topics covered in this course will be familiar to students from previous math courses but the types of problems will be more advanced. Topics covered will include trigonometric proofs, series, differentiation using the power and chain rules, and an introduction to integration.

**Pure Mathematics II Honors**

2 Term course

Credit: .66

This calculus-based course covers the content contained in the Pure Mathematics 2 section of the Cambridge Assessment International A Level Mathematics syllabus. Topics covered will include the product and quotient rules, differentiation and integration of logarithmic, exponential, and trigonometric functions, implicit differentiation, parametric differentiation, and using iterative formulas to find numerical solutions to equations.

**Pure Mathematics III Honors**

2 Term course

Credit: .67

This calculus-based course covers the content contained in the Pure Mathematics 3 section of the Cambridge Assessment International A Level Mathematics syllabus. Topics covered will include partial fractions, binomial expansions, integration by substitution, integration by parts, vectors, differential equations, and complex numbers.

**ELECTIVE Math Classes****Probability**

1 Term course

Credit: .33

Probability is a course which allows students to understand the scope of all possible outcomes, determine the likelihood of each, and better make predictions about the world around them. Any study of probability is also accompanied by counting possibilities, so this course contains introductory combinatorics topics as well as basic probability, conditional probability, and probability distributions. In addition, students will learn the far reaching applications of probability from game-show simulations to philosophical quandaries!

**Statistics**

1 Term course

Credit: .33

Statistics provides an in-depth look at the study of statistics and how it relates to the world around us. Students will learn how to use technology to collect, organize, and analyze data as well as learning to determine good from bad in data, graphs, and predictions. Topics covered include data classification, graphical displays of data, measures of central tendency, percentiles, distributions, and z-scores.

**WORLD LANGUAGES DEPARTMENT**

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

**Spanish I**

3 Term Course

Credit: 1

This course is an introduction to Spanish. Students will develop basic speaking, reading, writing, and listening skills in Spanish. They will be exposed to the present tense and, by the end of the course, be able to recognize and use the seven most widely used verbs. This course also hopes to foster an appreciation of Spanish culture and linguistic variety in the Spanish-speaking world.

**Spanish II**

3 Term Course

Credit: 1

This course will continue to develop students' reading, listening, writing, and speaking skills in Spanish. Students will continue practicing the present tense and be asked to participate in longer conversations and answer questions about themselves. In this course, students will also read a short novel. Additionally, students will recognize and appreciate the diversity of Spanish culture and linguistic variety in the Spanish-speaking world.

**Spanish III**

3 Term Course

Credit: 1

This course is an intermediate level course. Students will improve their speaking, writing, and reading as well as expand their vocabulary. Introductions to more sophisticated grammar concepts, upper level vocabulary and culture will also take place. By the end of the semester, students will be expected to be able to hold a 3-5 minute interpersonal conversation, read a short article and be able to explain what it is about and write a coherent one page paper in the target language.

**Spanish IV**

3 Term Course

Credit: 1

In Spanish IV, students will go beyond learning basic grammar. They will be putting everything they have learned in the previous years to practice. More writing, speaking, and listening in the target language will be required. They will be introduced to important Hispanic figures and are expected to discuss and describe them in Spanish. The teacher will teach the majority of the class in Spanish (only using English when necessary).

**American Sign Language I**

3 Term Course

Credit: 1

Students are introduced to the fundamentals of this visual-gestural language (receptive and expressive), as well as learn about the culture, community, and history of deaf people. Students begin by acquiring vocabulary, which quickly moves into signing sentences, and ultimately, dialogues; in learning any language, conversational context is important. American Sign Language structures have both similarities and differences to English and uses grammar as an aid to understanding the language rather than the main

focus. Students are assessed both receptively as a whole class and expressively with individual and group projects. Students will be using the text *Master ASL! Level I* by Jason Zinza. Students will also have the opportunity to attend deaf events outside of school and use other educational materials to enrich their understanding of deaf culture and community.

### **American Sign Language II**

3 Term Course

Credit: 1

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. Students will engage in activities that promote the practice of linguistic features to develop discourse based on prior knowledge learned in the American Sign Language I course. Conversational context will become more advanced and incorporate more complex language structures. This course will also provide access to the conversational/functional use of sign language and visual vernacular. Receptive and expressive language skills will continue to be assessed using a variety of methods including whole class, individual, and group projects.

### **American Sign Language III**

3 Term Course

Credit: 1

In American Sign Language III, students will continue to learn language structures and acquire vocabulary based on their acquired knowledge at the ASL I and II levels. Students will develop a more in-depth understanding of the culture, community, and history of deaf people as well. Students will engage in activities that promote the practice of linguistic features to develop discourse based on prior knowledge learned in the American Sign Language I and II courses. Conversational context will become more advanced and incorporate more complex language structures. This course will also provide access to the conversational/functional use of sign language and visual vernacular. Receptive and expressive language skills will continue to be assessed using a variety of methods including whole class, individual, and group projects.

### **American Sign Language IV**

3 Term Course

Credit: 1

American Sign Language IV is an advanced language course in which students will continue to develop and practice language structures and acquire vocabulary. Students will continue to develop a more in-depth understanding of the culture, community, and history of deaf people as well. Students will engage in activities that promote the practice of linguistic features to develop more intensive discourse based on prior knowledge learned in the American Sign Language I, II, and III courses. Conversational context will be practiced at an advanced level and will incorporate more complex language structures. This course will also provide access to the conversational/functional use of sign language and visual vernacular with opportunities to converse fully "voice-off". Receptive and expressive language skills will continue to be assessed using a variety of methods including whole class, individual, and group projects.

# ART DEPARTMENT

## STUDIO ARTS

### **Ceramics: Throwing on the Wheel**

1 Term Course

Credit: .33

This course experiments with ways in which the potter's wheel might generate a variety of shapes and forms to be combined into cohesive works of art. Students also have the opportunity to learn a variety of hand-building techniques. Ongoing inspiration will derive from multiple sources, including the works of Chris Gustin and Peter Voulkos.

### **Ceramics: Big and Small**

1 Term Course

Credit: .33

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 Voulkos and Viola Frey.

### **Ceramics: Set The Table**

1 Term Course

Credit: .33

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 is 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.

### **Ceramics: Blaze your Way in Clay**

1 Term Course

Credit: .33

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.

### **Metalsmithing Fundamentals**

1 Term Course

Credit: .33

Students will engage with metals and jewelry-making through fundamental projects and skill-building. This class will help students to make projects step-by-step and build confidence in a room with challenging tools and materials. By the end of the class, students will have created at least three finished and polished projects that they will be proud of.

### **The Art of Metalsmithing**

1 Term Course

Credit: .33

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.

### **Becoming Your Best Art Self**

1 Term Course

Credit: .33

A general studio art class focused on fundamentals and building up art skills. This course will address basic art and design skills in drawing and composition, principles of two-dimensional, and figure drawing. This course is specifically designed for students interested in exploring their creativity and developing foundational skills in art and design.

### **Introduction To Printmaking**

1 Term Course

Credit: .33

Students will be introduced to the expansive world of printmaking in this course. Though 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.

### **Architecture**

1 Term Course

Credit: .33

In this course, we will be looking at the historical and cultural importance of architecture while relating this with the technical understanding of the practice. Students will identify geometric shapes within an environment, and then learn how to construct these shapes in both two-dimensional and three-dimensional forms. With this foundation, students will then connect their aforementioned understanding of the cultural importance of architecture into a culminating project.

## PAINING AND DRAWING

### **Fundamentals of Painting**

1 Term Course

Credit: .33

Students will develop the skills fundamental to painting by experiencing and experimenting with multiple different types of paint mediums. Each week will be a demonstration of watercolor, oil, and acrylic.

Students will also learn how to make and stretch their own canvases to use. They will also learn how to set up a correct palette and utilize color to the best of their abilities.

### **Drawing through Observation**

1 Term Course

Credit: .33

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.

### **Multiple Mediums: Drawing, Painting, and Photography**

1 Term Course

Credit: .33

This course will combine parts of our own photography, drawing, and painting into 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.

### **Digital Art and Design**

1 Term Course

Credit: .33

Open to all students

This course combines making art digitally and graphic design. Students will review both historical and contemporary digital art and design trends. Some potential projects will include, digital drawing, page layout, poster design, designing with type and more. We will utilize programs such as Adobe Illustrator and InDesign.

### **Advanced Studio Practices**

1 Term Course

Credit: .33

Sophomores, Juniors, Seniors, PGs

This course is for students wanting to take an advanced level art class in various studio art mediums such as drawing, painting and mixed media. Students will develop upon previous skills in painting and drawing to develop a body of work from new styles and techniques. Students will develop their own projects and

goals at the beginning of the term. Once projects have been approved by the teacher, each student will work towards creating their work and exploring a variety of materials to use. We will study work by artists who use a variety of mediums in their practices.

### **Visual Arts Portfolio**

3 Term Course

Credit: 1

Juniors, Seniors, PGs only

In this course, students will begin or build upon a portfolio of work for their college applications or personal achievement. Students will research portfolio requirements for each school they are applying to. By the end of the term, students will have worked towards portfolio completion, photographing all 2D/3D work for their digital representation, artist talks, work critiques and artists statements.

## **ART HISTORY**

### **Rethinking Art History**

1 Term Course

.33 credit in Art or History

The course will take students through centuries of art, starting with renaissance movements and continuing to contemporary movements. Each student will create a short presentation about their favorite piece of art or artist at the end of the course by recreating a piece of art, creating a PowerPoint, or another expressive outlet.

## **CULINARY ARTS**

The Edible/Culinary Education courses will focus on the overall study of food and how our everyday choices of what we put onto our plates affect the overall food system. This course hopes to make you knowledgeable and empower you to take action in transforming the food system to become truly delicious and sustainable. We will spend a majority of our classes discussing our modern-day food system, how we got here, and where we are headed. The course will be able to reinforce what we learn in theory through trips to farms and hands-on learning of basic culinary skills inside the Lion's Den Bistro kitchen. The course is modeled from the books by Michael Pollan, Chef Dan Barber with the Stone Barns Center for Agriculture, and U.C Berkeley Edible Education 101, created by Alice Waters. These courses are for 11th, 12th, and PG.

### **Culinary: Fire 101**

1 Term Course

Credit: .33

Is fire at the very root of that which makes us human and also responsible for how we got to where we are today in our modern-day civilizations, cuisines, and cultures? This course will allow you to participate in your most ancestral birthright of learning why and how we cook by fire. In this course you will learn not only how to properly make a fire, control its heat and cook over it but you will also take a trip back in



time to the earliest ancestors and learn how our ancestors used the technology of cooking over fire which helped us evolve into the species we are today.

### **Culinary: Water 102**

1 Term Course

Credit: .33

Is the evolution of pot cooking with water responsible for our modern-day processed food industry, and what effect is that having on our health and environment? In this class, we will learn pot cooking which historically began with ceramic pots over a fire, then moved on to metal pots over stove burners, and finished with cooking sous vide. The products that we will be making, such as braising meats, stocks, sauces, and ice cream, will all then be later used on the Lions Den Bistro menu. We will also have a class experiment on how long it takes for ultra-processed food to actually go bad.

### **Culinary: Air 103**

1 Term Course

Credit: .33

Is air responsible for the beginning of the destruction of all our ecosystems through agriculture, from the desertification of the fertile crescent to our modern-day American “Dust Bowl”? Is gluten really bad? In this class, students will learn about milling a variety of grains grown by multiple small American mills and farms. Students will also be creating and maintaining a sourdough mother, for baking bread and pizza, along with making freshly milled Pasta. The students will also be taking a deep dive into why the very grain that has helped civilization explode from the transformation from porridge to bread is now all of a sudden bad for us.

### **Culinary: Earth 104**

1 Term Course

Credit: .33

Are we and everything that we eat, drink, and breathe the amalgamation of trillions of microbes that create life? In this class, we will cure and taste meats, make and taste cheeses, make ferments such as kimchi, sauerkraut, kombucha, yogurt, and hot sauces, which will help our understanding of gut microbiome connections to our lives on earth.

## **PHOTOGRAPHY**

### **Introduction to Digital Photography**

1 Term Course

Credit: .33

In this course, students will learn basic camera functions and how to capture a variety of different styles of photography while using those functions. This will allow for more creativity in their work. Other topics covered will be image composition, depth of field, shutter speed, an introduction to different types of photography, and basic image editing on the computer using Adobe Photoshop.

### **Photography Processes from Digital to Alternative**

1 Term Course

Credit: .33

This course will explore a few alternative ways of producing a photographic print. Students will capture digital photographs, edit them on the computer in Adobe Photoshop, print digital negatives and/or positives, and then print their images using cyanotype solutions and plant juice, such as spinach. We will combine some traditional and digital photographic processes to create one-of-a-kind prints. We will study work by photographers Binh Dahn, Wendi Schneider, and Anna Atkins.

### **Digital Photo: Beyond the Basics**

1 Term Course

Credit: .33

Prerequisite: Introduction to Digital Photography.

This course will expand on all techniques and skills learned in Introduction to Digital Photography. Students will decipher when and why to use certain settings on their cameras. They will further develop their photographic vision by planning projects, creating an efficient workflow, advanced editing techniques in Adobe Photoshop, portfolio building, and photographic visual storytelling.

### **Digital Photo: Special Effects with Adobe Photoshop**

1 Term Course

Credit: .33

As they learn how to work with Adobe Photoshop, students explore ways in which they might utilize the program to create surrealist images. Students create portfolios of works that reflect their own explorations into the realm of surrealism, an art form that traditionally, by definition, derives inspiration from dreamlike imagery and fantasy.

### **Photographic Portraiture: Human Connection**

1 Term Course

Credit: .33

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.

### **Photography: What's your Point?**

1 Term Course

Credit: .33

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.

### **Advanced Photography Practices**

1 Term Course

Credit: .33

In this course, students will develop a photographic portfolio. Emphasis will be placed on students using the camera in full manual mode to capture the images the way they want them to be seen. We will explore different forms of light, composition, visual messaging, and photo editing. Students will design their own projects and goals at the beginning of class and establish their daily workflow through the term. We will study work by photographers Ansel Adams, Carrie Mae Weems, and others.

### **Intro to Darkroom Photography**

1 Term Course

Credit: .33

Starting with the basics, students will learn how to develop 35mm film in the darkroom. Students will then print their photographs using enlargers and chemical baths. Working in the darkroom provides students with an opportunity to slow down, spend time with each image, and really understand the impacts that technical and aesthetic choices have on a final photograph. Learning to develop film and prints informs how students think about light, time, and photography as a whole. Students get the chance to work in a professional darkroom, sharing equipment and methods that have been refined over the lifetime of photography.

## **THEATER AND DRAMATIC ARTS**

### **Acting I: Scene Study**

1 Term Course

Credit: .33

The class is meant to help students learn about the craft of acting through memorization, staging and performance of selected scenes and monologues from a variety of classic and contemporary plays in various genres. Students will be asked to participate in the selection of material, read aloud in class, keep a process journal, memorize their scenes, and perform live in front of an audience. Students will be expected to work collegially and professionally with a variety of partners as well as perform solo. Prior acting experience is not required; the class is open to even seasoned performers.

### **Advanced Acting**

1 Term Course

Credit: .33

Prerequisite: Acting I: Scene Study

This course will build off the skills learned in Acting I. Through the use of scenes from plays, students will begin to explore the acting methods of Stanislavsky, Meisner, and Strasberg. It will emphasize the actor's personal input into the process of creating a role.

### **Theater Production and Design**

1 Term Course

Credit: .33

Theater Production is a hands-on course designed to expose the student to all aspects of technical and backstage theater. They will learn about costume and prop design, as well as stage management. There will be a focus on set and lighting design. The class will use the fall and winter productions to learn how to read a script for purposes of designing the sets and lighting, create the design, order materials, and finally realize the design as the class will also build the set and hang the lighting for the shows.

### **Improvisation**

1 Term Course

Credit: .33

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

### **The Art of Conversation**

1 Term Course

Credit: .33 credit in Art or English

The art of conversation: a disguise for public speaking! Students will practice public speaking through a series of activities that involve debate, discussion, recitation, and presentation. We will use conversation starter cards, current events from society, arts and entertainment, and sports as the basis for our daily activities. Some projects will include creating a public service announcement, delivering a newscast, and reciting a dramatic reading. This course will help students strengthen important conversational skills such as projection, expression, eye contact, listening, and responding.

### **The Art of the Monologue**

1 Term Course

Credit: .33

This course is designed as an intensive character study through the use of monologues as a means of storytelling. The class will read different monologues, analyze text, and talk about how they would develop the character portrayed in the monologue. Ultimately, they will choose a monologue, memorize it, develop a character, and present the monologue at the end of the class. There will also be an option for the student to write their own monologue to perform for their final presentation.

### **The Art of the One-Act Play**

1 Term Course

Credit: .33

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. Through this course, the students will learn how to work cooperatively towards a common goal.

## **Psychology and Acting: A Character Study**

1 Term Course

Credit: 33

“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 in regard to understanding a character’s journey throughout a play or story. The course will serve to begin to bridge the gap between playing a role and truly understanding character.

## **VIDEO, FILM, AND JOURNALISM**

### **Journalism: Writing for "The Roar"**

1 Term Course

.33 credit in Art or English

Students will pitch, research, and write one article per week for the school’s regular student publication, The 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.

### **Introduction to Narrative Filmmaking**

1 Term Course

Credit: .33

This workshop class is an introduction to the filmmaking process. We begin by learning the concepts of storytelling within the narrative film medium. Students will then write their own two-to-three-minute short film. In a single shot of up to three minutes, students tell a simple story with a clear beginning, middle, and end. The focus here is on mise-en-scène, an essential concept in the art of filmmaking. Students are challenged to carefully arrange all the elements that appear within the shot itself - camera movement, composition, blocking of actors, props, and lighting - to most effectively and creatively tell their stories.

### **Advanced Narrative Fiction Filmmaking**

1 Term Course

Credit: .33

Prerequisite: Introduction to Narrative Filmmaking

This workshop is an advanced auteur filmmaking course that covers all aspects of directing, cinematography, screenwriting, editing, and sound design. Students write, direct, and shoot a sync-sound color digital short that is entirely their own unique vision that they will edit and screen at the end of the course. We delve deeply into directing the camera, narrative structure, camera technology, editing, and directing actors for the screen. The class is introduced to inspiring clips and films from classic and contemporary cinema from around the world.

## **Documentary Filmmaking**

1 Term Course

Credit: .33

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.

## **Screenwriting**

1 Term Course

.33 credit in Art or English

Students will conceive, develop, and write an original, 25-30 page screenplay. This class will dive into the many different elements of dramatic narrative. 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.

The class will provide students with the time, structure, feedback, and theory to hone their writing skills with a particular focus on story and character development. Students spend time workshopping and critiquing their own and each other's work, as well as analyzing films to discover what works and what doesn't.

## **Topics in Film: Fairy Tale Films**

1 Term Course

Credit: .33

Once upon a time, there were tales. These stories carried the seeds of everything: humor, bawdiness, violence, morality, warnings, and conservative traditionalism, alongside the possibility for subversion, and magic. What is it about fairy tales like Beauty and the Beast, Sleeping Beauty, and Snow White that prompt us to explore questions of power, sex, violence, seduction, entrapment, and transformation? How can fairy tales help us tell our own tales today? In this class, we will answer these questions as we read the canonical versions of the tales alongside watching their film adaptations.

## **Introduction to Stop-Motion Animation**

1 Term Course

Credit: .33

In this workshop course, we will examine a variety of tools and skills needed to create stop-motion animation. Students will participate in exercises designed to teach principles of motion and timing. Using a range of materials, students will build animation performances in split-second increments, arranged to give the illusion of movement, infusing inanimate objects with the spark of life. We'll also explore

stop-motion's early history, as it emerged from the shadows of Victorian stage-craft, and we'll follow its development through the pioneering days of cinema and television. Students will finish the course with an understanding of the technical skills and processes required to create stop-motion animation. They will have an appreciation for the historical factors that have allowed stop-motion to continuously evolve as a popular art form. The course will culminate in a collaborative final project, creating a stop motion film with each student directing and animating a portion of the film.

## MUSIC

### **Private Music Instruction**

Students may begin or advance their vocal and/or instrumental studies through private lessons while at Forman School. 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](mailto:jerrod.cattey@formanschool.org) for more information and for scheduling. **Note: Private music instruction does not earn academic credit at Forman. Lessons may be delivered virtually depending on health-related restrictions in place at school.**

### COURSES FOR STUDENTS WITH NO MUSICAL EXPERIENCE

#### **Electronic Music Production**

1 Term Course

Credit: .33

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, 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 interests.

#### **Rhythm Workshop**

1 Term Course

Credit: .33

This class is designed for students with no prior experience and welcomes students currently studying either piano, drums, or guitar who wish to expand their musical experience to new instruments. The rhythm section is at the core of just about every modern ensemble, and this class will examine the role of these instruments in music. Students will spend one week with each instrument and learn basic patterns, riffs, chord progressions, grooves, and techniques with the potential to form a small band at the end of the class.

#### **Vocal Ensemble**

1 Term Course

Credit: .33

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

### **COURSES FOR STUDENTS WITH PRIOR MUSICAL EXPERIENCE**

#### **Instrumental Ensemble**

1 Term Course

Credit: .33

This course is available to all instrumentalists and singers with a secondary instrument.

The emphasis of this course is on building musicianship through group and solo performance. Ensemble students will be expected to maintain a regular individual practice routine outside of class and are encouraged to enroll in the school's private music lesson program. The Instrumental Ensemble will be featured in at least two on-campus performances per semester.

#### **Advanced Instrumental Ensemble I**

1 Term Course

Credit: .33

By teacher recommendation only

This course is available to advanced instrumentalists and singers with a secondary instrument.

The emphasis of this course is on building musicianship through group and solo performance. Ensemble students will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program. Students enrolled in Advanced Instrumental Ensemble will perform in at least two concerts per term as well as various formal and informal events both on and off campus.

#### **Advanced Instrumental Ensemble II**

1 Term Course

Credit: .33

By teacher recommendation only

Prerequisite: Advanced Instrumental Ensemble I

This course is available to advanced instrumentalists and singers with a secondary instrument.

The emphasis of this course is on building musicianship through group and solo performance. Ensemble students will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program. Students enrolled in Advanced Instrumental Ensemble will perform in at least two concerts per term as well as various formal and informal events both on and off campus.



## **Music Theory and Composition 1**

1 Term Course

Credit: .33

For advanced music students

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

## **Music Theory and Composition 2**

1 Term course

Credit: .33

For advanced music students

Prerequisite: Music Theory and Composition 1

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

## **Guitar Ensemble 1**

1 Term Course

Credit: .33

This course is designed for students with prior knowledge of guitar interested in performing in a unique ensemble. Additionally, this class will serve as a place to formalize knowledge in order to understand chord theory, notation, technique, musical style, and instrument care and maintenance. Guitar students will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program.

## **Guitar Ensemble 2**

1 Term Course

Credit: .33

Prerequisite: Guitar Ensemble 1

This course is designed for students with prior knowledge of guitar interested in performing in a unique ensemble. Additionally, this class will serve as a place to formalize knowledge in order to understand chord theory, notation, technique, musical style, and instrument care and maintenance. Guitar students

will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program.

### **PROMETHEAN LAB**

The Promethean Lab is a collaborative workshop and learning lab where students can gain practical experience with cutting-edge technologies and engage in innovative processes to design and build a wide variety of projects. The environment is flexible and active, allowing students to apply the knowledge they have learned in many curricular areas – math, science, technology, and art – while pursuing their talents and interests. With a focus on creativity, critical thinking, and problem-solving, participation in the Promethean Lab, through classes or through self-designed independent studies, facilitates the development of 21st century skills and prepares students for their future endeavors. In addition to introductory classes, the Promethean Lab offers students the opportunity to engage in an interest/talent-driven, student-developed course of study.

#### **Introduction to 3D Processes**

1 Term course

Credit: .33

This is an introductory course designed to familiarize students with the facilities, machines, and tools available in the makerspace. This class will teach foundational 3D processes and focus on strengthening students' material and tool vocabularies. Introduction to 3D Processes will equip students with the skills necessary to create more advanced work as they move into upper-level classes. The course will also dive deeply into shop safety and etiquette. Learning objectives include: to increase the comfort level of each student within an active makerspace; to introduce students to a vast range of creative practices and tools; to get students thinking about making applications within the art world and beyond.

#### **Mold-Making**

1 Term Course

Credit: .33

Prerequisite: Introduction to 3D Processes

This course focuses specifically on mold-making and related subject matter. Students will engage in a wide range of mold-making procedures, techniques, and materials. This class will be heavily process-oriented. It will give students an opportunity to practice organization within making, order of operations, time and material management among other important skills that relate to art-making and beyond. Learning objectives are: to learn mold-making processes and conceptual considerations; to create single part and multi-part molds; to expand material vocabularies by utilizing plastics, silicones, plaster, clay, and more.

#### **Woodshop**

1 Term Course

Credit: .33

Prerequisite: Introduction to 3D Processes

The woodshop course will focus on teaching students woodworking techniques and skills. It will increase students' comfort level on advanced woodworking tools and machines. The class will emphasize process-oriented making to build structures out of wood. Course objectives: to increase students' woodworking material vocabularies; to increase the student comfort level in woodshop; to develop foundational skills in woodworking and building processes.

### **Metal Fabrication**

1 Term Course

Credit: .33

Prerequisite: Introduction to 3D Processes

Metal Fabrication is an introductory course where students learn how to manipulate metal using a variety of techniques such as welding, plasma cutting, grinding, cutting, and bending. Students will engage in a wide range of metal processes and techniques in order to build comfort in the metal shop and expand their material vocabularies. The class will have an emphasis on welding processes and building structures through welding. Students will create both functional and non-functional projects using metal. Emphasis will be placed on originality, individual concept, design, and craftsmanship. Learning objectives are: to familiarize students with metal fabrication practices and welding, to increase student comfort level in the metal shop, to begin building structures out of metal, to lay a foundation for the possibilities and applications of metal fabrication within an arts practice and beyond.

### **Sculpture and Design**

1 Term Course

Credit: .33

Prerequisite: Introduction to 3D Processes

In Sculpture and Design, students will explore different sculpture techniques using metal, wood, plaster, and a variety of other materials. They will learn to manipulate the material using different sculpture tools and techniques. Emphasis will be placed on originality, individual concept, design, and craftsmanship. Students will also learn about contemporary and historical artists within the mediums and analyze and critique all different kinds of work.

### **CAD to CNC: An Engineering Process**

1 Term Course

Credit: .33

CAD to CNC: An Engineering Process is a course that introduces the basics of CAD (Computer-Aided Design) and CNC (Computer Numerical Control). Students will explore CAD computer programs such as Fusion 360 and VCarve Pro by learning how to properly sketch and model 3D parts. When projects are completed using the software, students will then use a ShopBot PSRalpha CNC machine to create their project using a variety of materials such as wood, plastic, and/or metal. Students will learn how to create toolpaths and understand the process of cutting with simple geometry using a CNC machine, with emphasis on the principles of design.

**PROMETHEAN LAB INDEPENDENT STUDY**

Offered consecutively in Terms 4, 5, and 6, to grades 11, 12, PG

Credit: 1

Students applying for an independent study must have completed at least one Introductory Course.

The independent study course provides a space where students can accomplish projects, work, and ideas that fall outside of a specific class description. Students choose an interest, talent, or passion to pursue and develop a focused project. The independent study includes and transcends foundational lessons taught in previous classes and allows students to build upon these skills to reflect their own unique needs and ideas. Students engage in the drafting, editing, and troubleshooting of ideas before production, to cultivate the importance of planning before execution. Regular meetings with the Promethean Lab faculty will provide support for each student. These meetings will help to focus a student's vision, help a student stay on track in order to accomplish project goals on time, and serve as a sounding board for a student's ideas. Student work takes place in the state-of-the-art fabrication lab, complete with 3D printer, laser cutter, milling machines, plasma cutter, virtual reality gear, and more. Learning objectives of an independent study include: to learn and make outside the parameters of a specific class; to build the planning and consideration processes before production on a work; to engage with materials and ideas that may be new and specific to individual wants, needs, or ideas. A student's final project may take various shapes; a portfolio that can be referenced to support college applications or summer internships; a business plan or widget for a niche market; exploration of a new medium in the arts, such as immersive 3D art or film. Each student is expected to create a website to chronicle the Promethean Lab experience which is updated weekly to illustrate the current state of the project. To apply for this program, an application form must be completed. Applications are available from the Director of the Promethean Lab.