



# The New School of Northern Virginia

High School  
Course Catalog  
2021 - 2022

Updated January 12, 2022

# Welcome to Registration 2021-2022

Hello and welcome to registration for the 2021-2022 school year at The New School of Northern Virginia! In this folder you will find:

1. A course catalog that is divided into four parts.
  - a. Part I contains a sheet detailing General Guidelines for Registration.
  - b. Part II contains a sheet detailing the High School Graduation Requirements.
  - c. Part III organizes the courses within our five-module system—Morning Module, A, B, and C Modules, and Afternoon Module.
  - d. Part IV organizes the course descriptions within disciplines—English, Science, Mathematics, Humanities (World Studies-Geography, Social Studies, U.S. History, and Government), Foreign Languages, P.E. and Health, and Computers/Electives.
2. Separately, you will find:
  - a. Your Graduation Progress Report lists the credits you have earned and the credits that you still need to graduate (note that current Quarter Four classes are not reflected in the listed credits on this document).
  - b. A Recommended Course Levels Report.
  - c. A Schedule Registration Form.

Your job is to select the courses that you would like to take next year, including both a first choice and a second choice for each module. If you do not select a second choice, one may be selected for you. This year, there are optional third choice slots for morning and afternoon modules. If you have a strong feeling about a third choice, please add one, though this is optional.

## Understanding Course Levels

High-school classes are divided into three levels: Introductory (Level 1), Advanced (Level 2), Honors/Advanced Placement (Level 3).

In general, students enroll in an Introductory-level course as their first course within a discipline and Advanced, Honors, and AP courses thereafter.

## Scholarly Writing Course Designation

Some courses are designated with “SW” or “Scholarly Writing.” These courses focus on the skills necessary for scholarly writing—be it a research paper, primary source analysis, or scientific journal article. Students are encouraged to take these courses to help prepare them for passing the Junior Portfolio requirements and develop writing skills using the thesis-support model, which is central to The New School curriculum. Not every SW class involves writing an entire paper, however, all Quarter Two Morning Modules mandate a paper as the exhibition product.

## How to Register

The best way to choose your classes is:

1. You may print out the Schedule Registration Form, or download and fill in the form on your computer. (You will need to have [Adobe Acrobat Reader](#) installed to fill out the form digitally.) On your Schedule Registration Form, jot down the math or foreign language courses that you need or want to take.
  - a. If there is only one option for a foreign language or math course, such as French 2, then write “Need French 2” in the second option slot.
  - b. For math, the general sequence of courses is Algebra 1, Geometry, Algebra 2, Precalculus, and Calculus.

2. Then you should go through the catalog, starring those courses that spark your interest. Be aware, however, that you may not enroll in a course beyond your recommended level, unless your parent/guardian and your advisor approve. For new students, note that freshmen often take level 1 courses; sophomores level 1 or 2 courses, etc.
3. Compare all of those course credits to the credits that you need as indicated on your Graduation Progress Report. Most students will need a credit of English, math, science, humanities (social studies, world studies, etc.), and the arts or P.E. each year.
4. Students also need elective credits. Any credit over the required number of credits in a discipline satisfies the elective criteria.
5. To fill in any empty slots on your Schedule Registration Form, consult the suggested guidelines on the next page. These guidelines are meant to help you achieve a balanced schedule.
6. If you are uncertain about how to proceed at any point, contact your advisor and schedule a meeting. They can give advice and feedback as well as answer questions.
7. After your Schedule Registration Form is complete, including second choices for each slot, submit your form to your advisor so that they can approve it. To turn in your form, you can send the saved PDF file to your advisor or, if you printed out the form, you can scan or photograph it and send it to them that way.
8. Your advisor will double-check your credits and make sure your schedule for next year keeps you on the path toward earning your diploma and is generally well-balanced. Then they will submit your forms to me, the Academic Dean, for final verification. If there are any concerns, I will reach out, otherwise, I will proceed with official registration, attempting to give everyone their first choice classes as much as possible.

Remember, your advisor is always ready to answer any questions you may have. Please feel free to contact me, as well, if you have any questions. Enjoy the catalog!

Jenny Fey  
Academic Dean

# General Guidelines for Registration

## Freshmen and Sophomores

Sign up for courses using the following guidelines:

- Each slot in the Scheduling Request Form represents a ½ credit.
- Level 1 (Freshmen) and Levels 1 and 2 (Sophomores) are generally grade-appropriate.
- Level 3 Honors and AP courses are by permission only.
- Year-long math, foreign language, and AP courses take up the entire Module.
- Sign up for
  - Two slots of English
  - Two slots of Math
  - Two slots of Science
  - One or two slots of Health or PE
  - Two slots of Foreign Language
  - Two slots of World Studies/Geography, or Social Studies
  - One or two slots of Arts, Computer Science, or Electives

## Juniors

Sign up for courses using the following guidelines:

- Each slot in the Scheduling Request Form represents a ½ credit.
- Level 2, Honors, and AP courses are grade-appropriate.
- Colleges take note of Honors and AP courses, which also give a bump in GPA.
- Colleges prefer 3-4 years of a foreign language and 4 years of math.
- Year-long math, foreign language, and AP courses take up the entire Module.
- Level 3 Honors and AP courses are by permission only.
- Consider your credit needs and make sure that you are fulfilling credits.
- Sign up for
  - Two slots of English
  - Two slots of Math
  - Two slots of Science
  - Two slots of World Studies/Geography, Social Studies, History, or Government

## Seniors

Sign up for courses using the following guidelines:

- Each slot in the Scheduling Request Form represents a ½ credit.
- Level 2, Honors, and AP courses are grade-appropriate.
- Colleges take note of Honors and AP courses, which also give a bump in GPA.
- Colleges prefer 3-4 years of a foreign language and 4 years of math.
- Consider your credit needs and make sure you fulfill those needs first.
- Consider a Study Hall to give you time to focus on your Senior Exhibition.
- Year-long math, foreign language, and AP courses take up the entire Module.
- Level 3 Honors and AP courses are by permission only.
- Consider an Honors Diploma, which requires a college course or extended internship
- Sign up for
  - Two slots of English
  - Two slots of World Studies/Geography, Social Studies, History, or Government

## High School Graduation Requirements 2021 - 2022

| Credits     | Credit Type   |
|-------------|---|
| 4.0         | English   |
| 3.0         | Mathematics *   |
| 0.5         | Applied Mathematics   |
| 1.0         | Biology   |
| 1.0         | Chemistry   |
| 0.5         | Physics   |
| 0.5         | General Science +   |
| 1.0         | Government  |
| 1.0         | American History  |
| 1.5         | World Studies-Geography   |
| 1.5         | Arts (Music, Fine Art, Theater, etc.)   |
| 1.0         | Social Studies (Psychology, Contemporary Issues, Philosophy, Economics, etc.) |
| 2.0         | Foreign Language *  |
| 1.5         | Physical Education and Health   |
| 0.5         | Computer Elective   |
| 4.0         | Electives ++  |
| 0.0         | Junior Portfolio  |
| 0.0         | Senior Exhibition   |
| 0.0         | Community Service +++   |
| <b>24.5</b> | <b>Total credits required for graduation</b>                                  |

\* Students are strongly encouraged to take four credits of math (including Algebra 2 and Pre-Calculus and/or Calculus) and three or more years of one foreign language to, increase their college options.

+ Any extra biology, chemistry, or physics credit can be applied to the General Science requirement.

++ Extra credits of any kind in any discipline count as elective credits.

+++ Students must perform a total of 60 hours of community service by the end of their junior year: 10 hours minimum in school, 20 hours minimum outside of school, 20 hours minimum working for the same organization. However, due to the Covid-19 pandemic, modifications to the requirement have been made. See the [Student Handbook](#) for more detailed information about the community service requirements.

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### The Courses (Organized by Modules)

Morning Module: 9:00 A.M. – 10:25 A.M. Mon-Fri

A Module: 10:40 A.M. – 11:25 A.M. Mon-Fri

B Module: 11:30 A.M. – 12:15 P.M. Mon-Fri

C Module: 1:00 P.M. – 1:45 P.M. Mon-Fri

Afternoon Module: 2:25 P.M. – 4:00 P.M. Mon, Tue, Thu, Fri; 1:50 P.M. – 2:30 P.M. Wed

**MORNING MODULE:**

**9:00 A.M. – 10:25 A.M. Mon-Fri**

| TEACHER                 | Quarter 1   | Quarter 2 (Paper)                                   | Quarter 3                                     | Quarter 4   |
|-------------------------|---|---|---|---|
| <b>ARTS</b>             |   |   |   |   |
| NATALIYA                | Fundamentals of Drawing<br><i>Arts 1</i>  | Artists and Immigration<br><i>Arts/SS/W/SG 1 SW</i> | Graphic Design<br><i>Arts 1</i>               | Illustration & the Human Mind<br><i>Arts 1</i>                              |
| BILLY                   | Digital Music Comp<br><i>Arts/Computers1</i>  |   |   |   |
| <b>SCIENCES</b>         |   |   |   |   |
| DIANA                   | Marine Biology<br><i>Biology 1</i>  | Plants & Society<br><i>Biology 1/2 SW</i>           | Forensic Chem<br><i>Chemistry 2</i>           | Comparative Ecology<br><i>Biology 2</i>                                     |
| JENNY                   |   |   | Psychology of Perception<br><i>GS/SS 1/2</i>  |   |
| CHETHAN                 |   |   | Sustainable Development<br><i>GS/SS 1</i>     |   |
| RACHEL                  | Perfecting the Pollinator Garden<br><i>Chemistry 1/2</i>                            |   |   |   |
| <b>HUMANITIES</b>       |   |   |   |   |
| NATALIYA                |   | Artists and Immigration<br><i>Arts/SS/W/SG 1 SW</i> |   |   |
| TARYN                   | The Political Predicament: Individual Freedom vs Structured Society<br><i>Gov 2</i> |   |   | The Final Frontier: International Relations & Space Fiction<br><i>Gov 1</i> |
| BILLY                   |   |   | Finding the Limit<br><i>SS/Applied Math 1</i> | Universal Basic Income<br><i>Gov 2</i>                                      |
| CAROLINA                | American Voting Rights<br><i>USH/Govt 1</i>   | Black History<br><i>USH 1 SW</i>                    | World Governments<br><i>Govt/W/SG 1</i>       | The Holocaust<br><i>SS/W/SG 1 SW</i>  |
| JENNY                   |   |   | Psychology of Perception<br><i>GS/SS 1/2</i>  |   |
| CHETHAN                 | Media Literacy<br><i>Eng/SS 1</i>   | Politics and Media<br><i>USH/Govt 1/2 SW</i>        | Sustainable Development<br><i>GS/SS 1</i>     | Philosophy of the Self<br><i>Eng/SS 2</i>                                   |
| SHANNAN                 | -   | Death & Dying<br><i>SS 1 SW</i>                     | -   |   |
| GABBI                   |   |   | Cold War, Hot Peace<br><i>USH 2</i>           | Dystopian Authoritarianism<br><i>Gov 1/Eng 1</i>                            |
| <b>ENGLISH</b>          |   |   |   |   |
| TARYN                   |   | “Whodunit”: The Detective Story<br><i>Eng 1 SW</i>  | The Arabian Nights<br><i>Eng 2</i>            |   |
| BILLY                   |   | Sociology and Sci-Fi<br><i>SS/Eng 2 SW</i>          |   |   |
| JENNY                   | AP English Language & Composition   |   |   | Nature Writing<br><i>Eng 1</i>  |
| CHETHAN                 | Media Literacy<br><i>Eng/SS 1</i>   |   |   | Philosophy of the Self<br><i>Eng/SS 1/2</i>                                 |
| <b>COMPUTER SCIENCE</b> |   |   |   |   |
| BILLY                   | Digital Music Comp<br><i>Arts/Computers1</i>  |   |   |   |
| <b>MATHEMATICS</b>      |   |   |   |   |
| BILLY                   |   |   | Finding the Limit<br><i>SS/Applied Math 1</i> |   |
| SHANNAN                 | -   |   | -   | Personal Finance<br><i>Applied Math 1</i>                                   |

Middle School Morning Mod P1

|       | Quarter 1      | Quarter 2      | Quarter 3      | Quarter 4      |
|-------|----------------|----------------|----------------|----------------|
| HENRY | MS English     | MS English     | MS English     | MS English     |
| ALAN  | MS English     | MS English     | MS English     | MS English     |
| MADDY | MS PE & Health |

Middle School Morning Mod P2

|       | Quarter 1      | Quarter 2      | Quarter 3      | Quarter 4      |
|-------|----------------|----------------|----------------|----------------|
| HENRY | MS PE & Health |
| ALAN  | MS English     | MS English     | MS English     | MS English     |
| KARA  | MS English     | MS English     | MS English     | MS English     |



**A MODULE:**

**10:40 A.M. – 11:25 A.M. Mon-Fri**

| TEACHER                               | Semester 1  | Semester 2                                     |
|---------------------------------------|---|--|
| <b>MATHEMATICS</b>                    |   |  |
| GABBI                                 | Pre-Algebra   |  |
| SHANNAN                               | Algebra 1   |  |
| SAVI                                  | Geometry  |  |
| RACHEL                                | Algebra 2   |  |
| EDEN                                  | Pre Calculus  |  |
| <b>FOREIGN LANGUAGES</b>              |   |  |
| CLARA                                 | Spanish 1   |  |
| VALERIE                               | French 2  |  |
| CLAUDIA                               | American Sign Language 1                                      |  |
| <b>COMPUTER SCIENCE</b>               |   |  |
| BILLY                                 | AP Computer Science<br><i>Computers</i>                       |  |
| <b>HUMANITIES/ENGLISH</b>             |   |  |
| TARYN                                 | AP European History<br><i>World Studies/ Geography</i>        |  |
| JONATHAN                              | Greek Theater & Storytelling<br><i>English/ Arts 1 (+ MS)</i> | Page to Stage<br><i>English/ Arts 1 (+ MS)</i> |
| <b>ARTS</b>                           |   |  |
| NATALIYA                              | Music-Inspired Art<br><i>Arts 1 (+MS)</i>                     | Poster Art<br><i>Arts 1 (+MS)</i>              |
| <b>STUDY HALLS &amp; ORGANIZATION</b> |   |  |
| CHEETHAN<br>& MADDY                   | Study Skills<br><i>(MS/HS)</i>                                | Study Skills<br><i>(MS/HS)</i>                 |
| AUSTIN                                | Study Hall  | Study Hall                                     |

**B MODULE:**

**11:30 A.M. – 12:15 P.M. Mon-Fri**

| Teacher                               | Semester 1   | Semester 2   |
|---------------------------------------|--|--|
| <b>MATHEMATICS</b>                    |  |  |
| GABBI                                 | Middle School Math Concepts  |  |
| SHANNAN                               | Algebra 1  |  |
| SAVI                                  | Geometry   |  |
| RACHEL                                | Calculus   |  |
| EDEN                                  | AP Calculus  |  |
| <b>FOREIGN LANGUAGES</b>              |  |  |
| CLARA                                 | Spanish 2  |  |
| KARA                                  | German 1/2   |  |
| <b>COMPUTERS/ARTS</b>                 |  |  |
| BILLY                                 | Game Programming<br><i>Comp 1 (+ MS)</i>                                     | -  |
| JONATHAN                              | Theater Ensemble (Performance)<br><i>Art 1 (+ MS)</i>                        | Architecture and Interior Design<br><i>Comp 1 (+ MS)</i> |
| CHETHAN                               |  | Music & The Art of Sound<br><i>Arts 1 (+ MS)</i>         |
| <b>SCIENCES</b>                       |  |  |
| DIANA                                 | Geology<br><i>General Science 1</i>  | Climate Change<br><i>General Science 2</i>               |
| <b>ENGLISH/HUMANITIES</b>             |  |  |
| ALAN                                  | The Aztec Empire & the Spanish Conquest<br><i>World Studies/ Geography 2</i> | New Masterpieces of Science Fiction<br><i>English 1</i>  |
| CAROLINA                              | English A/B  | English A/B  |
| <b>STUDY HALLS &amp; ORGANIZATION</b> |  |  |
| CHETHAN & MADDY                       | Study Skills<br><i>(MS/HS)</i>   | Study Skills<br><i>(Middle School Only)</i>              |
| AUSTIN                                | Study Hall   | Study Hall   |

**C MODULE:**

**1:00 P.M. – 1:45 P.M. Mon-Fri**

| TEACHER                               | Semester 1  | Semester 2   |
|---------------------------------------|---|--|
| <b>MATHEMATICS/SCIENCE</b>            |   |  |
| GABBI                                 | Pre Algebra   |  |
| SHANNAN                               | Algebra 1   |  |
| RACHEL                                | Algebra 2/Foundations of Algebra 2                        |  |
| EDEN                                  | Pre Calculus  |  |
| SAVI                                  | Math & the Universe<br><i>Applied Math 1</i>              | Optics of Lenses and Mirrors<br><i>Physics 1</i>             |
| <b>FOREIGN LANGUAGES</b>              |   |  |
| CLARA                                 | Spanish 3   |  |
| VALERIE                               | French 3/4  |  |
| KARA                                  | German 2/3  |  |
| <b>COMPUTERS/ARTS</b>                 |   |  |
| CHETHAN                               | Music & The Art of Sound<br><i>Arts 1 (+ MS)</i>          |  |
| JONATHAN                              | Drama Q1 and Computers Q2<br><i>(Middle School Only)</i>  | Computers Q3 & Drama Q4<br><i>(Middle School Only)</i>       |
| NATALIYA                              | Art<br><i>(Middle School Only)</i>                        | Art<br><i>(Middle School Only)</i>                           |
| <b>ENGLISH</b>                        |   |  |
| TARYN                                 | Reading Queerly: Exploring LGBTQ+ Lit<br><i>English 2</i> | What Is Good Writing? An English Journey<br><i>English 1</i> |
| <b>PE /HEALTH</b>                     |   |  |
| HENRY                                 | Nature Walking for Wellbeing<br><i>PE 1 or Health 1</i>   | Yoga for Wellbeing<br><i>PE or Health 1</i>                  |
| <b>STUDY HALLS &amp; ORGANIZATION</b> |   |  |
| CHETHAN                               | Study Skills<br><i>(High School Only)</i>                 |  |
| AUSTIN                                | Study Hall  | Study Hall & Study Skills<br><i>(High School Only)</i>       |

Afternoon Module:

2:25 P.M. – 4:00 P.M. Mon, Tue, Thu, Fri; 1:50 P.M. – 2:30 P.M. Wed

| TEACHER                  | Quarter 1                                     | Quarter 2   | Quarter 3   | Quarter 4   |
|--------------------------|---|---|---|---|
| <b>ARTS</b>              |   |   |   |   |
| NATALIYA                 | Honors Art Portfolio<br><i>Honors Art</i>     |   |   | Sculpture & 3D Design<br><i>Arts 1</i>                                |
| JONATHAN                 |   | Stage Painting<br><i>Arts 1/2</i>                             | Technical Theater<br><i>Arts 1/2</i>                                    | Film Appreciation: Classical Hollywood<br><i>Arts/English 1</i>       |
| EDEN                     | Dance Exercise<br><i>Arts 1</i>               |   |   |   |
| <b>SCIENCES</b>          |   |   |   |   |
| DIANA                    | Invertebrate Zoology<br><i>Biology 1</i>      | Plagues & Society<br><i>Bio 1 (+8th)</i>                      | Forensic Bio<br><i>Honors Bio</i>                                       | Chemistry of Water<br><i>Chem 2</i>                                   |
| RACHEL                   |   | AP Chemistry  |   |   |
| SAVI                     | Chemistry of Fireworks<br><i>Chemistry 1</i>  | Nuclear Chemistry<br><i>Chemistry 1 (+8th)</i>                |   |   |
| BILLY                    | Physics at the Fringe<br><i>Physics 2</i>     | Bridges<br><i>Physics 1 (+8th)</i>                            |   |   |
| <b>HUMANITIES</b>        |   |   |   |   |
| EDEN                     |   |   | Personal and Public Health<br><i>Health/SS 1 (+8th)</i>                 |   |
| BILLY                    |   |   | Belief & Falsehoods<br><i>SS 2 SW</i>                                   |   |
| CAROLINA                 | -   | The History of Poor White America<br><i>US History Honors</i> | American Women of the 20th Century<br><i>US History 2</i>               |   |
| HENRY                    |   |   | History and Culture of India<br><i>World Studies/Geography 1 (+8th)</i> | Positive Psychology<br><i>SS 2</i>                                    |
| ALAN                     |   |   | The Middle Ages<br><i>World Studies/Geography 1 (+8th)</i>              | Tabletop Roleplaying Game Design<br><i>Elective 1</i>                 |
| <b>ENGLISH</b>           |   |   |   |   |
| JONATHAN                 | Women Who Changed Theater<br><i>English 1</i> |   |   | Film Appreciation: Classical Hollywood<br><i>Arts/English 1</i>       |
| CAROLINA                 |   |   |   | Scholarly Writing<br><i>English 1 SW</i>                              |
| HENRY                    | Literature & Meaning<br><i>English 2 SW</i>   | NaNoWriMo<br><i>English 1</i>                                 |   |   |
| JENNY                    |   |   |   | Unintended Meanings: Lit Crit & Children's Film<br><i>English 1/2</i> |
| <b>COMPUTER SCIENCE</b>  |   |   |   |   |
| SHANNAN                  |   |   | Filming & Editing Horror Films<br><i>Comp 1</i>                         |   |
| <b>PE/HEALTH</b>         |   |   |   |   |
| EDEN                     |   |   | Personal and Public Health<br><i>Health/SS 1 (+8th)</i>                 |   |
| MADDY                    | Soccer<br><i>PE 1</i>                         | Basketball<br><i>PE 1</i>                                     | Indoor & Outdoor Fitness<br><i>PE 1</i>                                 | Frisbee<br><i>PE 1</i>  |
| <b>MATHEMATICS</b>       |   |   |   |   |
| EDEN                     |   | Graph Theory: Dots and Lines<br><i>Applied Math 2</i>         |   | Math of Baking<br><i>Applied Math 1</i>                               |
| <b>FOREIGN LANGUAGES</b> |   |   |   |   |
| CLARA                    |   | Spanish 4   | Spanish 4   | Honors Spanish Seminar  |

Middle School Afternoon Mod

| TEACHER  | Quarter 1         | Quarter 2   | Quarter 3   | Quarter 4         |
|----------|-------------------|-------------|-------------|-------------------|
| ALAN     | 6/7 History       | 6/7 History |             |                   |
| KARA     | 6/7 History       | 6/7 History | 6/7 Science | 6/7 Science       |
| SAVI     |                   |             | 6/7 Science | 6/7 Science       |
| RACHEL   |                   |             |             | 8th Grade Science |
| CAROLINA | 8th Grade History |             |             |                   |

# The Courses

(Organized by Discipline)

|   |    |
|---|----|
| Arts (Dance, Music, Theater, Visual Art)  | 11 |
| English (Creative Writing, Language Arts, Literature)   | 14 |
| Foreign Languages (French, German, Spanish, American Sign Language)                             | 19 |
| Mathematics & Applied Math  | 21 |
| Physical Education & Health   | 25 |
| Sciences (Biology, Chemistry, Physics, General Science)   | 27 |
| Humanities (Government, Social Sciences, Social Studies, US History, World Studies & Geography) | 31 |
| Computer Science & Electives  | 36 |

## Arts (Dance, Music, Theater, Visual Art)

| TEACHER                 | Quarter 1  | Quarter 2   | Quarter 3  | Quarter 4  |
|-------------------------|--|---|--|--|
| <b>MORNING MODULE</b>   |  |   |  |  |
| NATALIYA                | Fundamentals of Drawing<br><i>Arts 1</i>                     | Artists and Immigration<br><i>Arts/SS/W'SG 1.SW</i> | Graphic Design<br><i>Arts 1</i>                        | Illustration & the Human Mind<br><i>Arts 1</i>                     |
| BILLY                   | Digital Music Comp<br><i>Arts/Computers1</i>                 |   |  |  |
| <b>A MODULE</b>         |  |   |  |  |
| NATALIYA                | Music-Inspired Art<br><i>Arts 1 (+MS)</i>                    |   | Poster Art<br><i>Arts 1 (+MS)</i>                      |  |
| JONATHAN                | Greek Theater & Storytelling<br><i>English/Arts 1 (+ MS)</i> |   | Page to Stage<br><i>English/Arts 1 (+ MS)</i>          |  |
| <b>B MODULE</b>         |  |   |  |  |
| JONATHAN                | Theater Ensemble (Performance)<br><i>Art 1 (+ MS)</i>        |   |  |  |
| CHETHAN                 |  |   | Music & The Art of Sound<br><i>Arts 1 (+ MS)</i>       |  |
| <b>C MODULE</b>         |  |   |  |  |
| CHETHAN                 |  |   | Music & The Art of Sound<br><i>Arts 1 (+ MS)</i>       |  |
| JONATHAN                | Drama Q1 and Computers Q2<br><i>(Middle School Only)</i>     |   | Computers Q3 & Drama Q4<br><i>(Middle School Only)</i> |  |
| NATALIYA                | Art<br><i>(Middle School Only)</i>                           |   | Art<br><i>(Middle School Only)</i>                     |  |
| <b>AFTERNOON MODULE</b> |  |   |  |  |
| NATALIYA                | Honors Art Portfolio<br><i>Honors Art</i>                    | -   | -  | Sculpture & 3D Design<br><i>Arts 1</i>                             |
| JONATHAN                |  | Stage Painting<br><i>Arts 1/2</i>                   | Technical Theater<br><i>Arts 1/2</i>                   | Film Appreciation: Classical<br>Hollywood<br><i>Arts/English 1</i> |
| EDEN                    | Dance Exercise<br><i>Arts 1</i>                              |   |  |  |

### Morning Module

#### Quarter 1

##### **Fundamentals of Drawing Arts 1**

In this class, students will focus on a basic understanding of drawing, work on composition, design, and tonal variations, and utilize different mediums. Students will draw from observations including still-life, sketching people, and creating portraits.

*Essential questions: How do we draw and how do we know when the drawing is done?*

##### **Digital Music Composition, Computers 1**

Students will learn how to create music on a computer from the ground up. The course will cover a basic treatment of harmony and music theory, focusing additionally on manipulating and complementing harmonic compositional elements through sound design, use of plug-ins, mixing, and mastering, all of which will be taught through project work in professional music production software. Students will develop a portfolio of songs they have composed, and the exhibition in this course will be a presentation of this portfolio, answering the essential question: *How is music created on the computer?*

#### Quarter 2

##### **Artists and Immigration, Arts/Social Studies/World Studies-Geography 1 Scholarly Writing**

How can works of art help us understand personal experiences of immigration and displacement? What can we learn from artwork in museums, and how can we distinguish artists' experiences? As some artists have immigrated to other countries due to political climate, personal beliefs or other factors, does their art reflect their unique histories? You will research and investigate these aspects. Research/argumentative scholarly writing class: Essential question: *How does the immigration experience influence an artist's work?*

### Quarter 3

#### **Graphic Design, Arts 1**

Students will research designers, create posters about typefaces, understand layout design, and work on the computer to create brochures or magazine pages. They will learn some software basics (Adobe Suite) and practice with the help of Adobe Suite tutorials.

### Quarter 4

#### **Illustration and The Human Mind, Arts 1**

In this class, students will be creating different illustrations depicting a state of mind. All of the assignments are taken from a book on psychological disorders. Students will each be assigned a particular disorder to illustrate and research. Different mediums will be used in class.

### A Module

#### Semester 1

#### **Music-Inspired Art, Arts 1**

Students will choose music albums/artists and create artworks for the CDs or records, as well as create abstract compositions while listening to music, and depict musicians. Students will utilize different mediums such as paints, markers, collages, etc.

#### **Greek Theatre & Storytelling, English or Arts 1** (*High School and Middle School students*)

This course introduces and explores the origins of theatre through storytelling. Students will develop storytelling skills using archetype characters and explore the use of the chorus to engage audiences. As part of this course, students will be expected to take part in developing and producing, directing, and partaking in short performances, which will take place in front of a live audience. We will explore the importance of this period in creating what we now understand as actors, theatres, plays, and the definitions of tragedy and comedy. This course will focus on the technical approaches to storytelling that were so popular during the period.

#### Semester 2

#### **Poster Art in Advertising, Arts 1**

Students will be given different events to create posters for. This is an artworks-based class, not design-based, but will teach students how to market and promote an event visually. We will look at historical illustration examples to see how advertisements were created in the 1900s. Students will be encouraged to create artworks in a style of a particular illustrator as one of the projects.

#### **Page to Stage, English or Arts 1** (*High School and Middle School students*)

This course introduces and explores theater from page to stage as a live performing art. Students will explore how the written word translates into live-action by using a set of staged practices rich with social context. Learning through this tradition of theater, participants will appreciate social contexts related to the stage. Students will have the opportunity to study scripts and learn basic acting and directing tools to stage short performance pieces.

### B Module

#### Semester 1

#### **Theatre Ensemble (Performance), Arts 1** (*High School and Middle School students*)

This course focuses on creating theatre through collaboration. Students will work together to develop performance by developing scenes through pre-scripted work, discussions, theatre games, improvisation, and scriptwriting. This will give

students the opportunity to develop their unique voices and work together to create a live performance piece.

## Semester 2 (also available C Mod)

### **Music & The Art of Sound**, Arts 1 (*High School and Middle School students*)

In this class, we will attempt to answer the question "what is music?" Students will get an overview of the nature of sound as humans experience it and the sonic patterns that make a collection of sounds "music." We will explore some of the cultural and technical developments that have led to the myriad musical genres out there today. Students will gain an appreciation of music as a technical pursuit, a socio-cultural artifact, and as a form of expression and communication. Topics to be explored include: the natural and cultural origins of music traditions, the physical and psychological experience of music, music appreciation on a variety of levels, music theory, and the practice of making original music.

## Afternoon Module

### Quarter 1

#### **Dance Exercise**, Arts 1

In this class, students will work toward group and individual fitness goals through a combination of cardio, strengthening, and stretching exercises. Dance styles may include Ballet, Modern, Jazzercise, Kpop, Improvisation, and Hip Hop. Students will also have the chance to improvise and lead the class.

#### **Honors Art/Portfolio**, Honors Art

This class will focus on developing an art portfolio for college admission (Painting, Drawing, Illustration, and Design will be covered). Students should have some art experience and the desire to work on their art portfolios for college.

### Quarter 2

#### **Stage Painting**, Arts 1/2

In this class, students will be introduced to the art of stage painting. The course will cover techniques and materials needed to succeed. Students will learn how to replicate images, paint faux finishes such as wood grain, marble, and fabric. Students will also learn the importance of mixing and matching colors as well as understanding glazes. All of this will develop the students' understanding of this art form.

### Quarter 3

#### **Technical Theatre**, Arts 1/2

This course will provide students with a solid foundation in design and implementation. Instruction will focus on skills such as drafting for set design, set building, light hanging, and focusing. Students will make use of strategies centered on technical language, implementation, and technique. This course will also center around the school show and students will gain hands-on experience of all aspects of the production process. Students will be challenged to collaborate in groups and grow as a team as well as branch out individually to explore their strengths and areas of interest.

### Quarter 4

#### **Sculpture & 3D Design**, Arts 1

Students will be given concepts to work with and create 3D designs by using different mediums--clay, papier mache, catron/paper, etc. Students will focus on creating functional, conceptual, or purely aesthetic 3D sculptures.

#### **Film Appreciation - Classical Hollywood**, Arts or English 1

This course explores the golden age of cinema, which ranges from the 1930s through to the 1960s. By watching and discussing a variety of films from this period students will gain a deeper understanding of how this period of history created the basis of how we view film today. Students will explore filmic theory topics which will deepen their understanding of how to view a film as more than just entertainment.

## English (Creative Writing, Language Arts, Literature)

| TEACHER                 | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4   |
|-------------------------|--|--|--|---|
| <b>MORNING MODULE</b>   |  |  |  |   |
| TARYN                   |  | “Whodunit”: The Detective Story<br><i>Eng 1 SW</i> | The Arabian Nights<br><i>Eng 2</i>                           |   |
| BILLY                   |  | Sociology and Sci-Fi<br><i>SS/Eng 2</i>            |  |   |
| JENNY                   | AP English Language & Composition                            |  |  | Nature Writing<br><i>Eng 1</i>  |
| CHETHAN                 | Media Literacy<br><i>Eng/SS 1</i>                            |  |  | Philosophy of the Self<br><i>Eng/SS 2</i>                             |
| <b>A MODULE</b>         |  |  |  |   |
| JONATHAN                | Greek Theater & Storytelling<br><i>English/Arts 1 (+ MS)</i> |  | Page to Stage<br><i>English/Arts 1 (+ MS)</i>                |   |
| <b>B MODULE</b>         |  |  |  |   |
| ALAN                    |  |  | New Masterpieces of Science Fiction<br><i>English 1</i>      |   |
| CAROLINA                | English A/B  |  | English A/B  |   |
| <b>C MODULE</b>         |  |  |  |   |
| TARYN                   | Reading Queerly: Exploring LGBTQ+ Lit<br><i>English 2</i>    |  | What Is Good Writing? An English Journey<br><i>English 1</i> |   |
| <b>AFTERNOON MODULE</b> |  |  |  |   |
| JONATHAN                | Women Who Changed Theater<br><i>English 1</i>                |  |  | Film Appreciation: Classical Hollywood<br><i>Arts/English 1</i>       |
| CAROLINA                | -  |  |  | Scholarly Writing<br><i>English 1 SW</i>                              |
| HENRY                   | Literature & Meaning<br><i>English 2 SW</i>                  | NaNoWriMo<br><i>English 1</i>                      |  |   |
| JENNY                   |  |  |  | Unintended Meanings: Lit Crit & Children’s Film<br><i>English 1/2</i> |

### Morning Module

#### Quarter 1

#### **Media Literacy, English or Social Studies 1**

This course will focus on building the critical thinking and reading skills required in a media-rich world. Students will evaluate media and pieces of communication in general for logic, bias, and intent. The central goal of this course is to provide students with a deeper understanding of the factors that characterize effective communication strategies and to equip them with the tools necessary to be more intelligent, critical consumers of all forms of communication.

#### Quarter 1 and Quarter 2

#### **AP English Language & Composition**

This course is designed to teach the skills needed to succeed in a college-level writing course. We will read a lot of nonfiction, working to determine each author’s purpose and the elements they use to rhetorically manipulate their target audience (tone, syntax, imagery, diction, symbolism, etc.) We will analyze and produce writing in many forms. The goals of the course are for students to be able to comprehend and comment on any nonfiction text they encounter and to communicate effectively by creating and sustaining arguments orally and in writing.

*Why am I offering this class in quarters 1 and 2 when the AP exam is in May?* Unlike other AP classes, the English Language course is not content-heavy but rather focuses on fundamental reading, writing, and information literacy skills that will culminate well with our quarter 2 scholarly writing exhibition and which create a strong foundation for the rest of the year. I will offer weekly review sessions in the spring, however, in preparation for the AP exam.

*EQ: What makes an effective argument?*

## Quarter 2

### **Sociology and Science Fiction**, Sociology or English 2 Scholarly Writing

Science fiction is often associated with fantastical technologies and funny-looking alien species, but a common theme throughout much of science fiction is the exploration of various social constructs and ideologies. Through the construction of invented or adjusted realities, writers can contemplate through fiction what thinkers like Marx, Durkheim, Keynes, and Hayek wrote in response to the changing landscape of their times. In both cases, thinkers diagnose the diseases of society and prognosticate their ultimate and inevitable outcome. In this course, students will read both sociological writings from the nineteenth and twentieth centuries as well as science fiction from the latter half of the 20<sup>th</sup> century. Students will draw connections between the two fields and discuss, both verbally in class and through written work, how they relate. For their exhibition, each student will write a primary source analysis of a particular work while integrating the views of a particular social theorist. These papers will answer the essential question: *How can stories illustrate complex social theories?*

### **“Whodunit”: The Detective Story**, English 1 Scholarly Writing

The detective story might be the most interactive of all fiction genres: the reader is challenged to match wits in a race against the protagonist via a predictable series of reveals to answer “whodunit” before the final pages. But these stories are so much more than formulaic texts--over the course of their existence, they have continuously reflected societal values and concerns. In this class, we will explore the history and evolution of the genre in step with culture, from Poe to Conan Doyle to Christie and beyond. EQ: *To what extent do detective stories transcend their formulaic structure to reveal truths about society?*

## Quarter 3

### **The Arabian Nights**, English 2

*The One Thousand and One Nights, or The Arabian Nights*, is one of the best-known works of world literature in the West. While the earliest manuscript dates from the 14th century, the stories themselves have flourished and evolved over the intervening centuries--still retaining the magic of those early versions. In this class, we will explore the enduring power of these tales, studying the stories as literary texts as well as historical documents and asking what, if anything, they tell us about the cultures they reflect and the societies in which they are set. Key to our discussion will be the understanding and critical application of the theory of orientalism, which can be understood as “a system (of texts, movies, images, etc) which together reinforce a way of understanding the Middle East through a very Eurocentric lens, through which the “other” is exoticized in inaccurate and ahistorical ways.” EQ: *How is our understanding of culture and society constructed through and by language?*

## Quarter 4

### **Philosophy of the Self** English or Social Studies 2

What does philosophy have to say about what it means to be an individual in a world full of people? In this course, we will discuss the concepts of knowledge, reality, perception, identity, consciousness, free will, belief, truth, and experience. Students will engage with selected readings through analysis and reflection as to how such concepts do or do not apply to their own experiences of existing in the world. EQ: *What defines the self?*

### **Nature Writing**, English 1

The natural world has always been a source of inspiration for writers across genres. In this class, we will learn about different types of writing (fiction, poetry, and nonfiction, including personal and argumentative essays and informational writing) that touch thematically on nature as inspiration. Students will also write their own pieces, honing writing skills and exploring genres in the process. Note: we will spend some time outside in this class! EQ: *How does the form of writing affect the delivery of ideas about nature?*

## **A Module**

### **Semester 1**

#### **Greek Theatre & Storytelling**, English or Arts 1 (*High School and Middle School students*)

This course introduces and explores the origins of theatre through storytelling. Students will develop storytelling skills using archetype characters and explore the use of the chorus to engage audiences. As part of this course, students will be expected to take part in developing and producing, directing, and partaking in short performances that will take place in front of a live audience. We will explore the importance of this period in creating what we now understand as actors, theatres, plays, and the definitions of tragedy and comedy. This course will focus on the technical approaches to storytelling that were so popular during the period.

### **Semester 2**

#### **Page to Stage**, English or Arts 1 (*High School and Middle School students*)

This course introduces and explores theater from page to stage as a live performing art. Students will explore how the written word translates into live-action by using a set of staged practices rich with social context. Learning through this tradition of theater, participants will appreciate social contexts related to the stage. Students will have the opportunity to study scripts and learn basic acting and directing tools to stage short performance pieces.

## **B Module**

### **Semesters 1 & 2**

#### **English Foundations**, English A/B

English Foundations is a required course for international ESOL students and an advisor-recommended course for students who need extra support with language skills. This class will prepare students to approach high school academics comfortably and confidently, focusing on building effective communication skills through the four parts of language (reading, writing, speaking, and listening). This includes basic grammar structure and rules, organization and clarity in writing, expansion of academic vocabulary, reading comprehension and reflection, and improvement in pace and pronunciation. During the second quarter, English Foundations will introduce academic activities that focus more strongly on research methods, analytical writing, and advanced reading comprehension. Students will have ample time to practice speaking, work collaboratively with other students, and receive one-on-one feedback about their progress with English language skills.

### **Semester 2**

#### **New Masterpieces of Science Fiction**, English 1

Many people love science fiction not only because it's interesting to imagine how the future might unfold, but also because it helps us think about society and the world today from new perspectives. Perhaps more than any other genre, it is constantly changing and evolving with the times. In this course, we will read and discuss several new masterpieces of science fiction that are redefining the genre and offering new ways to consider both the present and the future. We will begin with *Ancillary Justice* by Ann Leckie, about a galactic empire that rules over countless civilizations with the help of powerful starship AIs. One ship-mind, the Justice of Toren, is destroyed but survives in the mind of one remaining soldier, who sets off to exact revenge for her destruction. *Ancillary Justice* won the 2014 Hugo and Nebula Awards for Best Science Fiction.

## **C Module**

### **Semester 1**

#### **Reading Queerly: Exploring LGBTQ+ Literature**, English 2

In this literature class, we will explore not only novels written by and about the LGBTQ+ community, but also the experiences, cultures, histories, and politics that influence those stories. For our purpose, we will use bell hook's definition of

queerness: “...queer as being about the self that is at odds with everything around it and has to invent and create and find a place to speak and to thrive and to live.” Through the study of a variety of texts, poems, and short stories, we will explore topics such as defining queer literature, the conversation between the literary canon and said literature, and the celebration of centering stories that are norm-disruptive. *EQ: How do the stories, histories, and experiences in LGBTQ+ literature provide opportunities to redefine our perceptions of sexuality and gender?*

## Semester 2

### **What Is Good Writing? An English Journey**, English 1

In this class, we will roam from genre to genre, adventuring through poetry, plays, short stories, and a full-length novel to explore what defines good writing. As we travel, we will also hone our own writing skills through researching grammar rules (and breaking them for effect!), creating new stories, and writing analytically in an attempt to answer the question: *What makes writing worth reading, and why should we do it?*

## **Afternoon Module**

### Quarter 1

#### **Literature & Meaning**, English 2 Scholarly Writing

What is the meaning of life? Philosophers have been pondering this question for thousands of years. In recent centuries, the novel has emerged as the most popular and prestigious form of literature, especially here in the United States. We will read ancient, medieval, and modern literature to explore the meaning of life, especially how authors use literary techniques to shine a light on life’s most important questions.

#### **Women Who Changed Theatre**, English 1

In this class, students will be introduced to a variety of female playwrights from the 21st Century. We will experience their voices and look at the social impacts their art has had on the world of theatre. By looking at specific plays as well as background readings students will understand the challenges these women faced. Students will engage with these works that will make them think, question, and explore the influential and controversial voices of these exemplary women.

### Quarter 2

#### **NaNoWriMo**, English 1

November is National Novel Writing Month (NaNoWriMo). The goal is to write a 50,000-word novel. (Don’t let the number scare you; you can do it and you’ll get lots of support!) In NaNoWriMo class, we will use all of Q2 to work on completing a novel. We will read and analyze literary exemplars in mini-lessons, but the bulk of each day will be spent writing and workshopping our novels. At the end, we’ll celebrate with a big publishing party!

## Quarter 4

### **Scholarly Writing**, English 1 (*Scholarly Writing*)

This is a writing workshop class with an emphasis on academic writing skills, forms, and conventions. We will review the basics of the writing process, how to approach several genres of academic writing, how to avoid common pitfalls, and how to use formatting and citation conventions (such as MLA). Most of your time in this class will be devoted to working on your own writing, and as your writing coach, your teacher will consult with you throughout the process. This class will offer additional help to students learning the method of analytical writing and help them meet The New School's expectations in preparation for the senior exhibition.

### **Film Appreciation - Classical Hollywood**, Arts or English 1

This course explores the golden age of cinema, which ranges from the 1930s through to the 1960s. By watching and discussing a variety of films from this period students will gain a deeper understanding of how this period of history created the basis of how we view film today. Students will explore filmic theory topics which will deepen their understanding of how to view a film as more than just entertainment.

### **Unintended Meanings: Lit Crit & Children's Film** English 1/2

Children's film, like children's literature, is often seen as simple, wholesome entertainment. Yet all texts are an extension of the people who make them and the place and time of their creation. In this course, students will be introduced to literary criticism that touches on topics such as race, class, and gender. We will watch a variety of popular children's films and consider what each communicates (intentionally or not) about social dynamics and power.

## Foreign Languages (French, German, Spanish, American Sign Language)

| TEACHER                 | Quarter 1 | Quarter 2                | Quarter 3 | Quarter 4              |
|-------------------------|-----------|--------------------------|-----------|------------------------|
| <b>A MODULE</b>         |           |                          |           |                        |
| CLARA                   |           | Spanish 1                |           |                        |
| VALERIE                 |           | French 2                 |           |                        |
| CLAUDIA                 |           | American Sign Language 1 |           |                        |
| <b>B MODULE</b>         |           |                          |           |                        |
| CLARA                   |           | Spanish 2                |           |                        |
| KARA                    |           | German 1/2               |           |                        |
| <b>C MODULE</b>         |           |                          |           |                        |
| CLARA                   |           | Spanish 3                |           |                        |
| VALERIE                 |           | French 3/4               |           |                        |
| KARA                    |           | German 2/3               |           |                        |
| <b>AFTERNOON MODULE</b> |           |                          |           |                        |
| CLARA                   |           | Spanish 4                | Spanish 4 | Honors Spanish Seminar |

### A Module

#### **French 2, Foreign Language**

Oui oui! In this class, we will focus on continued reading, writing, speaking, and listening development through classroom activities like songs, movies, blog posts, and skits, as well as short reading selections and grammar exercises. You will continue to develop your French vocabulary, grammar, pronunciation, and cultural understanding, and you'll have a great time. On y va!

#### **American Sign Language 1, Foreign Language**

American Sign Language: is it universal? How did the football huddle get invented and why? Get a Sign Name. ASL originated from ASD, or the American School for the Deaf, located in Hartford, CT at the beginning of the 19th century. Develop proper hand gestures and use of facial expressions, converse across the room (with your mouth full when eating!), learn grammar and a lot about the Deaf Culture. There will be a Silent Lunch/Dinner out with the class. Learn to use an Emoji Stuffy!

#### **Spanish 1, Foreign Language**

Spanish 1 is a dynamic and interactive introduction to the Spanish language and culture. Through easy readings, everyday dialogues, songs, and movies, the students will learn basic vocabulary and grammar structures for daily routine situations while expanding their knowledge about the culture and customs of the Spanish-speaking world.

### B Module

#### **German 1/2, Foreign Language**

The German culture and language has shaped more than you realize: Music you listen to, the food you eat, and even the current English language you speak have all been heavily influenced by German! In this German class, students will gain insight into the German language, culture, history, and people. We will explore German, Austrian, and Swiss videos, film, art, music, literature, historical figures, and other authentic content. The immersion approach, anchored by our new *Klasse! A1* curriculum, includes authentic teen themes, stories, videos, music, and activities. Several cultural field trips (in person or virtual) to embassies, local restaurants, and museums will be planned, as well as guest visitors. Assessments are both skill and project-based.

#### **Spanish 2, Foreign Language**

Spanish 2 builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading, and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Through films and readings presented and discussed in class, we learn about culture, emphasize conversation and solidify the student's interpersonal skills.

## C Module

### **Honors French 3/4**, Foreign Language Honors

In Honors French, you will deepen your understanding of French grammar, continue to expand your French vocabulary, and develop your speaking and writing skills. Both project-based and exercise-based, students will work on activities throughout each quarter that result in both written and spoken presentations. Games, compositions, films, and literature will be prominent in the classroom, and students are expected to rise to the challenge. Venez profiter!

### **German 2/3**, Foreign Language Advanced/Honors

In this German class, students will deepen and grow comfortable in their listening, reading comprehension, writing, and conversation skills. We will continue to use the textbook *Klasse! A1*, in addition to authentic material such as current newscasts, articles, scripts, games, music, videos, and films. Assessments are both skill and project-based, with the goal of enjoying more fluent conversation and functioning *auf Deutsch*. Several cultural field trips (in person or virtual) to embassies, local restaurants, and museums will be planned. We will also continue to explore the German-speaking world and those who live in it.

### **Spanish 3**, Foreign Language Advanced/Honors

Spanish 3 is conducted primarily in Spanish. This course is designed for students who want to continue expanding their knowledge of the Spanish language and culture. Through the readings and films presented in this class, the course reviews and refines grammar structures, expands vocabulary and improves students' oral and written communication skills through discussions, written reports, and presentations. Cultural aspects are closely integrated with the language elements, giving students an appreciation for the diversity and cultural richness of the Spanish-speaking world.

## Afternoon Module

### **Honors Spanish Seminar / Spanish 4**

Only in Spanish! These courses are designed to provide students with a variety of opportunities to further improve their proficiency in the four language skills. Through literature, current event readings, and films presented in class, these courses emphasize communication by applying interpersonal, interpretive, and presentational modes of communication in real-life situations. We also will review and refine grammar structures and expand vocabulary. Cultural aspects are closely integrated with the language elements. Spanish 4 is open to students who have successfully finished Spanish 3. Honors Spanish is open to students who have already taken Spanish 4 or AP Spanish but want to continue studying Spanish at a high level.

## Mathematics & Applied Math

| TEACHER                 | Quarter 1                                    | Quarter 2   | Quarter 3                                      | Quarter 4                                 |
|-------------------------|--|---|--|---|
| <b>MORNING MODULE</b>   |  |   |  |   |
| BILLY                   |  |   | Finding the Limit<br><i>SS/ Applied Math 1</i> |   |
| SHANNAN                 | -  |   | -  | Personal Finance<br><i>Applied Math 1</i> |
| <b>A MODULE</b>         |  |   |  |   |
| GABBI                   | Pre-Algebra                                  |   |  |   |
| SHANNAN                 | Algebra 1                                    |   |  |   |
| SAVI                    | Geometry                                     |   |  |   |
| RACHEL                  | Algebra 2                                    |   |  |   |
| EDEN                    | Pre Calculus                                 |   |  |   |
| <b>B MODULE</b>         |  |   |  |   |
| GABBI                   | Middle School Math Concepts                  |   |  |   |
| SHANNAN                 | Algebra 1                                    |   |  |   |
| SAVI                    | Geometry                                     |   |  |   |
| RACHEL                  | Calculus                                     |   |  |   |
| EDEN                    | AP Calculus                                  |   |  |   |
| <b>C MODULE</b>         |  |   |  |   |
| GABBI                   | Pre Algebra                                  |   |  |   |
| SHANNAN                 | Algebra 1                                    |   |  |   |
| RACHEL                  | Algebra 2/Foundations of Algebra 2           |   |  |   |
| EDEN                    | Pre Calculus                                 |   |  |   |
| SAVI                    | Math & the Universe<br><i>Applied Math 1</i> |   |  |   |
| <b>AFTERNOON MODULE</b> |  |   |  |   |
| EDEN                    |  | Graph Theory: Dots and Lines<br><i>Applied Math 2</i> |  | Math of Baking<br><i>Applied Math 1</i>   |

### Morning Module

#### Quarter 3

##### **Finding the Limit**, Social Studies or Applied Math 1

Learning Math: For many, math is a discipline of anxiety. It features a rigid structure of arcane rules and immovable obstacles. Students are baffled by the complexity even as teachers struggle to describe something that seems simple. Students who struggle in math are forced to decide either that they are stupid or that math is stupid. Neither is the case. In this course, we will discuss each person's innate ability to discover mathematics on his or her own terms, how the brain develops the connections which make math comprehensible, and modern methods of math education which attempt to make math available to all. Students will write a research paper for their exhibition answering the essential question: *How should math be taught?*

#### Quarter 4

##### **Personal Finance**, Applied Math 1 or Social Studies 1

Financial literacy is key to helping us reach our goals in life. It is essential that we are able to recognize options, analyze those options, and plan for our success. Students will learn strategies for managing and tracking their spending and saving. We will discuss the many financial decisions that will likely affect students' lives from selecting a credit card, understanding your credit score, saving for retirement, buying a house or a car, and what expenses they can expect to incur when they are out on their own.

## **A Module**

### **Year-Long**

#### **Pre-Algebra**

Pre Algebra is a one-year course of Algebraic concepts. During the year students will explore units divided into numerous sub-topics. The units include but are not limited to fractions, decimals, negative numbers, equations, exponents, and statistics.

#### **Algebra 1**

This most fundamental of mathematics courses covers the basics of solving and graphing linear and quadratic equations. Additionally, students will learn to factor equations, simplify radicals, and solve systems of equations. Focus Skills: Solving Problems and Making Connections and Being Aware of Context.

#### **Geometry**

This comprehensive course in geometry is designed to build logical reasoning and spatial visualization skills. The class is largely cumulative, as is all mathematics, in that we will continue to build on and utilize what we have already learned. Topics to be covered include deductive reasoning, lines in a plane, the study of polygons with particular stress on triangles, transformations, congruence, similarity, properties of circles, constructions, areas and volumes of solids, coordinate geometry, and basic trigonometry.

#### **Algebra 2**

Algebra 2 is divided into three topics: 1) the basic mechanics of algebra—an extension of what was learned in Algebra 1; 2) the principle of functions—the idea that equations can be seen as mathematical “machines” which take input and create output; 3) the idea of “modeling”—that functions can be used to represent real behavior in the world. Students will learn and review work with linear functions before expanding into quadratics, exponential, and logarithmic functions, as well as basics of trigonometry (building on principles learned in Geometry). Algebra 2 prepares students for Pre-Calculus.

#### **Pre-Calculus**

This course builds on the concepts learned in Algebra 2 and prepares you for calculus and other advanced math courses you may take in the future. Specifically, we will study various families of functions, the parametric and polar forms of representing functions and other relations, trigonometry, matrices, and some isolated topics in discrete mathematics; if there is time there will be a brief introduction to the concepts of instantaneous rates of change and limits (the beginnings of calculus!). There will be a strong focus on viewing functions from various perspectives (such as verbal, numeric, graphical, and algebraic). Throughout the course, we will use the graphing calculator (TI-84) technology to help us understand functions from these various perspectives.

## **B Module**

### **Middle School Math Concepts**

Junior High Concepts is a one-year math course. During the year students will explore units divided into numerous sub-topics. The units include but are not limited to ratios, percentages, Arithmetic operations, variables and expressions, equation basics, and interpreting data.

#### **Algebra 1**

This most fundamental of mathematics courses covers the basics of solving and graphing linear and quadratic equations. Additionally, students will learn to factor equations, simplify radicals, and solve systems of equations. Focus Skills: Solving Problems and Making Connections and Being Aware of Context.

## **Geometry**

This comprehensive course in geometry is designed to build logical reasoning and spatial visualization skills. The class is largely cumulative, as is all mathematics, in that we will continue to build on and utilize what we have already learned. Topics to be covered include deductive reasoning, lines in a plane, the study of polygons with particular stress on triangles, transformations, congruence, similarity, properties of circles, constructions, areas and volumes of solids, coordinate geometry, and basic trigonometry.

## **Calculus**

This class will cover the basics of calculus – limits, derivatives, and integrals – with in-depth looks at both the conceptual and computational aspects. The class will not be paced to the AP exam, but rather to the students’ understanding and should prepare students to either take BC Calculus next year in high school or Calculus 2 in college.

## **AP AB Calculus**

This class is geared toward the AP Calculus AB test taking place in May. This means we will cover Functions, Limits, Derivatives, and Integrals as well as some applications. Periodically we will review actual AP tests from past years in order to prepare for the AP test. Since the final objective of this course is to have you ready to take the AP test, we will be moving at a steady pace.

## **C Module**

### Year-Long

## **Pre-Algebra**

Pre Algebra is a one-year course of Algebraic concepts. During the year students will explore units divided into numerous sub-topics. The units include but are not limited to fractions, decimals, negative numbers, equations, exponents, and statistics.

## **Algebra 1**

This most fundamental of mathematics courses covers the basics of solving and graphing linear and quadratic equations. Additionally, students will learn to factor equations, simplify radicals, and solve systems of equations. Focus Skills: Solving Problems and Making Connections and Being Aware of Context.

## **Algebra 2**

Algebra 2 is divided into three topics: 1) the basic mechanics of algebra—an extension of what was learned in Algebra 1; 2) the principle of functions—the idea that equations can be seen as mathematical “machines” which take input and create output; 3) the idea of “modeling”—that functions can be used to represent real behavior in the world. Students will learn and review work with linear functions before expanding into quadratics, exponential, and logarithmic functions, as well as basics of trigonometry (building on principles learned in Geometry). Algebra 2 prepares students for Pre-Calculus.

## **Pre-Calculus**

This course builds on the concepts learned in Algebra 2 and prepares you for calculus and other advanced math courses you may take in the future. Specifically, we will study various families of functions, the parametric and polar forms of representing functions and other relations, trigonometry, matrices, and some isolated topics in discrete mathematics; if there is time there will be a brief introduction to the concepts of instantaneous rates of change and limits (the beginnings of calculus!). There will be a strong focus on viewing functions from various perspectives (such as verbal, numeric, graphical, and algebraic). Throughout the course, we will use the graphing calculator (TI-84) technology to help us understand functions from these various perspectives.

## Semester 1

### **Math & the Universe**, Applied Math 1

In order to appreciate the beauty of Mathematics, we will step back in time to see how the evolution of Mathematical ideas is closely tied to the human quest to understand our Universe. This course explores fractals and the Fibonacci Sequence to observe patterns all around us, how to measure cosmic distances and speed, calculate mass and size of distant objects in our universe, Newton's Law of Universal Gravitation, keeping track of lunar & solar cycles, etc. Through our study of these topics, we will explore our Mathematical Universe.

## Afternoon Module

### Quarter 2

#### **Title, Credit**

#### **Graph Theory: Dots and Lines**, Applied Math 2

How do you organize as many people as possible to dance with people they like at prom? How do you (or Google Maps) find the shortest route to drive between two places? How do you color a map (or coloring book) so that no two regions sharing a border share a color? While these questions are all fairly different, they can all be solved by abstracting to a question about an arrangement of dots and lines connecting them. Mathematicians call such arrangements vertex-edge graphs, and the subject which concerns itself with such graphs is called Graph Theory. In this course, we will explore the basics of Graph Theory and how Graph Theory can be used to solve the questions above and/or others like them. Specific questions answered may depend on the interests of the members of the class.

### Quarter 4

#### **Mathematics of Baking**, Applied Math 1

In this course, mathwise, students will brush up on fractions and percentages and all the arithmetic that goes along with them, learn how to utilize spreadsheets, learn best practices for consistent and accurate measurement, and explore the quantification of error allowance. All of this will be taught in the context of baking cookies, bread, and cake and developing, analyzing, and executing their recipes. Students will have weekly baking assignments to do at home and so must have access to an oven and standard baking ingredients. Essential question: *How do the changes in measurements within a recipe affect the outcome?*

## Physical Education & Health

| TEACHER                 | Quarter 1   | Quarter 2                 | Quarter 3   | Quarter 4              |
|-------------------------|---|---------------------------|---|------------------------|
| <b>C MODULE</b>         |   |                           |   |                        |
| HENRY                   | Nature Walking for Wellbeing<br><i>PE 1 or Health 1</i> |                           | Yoga for Wellbeing<br><i>PE or Health 1</i>             |                        |
| <b>AFTERNOON MODULE</b> |   |                           |   |                        |
| EDEN                    |   |                           | Personal and Public Health<br><i>Health/SS 1 (+8th)</i> |                        |
| MADDY                   | Soccer<br><i>PE 1</i>                                   | Basketball<br><i>PE 1</i> | Indoor & Outdoor Fitness<br><i>PE 1</i>                 | Frisbee<br><i>PE 1</i> |

### C Module

#### Semester 1

##### **Nature Walking for Wellbeing, PE 1 or Health 1**

Studies have shown that time in nature improves wellness and walking is one of the best forms of low-impact exercise. Most days we will engage in what the Japanese call shinrin-yoku or “forest bathing” as we walk along local paths and engage with nature. Come take a walk in the woods and contemplate the beauties of nature and life itself!

#### Semester 2

##### **Yoga for Wellbeing, PE or Health 1**

Ancient yoga is an Indian system of mind-body exercises for spiritual wellness. The modern practice of Hatha Yoga involves special techniques of breathing, concentration, and exercise that strengthen the body and calm the mind. In Yoga for Wellness, we will practice Hatha Yoga to enhance mental and physical health. Everyone is welcome because everyone can do yoga! Exercises will be adjusted and adapted for individual needs.

### Afternoon Module

#### Quarter 1

##### **Soccer, P.E. 1**

The beautiful game is a unique blend of endurance, power, understanding, and creativity. To succeed requires a dedication to developing physically and intellectually, being aware of your role and the roles of those around you. Just like any of the “academic” courses on offer at the school, this course will require persistence and effort. By the end of the course, you will be in much better shape and have a greater appreciation for the teamwork and collaboration that is necessary for high-pressure situations. This course is recommended as a co-requisite for participation on the soccer team.

#### Quarter 2

##### **Basketball, P.E. 1**

Our minds and bodies are intricately connected: a healthy mind makes a healthy body. Likewise, a healthy body makes a healthy mind. It is through a course of basketball that we may explore this concept, and your teacher is an avid player. We will be indoors much of the time stretching, running, passing, and playing basketball. Basketball is a social activity that requires personal collaboration: participation is mandatory, and we will have fun.

### Quarter 3

#### **Q3 Personal and Public Health** , Health or Social Studies 1 (thank you to Meg Hunter for the title)

In this course, we will practice a combination of habits that promote our own mental and physical health. We will also be studying and creating short school-wide public health campaigns around various aspects of health. Some of the topics we may explore in this regard include exercise, sickness avoidance, nutrition, happiness, and mental acuity. *Essential Question: How can we encourage and promote the mental and physical health of ourselves and those around us?*

#### **Indoor & Outdoor Fitness**, PE 1

In this class, students will set personal health goals and will create an individual plan with the teacher to meet them. The teacher will expose students to a variety of indoor and outdoor fitness activities to help students in this process.

### Quarter 4

#### **Frisbee**, P.E. 1

Our minds and bodies are intricately connected: a healthy mind makes a healthy body. Likewise, a healthy body makes a healthy mind. It is through a course of Frisbee that we may explore this concept. We will be outdoors much of the time--stretching, running, passing, and playing Frisbee. Frisbee is a social activity that requires personal collaboration: participation is mandatory, and we will have fun.

## Sciences (Biology, Chemistry, Physics, General Science)

| TEACHER                 | Quarter 1  | Quarter 2                                      | Quarter 3  | Quarter 4                               |
|-------------------------|--|--|--|---|
| <b>MORNING MODULE</b>   |  |  |  |   |
| DIANA                   | Marine Biology<br><i>Biology 1</i>                       | Plants & Society<br><i>Biology 1/2 SW</i>      | Forensic Chem<br><i>Chemistry 2</i>              | Comparative Ecology<br><i>Biology 2</i> |
| JENNY                   |  |  | Psychology of Perception<br><i>GS/SS 1/2</i>     |   |
| CHETHAN                 |  |  | <i>Sustainable Development</i><br><i>GS/SS 1</i> |   |
| RACHEL                  | Perfecting the Pollinator Garden<br><i>Chemistry 1/2</i> |  |  |   |
| <b>B MODULE</b>         |  |  |  |   |
| DIANA                   | Geology<br><i>General Science 1</i>                      |  | Climate Change<br><i>General Science 2</i>       |   |
| <b>C MODULE</b>         |  |  |  |   |
| SAVI                    |  |  | Optics of Lenses and Mirrors<br><i>Physics 1</i> |   |
| <b>AFTERNOON MODULE</b> |  |  |  |   |
| DIANA                   | Invertebrate Zoology<br><i>Biology 1</i>                 | Plagues & Society<br><i>Bio 1 (+8th)</i>       | Forensic Bio<br><i>Honors Bio</i>                | Chemistry of Water<br><i>Chem 2</i>     |
| RACHEL                  | -  | AP Chemistry                                   |  |   |
| SAVI                    | Chemistry of Fireworks<br><i>Chemistry 1</i>             | Nuclear Chemistry<br><i>Chemistry 1 (+8th)</i> |  |   |
| BILLY                   | Physics at the Fringe<br><i>Physics 2</i>                | Bridges<br><i>Physics 1 (+8th)</i>             |  |   |

### Morning Module

#### Quarter 1

#### **Marine Biology, Biology 1**

How do deep ocean fishes withstand the pressures and darkness of a trench environment? What is marine snow? What adaptations allow animals to survive the constant pounding of ocean surf? And how do they deal with all that salt? This course will explore the unique conditions and challenges of different ocean biomes and explore how organisms adapt and succeed in these underwater environments. *EQ: How do organisms adapt and thrive in the varying conditions of ocean biomes?*

#### **Perfecting the Pollinator Garden, Chemistry 1 or 2**

In this course, we will explore soil as chemists! What do plants need to thrive? How can we perfect the Pollinator Garden? Students will explore concentration, pH, and the nitrogen cycle then implement their findings in our school's Pollinator Garden. Students can look forward to performing dilutions, testing soil, and designing their own experiments. This course will be project-based (no tests!) with a large focus on experimental design, data analysis, and science communication (videos, posters, and reports).

#### Quarter 2

#### **Plants and Society, Biology 1 Scholarly Writing**

This course will focus on plant structures and classifications as well as how plants and humans have shaped each other throughout human history. After studying plant anatomy and reproduction, we will look at the impact that commercial agriculture and trade have had on the world. We will also examine flower structures, pollination, and food security. Additionally, we will examine how some plant compounds are concentrated to turn them into highly addictive substances, and how governments react. *Essential Question: How do plants change human society?*

#### Quarter 3

#### **Sustainable Development, General Science or Social Studies 1**

Students will learn about how modern development interacts with ecological cycles and explore the science behind technologies by which we may lessen our impact and build for a sustainable future. Specific focus will be given to watershed

ecology and Low Impact Development methods with local case studies and hands-on exploration in implementing LID projects. Students will engage with this topic further through lab and fieldwork and will gain insight through experience into the process of implementing sustainable development projects from the scientific and mathematical phases to the economic, political, and implementation phases. *EQ: How can we develop our cities and industries for a sustainable future?*

### **Psychology of Perception**, Social Studies/General Science 1

This is an introductory psychology course that will focus on principles of sensation and perception. We will learn about the anatomical structures that allow us to sense the world, we will examine the limitations on our ability to interpret and perceive, and we will consider how our perceptions influence the way we behave. All students in the class will also learn about the experimental method en route to developing a science fest project. Please do not enroll in this class if you have taken AP Psychology. *EQ: How do we process and interpret the information we receive from our environment?*

### **Forensic Chemistry**, Chemistry 2 Scholarly Writing

Forensic scientists rely heavily on DNA evidence to convict criminals, but they also use chemical analysis to piece together the details of how crimes are committed. From poisoning to art forgery, we will examine the role of chemical evidence in forensic science using techniques such as toxicology, isotope analysis, and spectrometry. This course will require participation in the New School Science Fest. *EQ: What can I infer about crimes from chemical evidence?*

### Quarter 4

### **Comparative Ecology**, Biology 2

What factors make a desert a desert or a rainforest a rainforest? How do energy and materials cycle through ecosystems? Why does species diversity matter? We will compare our temperate deciduous biome to other biomes around the world to answer these questions and, in turn, learn more about the ecosystem in which we live. The final exhibition for the course will be to design a field guide to species present at The New School and an interpretive nature walk explaining how universal ecological concepts apply to our local setting. *EQ: How do ecosystems and biomes around the world compare to each other?*

### **B Module**

#### Semester 1

### **Geology**, General Science 1

Have you ever wondered what rocks are made of, how gems and crystals form, what causes an earthquake, or where mountains come from? We will explore these topics and more by learning about matter on Earth and the chemical and physical processes that shape it into the rocks and landforms we know today. *Essential Question: How do Earth materials and processes shape what we see in rocks and landforms today?*

#### Semester 2

### **Climate Change**, General Science 1

We hear about climate change all the time, but what is really going on? Some people deny it is even happening. What has the climate been like on earth over our geologic history? How have human systems altered the composition of the atmosphere, and what are its effects? How will climate change affect people, economies, “natural” disasters, migration, politics, and disease? The course will focus on these problems, as well as solutions, and include a climate action project. *EQ: How does human-generated climate change affect natural systems, populations, and the economy?*

## C Module

### Semester 2

#### **Optics of Lenses and Mirrors**, Physics 1

This course will be geared towards understanding the physics behind the human eye and corrective lenses, camera, microscope, telescopes, periscope, 3D movies etc. This involves the study of reflections, refractions, illuminations, and geometry in the optics of lenses and mirrors: ray diagrams and equations, interference, diffraction, and polarization.

### Afternoon Module

#### Quarter 1

#### **Chemistry of Fireworks**, Chemistry 1

We all must have experienced the colorful and impressive fireworks displays at Fourth of July celebrations and other events. These displays pack a lot of chemistry into those “Ooh! Aah!” moments. In this course, we will learn more about the history, construction, shapes, and colors of fireworks. We will particularly discuss oxidation and reduction reactions that make the fireworks explode into those beautiful patterns. We will also discuss firework safety and environmentally friendly fireworks.

#### **Invertebrate Zoology**, Biology 1

Over 90% of the world’s animals are invertebrates... and they have been the most successful animals throughout geologic time. What accounts for this success? How do their body plans solve adaptive “problems” in order to survive, reproduce, and thrive in their environments? How have changing earth conditions allowed for periods of rapid evolutionary change? We will explore invertebrate evolution, body structure and function, taxonomy, adaptations, and more. *EQ: How do invertebrate body plans reflect adaptation to their changing environments?*

#### **Physics at the Fringe**, Physics 2

The Age of Enlightenment was built on the power of logic to describe real-world phenomena and was truly revolutionary in making sense of the world. At the turn of the twentieth century, though, the continued application of logic began to reveal a world that made less and less intuitive sense. Our day-to-day existence was revealed to be a Goldilocks special case between very small, very large, and very fast realities that defied expectations. This course will explore the true nature of the universe at these extremes, and how these extremes have an unexpected influence on--and hold unimagined potential for--our daily lives.

### Quarter 2 & 3

#### **AP Chemistry**

This course is structured around the AP Exam. We will cover matter, bonding, reactions, kinetics, thermodynamics, and equilibrium. This class is designed for students who have successfully completed at least one chemistry course at The New School. Students will be expected to complete additional assignments during the summer as well as throughout the first and fourth quarters in order to be fully prepared for the exam in May.

#### Quarter 2

#### **Nuclear Chemistry**, Chemistry 1

Ancient alchemists attempted to convert various elements into gold and failed in their quest. We know now that an element can be changed to another element only by changing the composition of its nucleus. In this course, we will discuss the atomic structure, the nuclear mass, in particular, the forces holding the subatomic particles together, radioactive decays, fission, fusion, balancing nuclear reactions, half-life calculations, mass-energy conversions, applications of nuclear energy, nuclear plant construction and maintenance, nuclear accidents and lessons learned from those accidents.

### **Plagues and Society, Biology 1**

How did the Black Plague change the world? Who really can take credit for “inventing” vaccines? How did the AIDS outbreak in the 1980s illuminate social inequalities? This course will use a selected text to explore the Plague, SmallPox, and HIV/AIDS, as well as incorporate our ongoing experiences with COVID-19. We will examine the biological, sociological, immunological, religious, cultural, and technological impacts of major disease outbreaks. EQ: *What are the biological and social implications of widespread infectious disease?*

### **Bridges, Physics 1**

Much of classical physics is employed in the construction of bridges. In this project-driven class, students will learn about bridges from a technical standpoint, developing intuition through trial and error. Each week, students design and construct a bridge given a set of unique materials and requirements. The course will culminate with students designing and building a final bridge, with the whole school invited to watch a competition to see whose bridge can hold the most weight.

### Quarter 3

#### **Forensic Biology, Biology Honors**

Forensic crime shows are increasingly popular, and DNA evidence especially is becoming the key to cracking many current and cold cases. In addition to DNA, this class will focus on biological forensic evidence such as hair type, fingerprinting, blood typing, and even non-human evidence that can pinpoint the crime scene and time of death, such as pollen grains and insect larvae. As a culminating project, students will create their own forensic mystery using biological evidence and challenge their classmates to solve it. EQ: *What can I infer about crimes from biological evidence?*

### Quarter 4

#### **Chemistry of Water, Chemistry 2**

Water--essential for life, the universal solvent, and even the basis for some metric measurements. How can some animals “walk” on water? Why does ice float when most other solid forms of matter are denser than their liquid forms? We will explore the properties of this polar substance, what ends up being dissolved in it, how its shape and behavior changes, and how it interacts with and globally distributes environmental pollutants. EQ: *How do the chemical and physical properties of water affect its interactions?*

## Humanities (Government, Social Sciences, Social Studies, US History, World Studies & Geography)

| TEACHER                 | Quarter 1   | Quarter 2   | Quarter 3   | Quarter 4   |
|-------------------------|---|---|---|---|
| <b>MORNING MODULE</b>   |   |   |   |   |
| NATALIYA                |   | Artists and Immigration<br><i>Arts/SS/W/SG 1 SW</i>           |   |   |
| TARYN                   | The Political Predicament: Individual Freedom vs Structured Society<br><i>Gov 2</i> |   |   | The Final Frontier: International Relations & Space Fiction<br><i>Gov 1</i> |
| BILLY                   |   | Sociology and Sci-Fi<br><i>SS/Eng 2 SW</i>                    | Finding the Limit<br><i>SS/Applied Math 1</i>                           | Universal Basic Income<br><i>Gov 2</i>                                      |
| CAROLINA                | American Voting Rights<br><i>USH/Govt 1</i>   | Black History<br><i>USH 1 SW</i>                              | World Governments<br><i>Govt/W/SG 1</i>                                 | The Holocaust<br><i>SS/W/SG 1 SW</i>  |
| JENNY                   |   |   | Psychology of Perception<br><i>GS/SS 1/2</i>                            |   |
| CHETHAN                 | Media Literacy<br><i>Eng/SS 1</i>   | Politics and Media<br><i>USH/Govt 1/2 SW</i>                  | Sustainable Development<br><i>GS/SS 1</i>                               | Philosophy of the Self<br><i>Eng/SS 2</i>                                   |
| SHANNAN                 | -   | Death & Dying<br><i>SS 1 SW</i>                               | -   |   |
| GABBI                   |   |   | Cold War, Hot Peace<br><i>USH 2</i>                                     | Dystopian Authoritarianism<br><i>Gov 1/Eng 1</i>                            |
| <b>A MODULE</b>         |   |   |   |   |
| TARYN                   | AP European History<br><i>World Studies/Geography</i>                               |   |   |   |
| <b>B MODULE</b>         |   |   |   |   |
| ALAN                    | The Aztec Empire & the Spanish Conquest<br><i>World Studies/Geography 2</i>         |   |   |   |
| <b>AFTERNOON MODULE</b> |   |   |   |   |
| EDEN                    |   |   | Personal and Public Health<br><i>Health/SS 1 (+8th)</i>                 |   |
| BILLY                   |   |   | Belief & Falsehoods<br><i>SS 2 SW</i>                                   |   |
| CAROLINA                | -   | The History of Poor White America<br><i>US History Honors</i> | American Women of the 20th Century<br><i>US History 2</i>               |   |
| HENRY                   |   |   | History and Culture of India<br><i>World Studies/Geography 1 (+8th)</i> | Positive Psychology<br><i>SS 2</i>  |
| ALAN                    |   |   | The Middle Ages<br><i>World Studies/Geography 1 (+8th)</i>              |   |

### Morning Module

#### Quarter 1

##### **Media Literacy**, English or Social Studies 1

This course will focus on building the critical thinking and reading skills required in a media-rich world. Students will evaluate media and pieces of communication in general for logic, bias, and intent. The central goal of this course is to provide students with a deeper understanding of the factors that characterize effective communication strategies and to equip them with the tools necessary to be more intelligent, critical consumers of all forms of communication.

##### **American Voting Rights** US History/Government, Level 1

The United States has the longest-standing democracy in the world, yet the right to vote still does not extend to all Americans. This course will consider the meaning of suffrage in America; what does it mean to vote, who is permitted to vote, and why? We will study the centuries-long battles for democracy, evaluating what this unfinished legacy reveals about American ideologies.

##### **The Political Predicament: Individual Freedom vs Structured Society**, Government 2

Democratic societies must balance the rights and responsibilities of individuals with the common good—but we don't always agree on what that "common good" looks like. We will begin with an in-depth look at the foundations of the American government, our Constitution, and our political processes. Using this framework, we will investigate current political controversies using a variety of primary sources, readings, and other materials originating from myriad perspectives in an

attempt to answer the question: *To what extent should the US government legislate the rights of citizens for the common good?*

## Quarter 2

### **Politics and Media**, US History or Government 1/2 Scholarly Writing

This course will explore a broad range of questions concerning the relationship between the media and politics, with a focus on historical and contemporary issues presented in the American context: Do the news media educate or manipulate the citizenry? What is the role of the press in a democracy and how does the First Amendment protect the press in the United States? What impact has technology had on the media in politics? *EQ: How do political actors use media to achieve their goals?*

### **Death and Dying**, Social Studies 1 Scholarly Writing

We fear what we don't understand. The best way to ease our fear of the greatest unknown is to learn about the process of dying. What care systems are available to the dying? What are the processes, industries, and laws involved in body dispositions and funerals? What are the ethical issues involved in dying? How can we best support the bereaved? What can we do to make our deaths easier for our loved ones?

### **Artists and Immigration**, Arts/Social Studies/World Studies-Geography 1 Scholarly Writing

How can works of art help us understand personal experiences of immigration and displacement? What can we learn from artwork in museums, and how can we distinguish artists' experiences? As some artists have immigrated to other countries due to political climate, personal beliefs, or other factors, does their art reflect their unique histories? You will research and investigate these aspects. Research/argumentative scholarly writing class: Essential question: *How does the immigration experience influence an artist's work?*

### **Sociology and Science Fiction**, Sociology or English 2 Scholarly Writing

Science fiction is often associated with fantastical technologies and funny-looking alien species, but a common theme throughout much of science fiction is the exploration of various social constructs and ideologies. Through the construction of invented or adjusted realities, writers can contemplate through fiction what thinkers like Marx, Durkheim, Keynes, and Hayek wrote in response to the changing landscape of their times. In both cases, thinkers diagnose the diseases of society and prognosticate their ultimate and inevitable outcome. In this course, students will read both sociological writings from the nineteenth and twentieth centuries as well as science fiction from the latter half of the 20<sup>th</sup> century. Students will draw connections between the two fields and discuss, both verbally in class and through written work, how they relate. For their exhibition, each student will write a primary source analysis of a particular work while integrating the views of a particular social theorist. These papers will answer the essential question: *How can stories illustrate complex social theories?*

### **Black History** US History 1 Scholarly Writing

The experience of Black Americans is not only historically unique but an integral component of the American experiment, one which particularly demonstrates both the fragility and the determination behind the American dream. This course will study the history of Blacks in America beginning with their migrations during the colonial era. Students will examine the impact of the institution of slavery, the discrimination of the Jim Crow era, and the conflicts of the early 1900s as the Black community began to pursue political and social equality. The class will culminate with the Civil Rights movements of the mid-twentieth century. Scholarship skills will also be a primary focus of this course, and students will compose a primary source analysis paper.

## Quarter 3

### **Sustainable Development**, General Science or Social Studies 1

Students will learn about how modern development interacts with ecological cycles and explore the science behind technologies by which we may lessen our impact and build for a sustainable future. Specific focus will be given to watershed ecology and Low Impact Development methods with local case studies and hands-on exploration in implementing LID projects. Students will engage with this topic further through lab and fieldwork and will gain insight through experience into the process of implementing sustainable development projects from the scientific and mathematical phases to the economic, political, and implementation phases. *EQ: How can we develop our cities and industries for a sustainable future?*

### **Psychology of Perception**, Social Studies/General Science 1

This is an introductory psychology course that will focus on principles of sensation and perception. We will learn about the anatomical structures that allow us to sense the world, we will examine the limitations on our ability to interpret and perceive, and we will consider how our perceptions influence the way we behave. All students in the class will also learn about the experimental method en route to developing a science fest project. Please do not enroll in this class if you have taken AP Psychology. *EQ: How do we process and interpret the information we receive from our environment?*

### **Finding the Limit**, Social Studies or Applied Math 1

Learning Math: For many, math is a discipline of anxiety. It features a rigid structure of arcane rules and immovable obstacles. Students are baffled by the complexity even as teachers struggle to describe something that seems simple. Students who struggle in math are forced to decide either that they are stupid or that math is stupid. Neither is the case. In this course, we will discuss each person's innate ability to discover mathematics on his or her own terms, how the brain develops the connections which make math comprehensible, and modern methods of math education which attempt to make math available to all. Students will write a research paper for their exhibition answering the essential question: *How should math be taught?*

### **World Governments** Government/World Studies-Geography, Level 1

World government introduces students to various types of governments around the globe. The course will explore different governments' origins within the context of their country's history and culture. We will compare and contrast how various governments respond to problems and analyze the effectiveness of these responses. In addition, we will consider alternatives to American political practices. The course materials will include basic information on political concepts and structures of government, case studies, and current events.

### **The Holocaust** Social Studies/World Studies-Geography, Level 1 Scholarly Writing

The Holocaust is one of history's most horrific and devastating chapters. This course will study the chronological events of the Holocaust beginning with Hitler's rise to power. We will examine the experiences of the victims, the goals of the perpetrators, the attitudes of the collaborators, and the response of the rest of the world before and after 1945. Please note that the material of the class is challenging, both academically and emotionally, and that the content will not be censored. Therefore, the class environment must remain considerate and thoughtful.

### **Cold War, Hot Peace** US History 2

This course examines US foreign policy history with the Soviet Union during the Cold War. Students in this course will examine multiple aspects of the Cold War, including the Cuban Missile Crisis and the many proxy wars fought in countries like Vietnam, Korea, and Afghanistan. This course will examine the history of US foreign policy and the legacies of the Cold War that affect peace between modern America and post-Soviet Russia.

## Quarter 4

### **Philosophy of the Self** English or Social Studies 2

What does philosophy have to say about what it means to be an individual in a world full of people? In this course, we will discuss the concepts of knowledge, reality, perception, identity, consciousness, free will, belief, truth, and experience. Students will engage with selected readings through analysis and reflection as to how such concepts do or do not apply to their own experiences of existing in the world. *EQ: What defines the self?*

### **Universal Basic Income**, Government 1

Civilization is the product of its people; for civilization to succeed, people must be productive. But how do we get productive people? Some believe people must be motivated to be productive, with capitalism acting as both carrot and stick for those who look to their future. Others believe that people are naturally productive, and will contribute the most to society when their basic needs are met. This debate is made more urgent by the rapidly evolving nature of work in the 21st century; traditional jobs are being replaced by automation, and traditional industries are disintegrating as the needs of civilization shift. Universal basic income is a new proposal designed to ensure people can live happy and productive lives without fear of going hungry or homeless, but it is very controversial. This course will explore this proposal in depth, with each student developing an answer to the essential question: *What is the role of government in maximizing the productivity of its citizens in a world where human capital is under*

*constant threat of obsolescence?*

### **The Final Frontier: International Relations & Space Fiction, Government 1**

One of the key roles of science fiction is to cast a critical eye on contemporary issues and historical events. The television series Star Trek and all its permutations, along with the Star Wars collection of films, may seem fantastical at first glance--however, in these space stories, we can actually see the governments and politics of our own world in fictional form, at enough of a distance to analyze critically. Using both shows to facilitate the conversation, along with numerous other sources, we will try to answer the question: *What is government, and what motivates governmental decisions and behavior?*

### **Dystopian Authoritarianism, Government/English 1**

Authors across the world have imagined new futures that aren't too dissimilar. From 1984 to Handmaid's Tale to We, this course will examine different government structures imagined in various television, film, and written dystopian medias. Students will examine the role of authoritarianism in dystopian fiction and world politics.

### **A Module**

#### Year-long

#### **AP European History**

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

### **B Module**

#### Semester 1

#### **The Aztec Empire and the Spanish Conquest: Examining the Role of Perspective in the Creation of Historical Narratives, World Studies/Geography 2**

Who were the Aztecs? Until recently, virtually everything we thought we knew about them came from the Spanish, who conquered the Aztec Empire in 1520 in one of the most famous and dramatic episodes in world history. But the most important thing to remember about history is who is telling the story and why. In this course, we will examine two different views of the Aztec Empire and the Spanish Conquest. First, we will read and discuss *The Conquest of New Spain* by Bernal Díaz del Castillo, who witnessed the conquest firsthand as a soldier in the army of Hernán Cortés. Second, we will read *The Fifth Sun: A New History of the Aztecs* by Camilla Townsend, who presents the story from the perspective of the Native Americans who experienced it, based on long-neglected sources in the original Nahuatl language. Along the way, we will watch segments of the BBC documentary "The Conquistadors," examine other primary and secondary sources, learn about Spanish and Mesoamerican culture, and do a creative project.

### **Afternoon Module**

#### Quarter 2

#### **The History of Poor White America Honors US History**

(Formerly Appalachian Origins of America)

Some of America's deepest cultural roots began in the backcountry, where determined families planted one of the United States' most enduring ideologies, one that persists today. The identity politics of this ideology are richly layered, controversial, and have heavily impacted our modern society. The History of Poor White America will study this group of people and

consider the historic and modern implications. This class will heavily depend on reading and academic discussion.

### Quarter 3

#### **History and Culture of India**, World Studies/Geography 1

Today, one in four people live in South Asia, an area that includes the countries Pakistan, India, and Bangladesh. This region is home to a long history of multiple cultures and religions. In this class, we will learn about India from its prehistory through today. We will spend much of our time exploring the philosophy, art, and inventiveness of the Indian subcontinent. We will also take advantage of the Smithsonian collections at the Freer and Sackler galleries of art. Come ready to learn about one of the world's longest-lived and most influential civilizations!

#### **Personal and Public Health**, Health or Social Studies 1 (thank you to Meg Hunter for the title)

In this course, we will practice a combination of habits that promote our own mental and physical health. We will also be studying and creating short school-wide public health campaigns around various aspects of health. Some of the topics we may explore in this regard include exercise, sickness avoidance, nutrition, happiness, and mental acuity. *Essential Question: How can we encourage and promote the mental and physical health of ourselves and those around us?*

#### **The Middle Ages**, World Studies/Geography 1

The word “medieval” has long conjured up images of the “Dark Ages,” a period marked by centuries of ignorance, superstition, savagery, and bad hygiene. But the myth of darkness obscures the truth. The European Middle Ages were a remarkable period of human ingenuity and creativity. In this course, we will learn about traditional topics such as the Kingdom of Charlemagne, the Vikings, the Crusades, and the Black Death, but also about the multi-religious history of Spain, the rise of Byzantium, the building of the cathedrals, and the genius of many scholars, rulers, and visionaries. Along the way, you will write several short research papers and complete a creative project.

#### **Belief and Falsehoods**, Social Studies 2 Scholarly Writing

Our knowledge is built on twin pillars of experience and reason. Yet experience can be exceptional and reason can be unprincipled, leaving all of us with false knowledge. Sometimes, false knowledge becomes entrenched as belief, skewing our ability to see beyond our perspective or develop more foundational rationale. This course explores both the development of this phenomenon and the process of dislodging misinformed beliefs. The final project will be given in the form of a formal research paper answering the essential question *How can we help each other conquer prejudice?*

#### **American Women of the 20th Century** US History, Level 2

The sequel to the Women's History course, this class will chronicle women's experiences in America following the victory over national suffrage in 1920- a momentous achievement, but one that revealed that the battle for equality was far from over. We will analyze the evolution of female identities and roles in the United States from the early 1900s until today and discover how trends in American society and politics were inseparable from that evolution. The course will include voices and stories from women in all corners of American life.

*\*It is highly recommended that you have already taken Women's History before enrolling in this course.*

### Quarter 4

#### **Positive Psychology**, Social Studies 2

Much psychology research has focused on what is wrong with people—mental illness—but not as much on what is right. Positive psychology is the scientific study of human flourishing. In our class, we will complete a brief overview of psychology and then dive into techniques to feel more positive emotions, engage in life, build relationships, find meaning, and pursue personal goals. Students will come away from the course with many tools to live a flourishing life.

## Computer Science & Electives

| TEACHER                 | Quarter 1                                    | Quarter 2 | Quarter 3  | Quarter 4  |
|-------------------------|--|-----------|--|--|
| <b>MORNING MODULE</b>   |  |           |  |  |
| BILLY                   | Digital Music Comp<br><i>Arts/Computers1</i> |           |  |  |
| <b>A MODULE</b>         |  |           |  |  |
| BILLY                   | AP Computer Science<br><i>Computers</i>      |           |  |  |
| CHETHAN & MADDY         | Study Skills<br><i>(MS/HS)</i>               |           | Study Skills<br><i>(MS/HS)</i>                           |  |
| AUSTIN                  | Study Hall                                   |           | Study Hall   |  |
| <b>B MODULE</b>         |  |           |  |  |
| BILLY                   | Game Programming<br><i>Comp 1 (+ MS)</i>     |           |  |  |
| JONATHAN                |  |           | Architecture and Interior Design<br><i>Comp 1 (+ MS)</i> |  |
| CHETHAN & MADDY         | Study Skills<br><i>(MS/HS)</i>               |           | Study Skills<br><i>(Middle School Only)</i>              |  |
| AUSTIN                  | Study Hall                                   |           | Study Hall   |  |
| <b>C MODULE</b>         |  |           |  |  |
| CHETHAN                 | Study Skills<br><i>(High School Only)</i>    |           |  |  |
| AUSTIN                  | Study Hall                                   |           | Study Hall & Study Skills<br><i>(High School Only)</i>   |  |
| <b>AFTERNOON MODULE</b> |  |           |  |  |
| SHANNAN                 |  |           | Filming & Editing Horror Films<br><i>Comp 1</i>          |  |
| ALAN                    |  |           |  | Tabletop Roleplaying Game Design<br><i>World Studies 1</i> |

### Morning Module

#### Quarter 1

#### **Digital Music Composition, Computers 1**

Students will learn how to create music on a computer from the ground up. The course will cover a basic treatment of harmony and music theory, focusing additionally on manipulating and complementing harmonic compositional elements through sound design, use of plug-ins, mixing, and mastering, all of which will be taught through project work in professional music production software. Students will develop a portfolio of songs they have composed, and the exhibition in this course will be a presentation of this portfolio, answering the essential question: *How is music created on the computer?*

#### A Module

#### Year-Long

#### **AP Computer Science Principles**

AP Computer Science Principles is a relatively new AP course tailor-made for the 21st century. This is an excellent course for students who are interested in AP curricula, because it assumes no knowledge of computers, starts with the absolute basics (what are the parts inside a computer), and builds out from there. Over the course of the year, topics will include programming, design, networking, real-world problem solving, and artificial intelligence. This course is based on the CS50 curriculum developed by David J. Malan of Harvard University.

#### Semester 2

#### **Digital Storytelling, Computers 1 (+MS)**

In this class, we will join the host of writers who have used Twitter, Facebook, phone apps, computer games, Reddit, and more to tell compelling stories. We will question what makes literature worth studying and whether words must be on a page to have an impact, while also exploring and using the algorithms and technology used to put those words out in the world.

## **B Module**

### **Semester 1**

#### **Game Programming, Computers 1** (*High School and Middle School students*)

Computer programming languages are increasingly relevant in society, and knowing how to code is to know how to speak the language of the future. This course will teach basic coding through scripting in C# for the Unity 3D game engine. Unity provides an intuitive user interface that makes the possibilities of computer programming approachable and exciting. Game Programming is a project-driven course, with students developing several of their own games, building in sophistication as the course progresses.

### **Semester 2**

#### **Architecture and Interior Design, Computers 1** (*High School and Middle School students*)

This course allows students to explore architectural and interior design through 2D and 3D modeling. Students will explore the idea of architecture and interior design through history and learn to recreate and adapt popular designs that they love and admire to create new, exciting, and thought-provoking environments.

## **Afternoon Module**

### **Quarter 3**

#### **Filming and Editing Horror Films, Computers 1**

One of our most basic fears is that of the unknown. We can control the sense of fear and suspense in our movies by controlling what the audience knows or what a character knows. A large part of our ability to do this is based on the location, angle, and movement of the camera, the lighting we choose to use, the music and sound effects, the length of our clips, and video editing effects and filters. A majority of the class will be spent learning to use Final Cut Pro to edit scenes that we will be filming in groups and as a class. We will briefly touch on some points of horror film history and techniques and theater makeup.

### **Quarter 4**

#### **Tabletop Roleplaying Game Design, Elective 1**

What makes tabletop roleplaying games fun to play? Why are they so popular with people of all ages, all around the world? If you've ever played a TTRPG, you probably already have a good idea. If not, you're about to find out! In this course, you will learn several popular game systems such as *Dungeons and Dragons 5e* and *Call of Cthulhu* as well as several lesser-known titles. A major part of the class will be a game design workshop, in which you will learn about the elements of sound game design, including rules and mechanics, creating new player experiences, creating interesting settings and scenes, and sustaining player engagement. Your final project will be to design and test a one-shot adventure for *D&D 5e* or another game system of your choice.

## **Letter Modules**

### **Semesters 1 & 2**

#### **Organization and Study Skills, Elective**

Do you want to help yourself find success at The New School and be prepared for college and beyond? Do you want to get more out of your study hall? This course will provide a time and a place for you to work with individualized guidance and

support for your core academic classes. We will focus on helping you develop your organization and study skills and work together to ensure you are using your time effectively.

**Study Hall**, no credit given

Study hall serves two purposes: First, study hall allows you to take fewer classes each quarter, keeping your workload to a reasonable level. Second, it gives you a set time to do homework, research, and work on projects for which you may not have the resources at home. Students are expected to manage their time and workload independently.